

Aledo Independent School District



Annetta Elementary

2025-2026 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

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 665 students with 48.3% female and 51.7% male.

The breakdown of ethnicity is as follows: African American 1.1%, Other 3.6%, Caucasian 75.6%, and 19.7% Hispanic. Our economically disadvantaged population is 18.8%. The percent of students receiving special education services is 20.2% and our students receiving ESL services is 6.2%. Additionally, we have 7.2% 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 features collaborative pods with flexible seating, dedicated science lab areas, cutting-edge technology, specialized art and music classrooms, and a central library with maker space opportunities—all thoughtfully designed to support and inspire every student.

Strengths

- Annetta has a highly qualified faculty, certified in area of content.
- 93.3% 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.

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, middle and end of the year using the MAP NWEA assessment.

Kindergarten mClass

At the beginning of the year, 23% of kindergartners were well below benchmark, 24% were below benchmark, 21% were at benchmark, and 34% were above benchmark on the Foundational Skills Mclass assessment.

First grade mClass

At the beginning of the year, 11% of first graders were well below benchmark, 13% were below benchmark, 41% were at benchmark, and 35% were above benchmark on the Foundational Skills Mclass assessment.

Second Grade mClass

At the beginning of the year, 16% of second graders were well below benchmark, 12% were below benchmark, 38% were at benchmark, and 34% were above benchmark on the Foundational Skills Mclass Assessment.

IXL

At the beginning of the year, 93% of kindergartners are on or above grade level, and 7% are below grade level on the IXL Math Diagnostic.

At the beginning of the year, 75% of first graders are on or above grade level, 22% are below grade level, and 3% were far below grade level on the IXL Math diagnostic.

At the beginning of the year, 34% of second graders were above grade level, 64% were on grade level, 21% were below grade level, and 3% are far below grade level on the IXL Math Diagnostic.

3rd Math MAP

At the beginning of the year, 19% of 3rd graders did not meet, 81% approached, 65% met, and 26% mastered on the Map Math assessment.

4th Math MAP

At the beginning of the year, 11% of fourth graders did not meet, 89% approached, 69% met, 34% mastered on the Map Math assessment.

5th Math MAP

At the beginning of the year, 12% of fifth graders did not meet, 88% approached, 69% met, and 47% mastered on the Map Math assessment.

3rd RLA MAP

At the beginning of the year, 19% of third graders did not meet, 81% approached, 51% met, and 25% mastered on the Map Reading Assessment.

4th RLA MAP

At the beginning of the year, 17% of fourth graders did not meet, 83% approached, 66% met, and 36% mastered on the Map Reading Assessment.

5th RLA MAP

At the beginning of the year, 15% of fifth graders did not meet, 85% approached, 66% met, and 37% 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.

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: \$1,800: supplies for homeless students
- Campus Title I funds in the amount of \$75,640 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 \$22,226 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1

WIN time is not being implemented consistently across grade levels to provide targeted interventions and meaningful extensions that address students' individual learning needs.

Staff need continued professional learning and collaborative planning time to design, organize, and monitor effective WIN time structures that are responsive to student data.

 = Priority

School Culture and Climate

Summary

As a campus, strong relationships among staff, students, and families are the foundation of our campus culture.

Annetta has implemented a House System to build community and reinforce positive behavior. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school wide programs such as Annetta LEADers, Morning Monitors, Welcome to Annetta Committee, House Leaders and Student Ambassadors.

We are committed to beginning each day with a Morning Meeting in every classroom that teaches positive character and relationship building skills through the Positivity Project. Our campus starts every other Wednesday with a House Meeting. 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 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 a Curriculum 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.

Strengths

Strengths:

- All staff work together to create a safe learning environment for students
- Annetta staff values restorative conversations in place of punitive discipline
- Annetta LEADers promote a positive school culture and climate
- Use [LEAD posters](#) to reinforce Annetta & Aledo ISD behavior standards and expectations
 - This will streamline expectations so that they are clear and consistent
- 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:

- 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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement

Root Cause

1
★

Behavior intervention practices for students requiring Tier 2 and Tier 3 supports are not consistently data-driven or sustained over time.

A lack of campus-wide systems for training, progress monitoring, and follow-up coaching has resulted in uneven implementation of self-regulation strategies and behavior supports.

★ = Priority

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.

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 participate in Instructional Rounds at other elementary schools to reflect on best practices and gain new ideas for immediate implementation

Needs:

- 96.8% of our teachers are ESL certified. By May 2025, 100% of the teaching staff will be ESL certified.

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.

Strengths

Strengths:

- In the 24-25 school year, Annetta received designation as a Promising Practices campus for our work around Professional Learning Communities.
- 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 maintains sets and achieves goals around their individual data

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

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.

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
 - Annetta LEADers
 - Student Ambassadors
 - House Leaders
- Parent representatives on school health advisory committee (SHAC)
- Curriculum Night
- Literacy and Lemonade (A Grandparents and Grand Adults Event)
- Choir Concerts
- Spring 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)
 - Happy Happenings on Facebook
- Coffee & Conversations for Parents - 1 per quarter

We involve the community through our AISD app, district and campus website, parent emails and Remind texts, Aledo ISD and Annetta Elementary Facebook page, and our PTO newsletter.

Social Media:

Facebook: Annetta Elementary & Aledo ISD

School 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.

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


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.

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



Priority Problem Statements

Problem Statement

Root Cause

1
★

Behavior intervention practices for students requiring Tier 2 and Tier 3 supports are not consistently data-driven or sustained over time.

A lack of campus-wide systems for training, progress monitoring, and follow-up coaching has resulted in uneven implementation of self-regulation strategies and behavior supports.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results



Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1 High Priority

Annetta Elementary 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 2026.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will implement Framing the Lesson in daily Instruction.

Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including: We Will, I Will, So that I Can with fidelity by June 2026.

Staff Responsible for Monitoring: District and Campus Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Teachers will implement Critical Writing in daily instruction (Weekly in Math).

Strategy's Expected Result/Impact: 100% of teachers will implement critical writing into daily/weekly instruction by June 2026.

Staff Responsible for Monitoring: Campus & District Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

Staff Responsible for Monitoring: Campus & District Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 2 High Priority

Annetta Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Evaluation Data Source: * Evidence of LEAD Posters in all classrooms
* Evidence of Social Contract in all classrooms

Strategy 1

Teachers will introduce, revisit, reference and display LEAD behavior expectations.

Strategy's Expected Result/Impact: Student discipline data will show a decrease in office referred incidents.

Staff Responsible for Monitoring: Classroom Teachers and Campus Administrators

Title I:

Formative Reviews

Moderate Progress

December

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2026, 100% of the Annetta Elementary collaborative teams campus-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Strategy 1

Collaborative Teams will:

Indicator #1:

- *Teachers will clarify essential learning standards for each unit and criteria for student mastery.
- *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.

Strategy's Expected Result/Impact: 100% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialist
Campus Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 2 High Priority

By June 2026, 100% of the Annetta Elementary collaborative teams campus-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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 campus-wide will rate at the Developing level on Indicator #1 by June 2026.

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 3 High Priority

By June 2026, 100% of the Annetta Elementary collaborative teams campus-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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 campus-wide will rate at the "Developing" level in Indicator #1 by June 2026.

Formative Reviews

Moderate Progress

December

February

April

June

Goal 3

Annetta Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 1

Annetta Elementary will improve student attendance rates by strengthening communication systems and partnerships with families to ensure clear, consistent, and responsive information that fosters trust, promotes engagement, and supports student success to increase overall campus attendance rate from 95.91% to 96% for the 2025-2026 school year.

Strategy 1

The campus will monitor attendance through bi-monthly Data Integrity Team meetings with administrators and PEIMS, parent communication to parents of students with excessive absence concerns and positive incentives to encourage all students to attend daily when symptom free.

Strategy's Expected Result/Impact: Increased attendance percentages monthly (from 24-25 to 25-26)

Staff Responsible for Monitoring: PEIMS, Assistant Principal, Principal, Classroom Teachers

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 2

Annetta Elementary will enhance stakeholder engagement through intentional, two-way communication methods that keep families informed, invite feedback, and empower all community members to actively participate in campus life.

Evaluation Data Source: Survey Data, Attendance at Parent/Family Events

Strategy 1

The campus will hold quarterly "Coffee and Conversations" opportunities for parents to learn more about student data, counseling topics, understanding the ARD process and other topics of interest.

Strategy's Expected Result/Impact: Increased family engagement and partnership as evidenced through attendance at "Coffee & Conversations"

Staff Responsible for Monitoring: Principal, AP, Counselor, Instructional Specialist

Formative Reviews

Some Progress

December

February

April

June



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

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 Meetings

- October 6, 2025 - 3:30-4:00 PM
- October 8, 2025 - 3:30-4:00 PM

Title I \$75,640

Title I District Homeless \$1,800

Title I Migrant Shared Agreement with Region 11 \$769

Title II \$14,140

Title III ELA District \$22,226

Title III Immigrant District \$2,338

1.2 Location for Evidence of Multiple Meetings Held

The Campus Improvement Committee met on October 6 and October 8 to discuss the narratives and goals. The agendas, notes, minutes and sign-in sheets are linked below:

- Agendas & Minutes
 - [October 6, 2025](#)
 - [October 8, 2025](#)
- Sign-Ins
 - [October 6, 2025](#)
 - [October 8, 2025](#)

Title 1 Meeting Options:

- August 21, 2025 at 9:00 AM - Annetta Cafeteria
- September 18, 2025 at 5:00 PM - Annetta Cafeteria
- [Sign In Sheets](#)

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

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 October 6, 2025 and October 8, 2025 to review the needs assessment narratives and campus goals. Additionally, the principal hosted two Title 1 parent meetings, August 21, 2025 and September 18, 2025.

2.2 Stakeholders 1114(b)(2)

The Campus Improvement Committee consists of teaching Staff, school staff, 2 parent representatives, 2 community representatives and 2 business representatives. The draft plan is brought to the committee for review and feedback is solicited from the committee. There are two beginning of year meetings to develop the plan and solicit feedback. Agenda/ Minutes, Sign In Sheet and list of stakeholders are located within this plan (under "Committees" and linked above).

Following the Title 1 parent meetings, the Family Involvement Policy along with curriculum slides were shared with the families through the weekly newsletter. Feedback was requested at that time through a Google form.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Once the Campus Improvement Plan is developed, approved by the committee and approved by the school board, 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 the community can access information on the district website in multiple languages by utilizing the translation option at the top of the webpage.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure support is consistent between campuses including any accommodations necessary to meet state standards. In addition, the campus coordinates with the campus Guiding Coalition, Child Nutrition Department, Aledo Advocats, the district homeless liaison and counselors to provide targeted support for students in need.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

The Campus Improvement Plan includes all statutorily required actions located on the ESSA Title I page, CNA and throughout the Campus Improvement Plan goals and strategies.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Campus Improvement Committee will use summative data to evaluate the Campus Improvement Plan annually and as needed throughout the year based on formative data. 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 Schoolwide Campus Improvement Plan including goals and strategies. Documentation of program evaluation can be found within the agenda and minutes from the Campus Improvement Committee meetings throughout the year.



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 8, 2025 @ 3:30 PM	WebEx	Campus Improvement Committee Meeting 10-8-2025 (Responses) - Form Responses 1.pdf	10-8-2025 Campus Improvement Committee Meeting.pdf
October 6, 2025 @ 3:30 PM	3rd Grade Science Lab	Campus Improvement Committee Sign In 10-6-25.pdf	10-6-2025 Campus Improvement Committee Meeting.pdf

Members

First Name	Last Name	Position	Committee Role
Candace	Summerhill	District	District Rep
Eryn	Whiteland	Parent	Parent Rep
Kelsey	Dyck	Parent	Parent Rep
Debbie	Reedy	Community	Community Rep
Betty	Burks	Community	Community Rep
Patrick	Lawler	Business	Business Rep
Jolinda	DeRosa	Business	Business Rep
Ana	Conrad	Fifth Grade	Teaching Staff Member
Mandy	Bach	Fourth Grade	Teaching Staff Member
Tanya	Sides	Third Grade	Teaching Staff Member
Brittany	Evans	Second Grade	Teaching Staff Member
Marmendy	Thompson	First Grade	Teaching Staff Member
Kelly	Price	Kindergarten	Teaching Staff Member
Kathryn	Wilson	Special Education Teacher	Teaching Staff Member
Meg	Cremer	Digital Media Specialist	Campus Staff
Marissa	Torres	Instructional Specialist	Campus Staff
Elizabeth	Kuhns	Assistant Principal	Campus Administrator



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026