

Aledo Independent School District

Lynn McKinney Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Lynn McKinney Elementary opened August of 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 627 students comprised of 51% female and 49% 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 10%. The percentage of students receiving special education services is 19%, our students receiving 504 services is at 2%, and our students receiving ESL services is 5% of our overall student population. Additionally, we have 12% 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, 35 full-time instructional professionals, one full-time diagnostician, and 7 instructional/special education para-professionals.

As 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.

Strengths

- McKinney is currently comprised of a faculty that is 100% highly qualified with (2) new staff who are joining our LME team from out of the district and (1) staff member who is brand new to teaching.
- McKinney faculty and staff will work to continue building the professional learning community of the campus and district to support student learning.
- 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 we continue to build upon our processes as a second year campus.

Student Achievement

Summary

At Lynn McKinney Elementary School, our commitment is to ensuring that every student experiences meaningful academic growth, develops independence as a learner, and is supported in reaching grade-level expectations. As a growing campus established in 2024, McKinney has focused on building strong instructional systems, collaborative practices, and a positive learning environment that supports achievement for all students. Teachers use formal and informal assessments to monitor student progress, identify learning gaps, and adjust instruction in response to student needs. Small-group instruction, flexible grouping, targeted skill instruction, and differentiated learning experiences are used to strengthen foundational skills and extend student learning.

McKinney has prioritized the use of targeted WIN (What I Need) groups to address reading fluency and mathematical numeracy. Grade-level progress checks are used to identify students who need additional support and those who are ready for enrichment and extension. Teachers collaborate to analyze student performance, plan responsive instruction, and monitor the effectiveness of interventions. These practices help ensure that instructional decisions are guided by evidence of student learning and that students receive appropriate support and opportunities for academic growth.

Identified areas for continued improvement at McKinney include strengthening classroom learning environments, increasing the use of higher-level questioning, and expanding opportunities for meaningful academic discussion. The campus is emphasizing strong teacher-student relationships, clear instructional expectations, and engaging learning experiences that encourage students to think critically, communicate their reasoning, and demonstrate their understanding in multiple ways. McKinney is continuing to build a collaborative school community in which staff members work together to support consistent behavioral expectations, student engagement, and academic success.

Problem of Practice:

Analysis of campus instructional needs and student progress monitoring practices has identified the importance of ensuring that students consistently demonstrate the academic and social behaviors necessary for successful learning across school settings. When students struggle with self-management, engagement, or persistence, disruptions can reduce instructional time and interfere with learning. McKinney will continue strengthening proactive classroom practices, explicit behavioral expectations, and targeted student supports to protect instructional time and promote a positive learning environment.

Strengths

Theory of Action:

McKinney will strengthen campus-wide academic and behavioral outcomes through collaborative leadership, consistent expectations, data-informed decision-making, and responsive instructional practices.

- **Collaborative leadership and shared responsibility:** The campus leadership team and grade-level representatives will work collaboratively to identify student needs, review campus practices, and develop consistent approaches to academic and behavioral challenges.
- **Consistent school-wide behavioral expectations:** Staff will explicitly teach, model, and reinforce expectations for learning, transitions, collaboration, and responsible behavior across classrooms and common areas.
- **Proactive behavioral interventions and supports:** Teachers and administrators will use prevention strategies, positive reinforcement, and clearly defined procedures for responding to teacher-managed and office-managed behaviors. Students requiring additional support will be monitored through an intentional intervention process.
- **Data-informed student support:** Grade-level teams will review multiple sources of student performance and progress-monitoring data to identify students who need intervention, determine appropriate supports, and evaluate student response to instruction.

- **Targeted academic intervention and enrichment:** WIN groups will provide focused instruction in reading fluency and mathematical numeracy, while grade-level progress checks will help teachers identify students ready for deeper learning and extension opportunities.

McKinney Elementary teachers continue to strengthen their use of formal and informal assessments to monitor student progress and inform instructional decisions. Differentiated instruction, flexible grouping, small-group teaching, and targeted skill development remain important components of the campus instructional model. Teachers adjust lesson content, learning processes, and student products to address a range of readiness levels and learning needs. Instructional technology and interactive learning experiences are used purposefully to support student engagement, reinforce essential concepts, and provide opportunities for students to demonstrate their understanding.

Continued instructional improvement will focus on aligning daily learning objectives with Texas Essential Knowledge and Skills (TEKS), teaching standards at the appropriate depth and rigor, and using curriculum-based assessments to analyze student learning. McKinney will emphasize critical thinking, academic vocabulary, purposeful student discussion, written responses across content areas, and the application of learning to meaningful tasks. Teachers will work to ensure that students not only acquire foundational skills but also explain their thinking, apply strategies independently, and transfer their knowledge to increasingly complex tasks.

Collaborative planning and professional learning will support these priorities. Grade-level teams will regularly analyze student work and assessment results, identify prerequisite skills, plan interventions and extensions, and evaluate the effectiveness of instructional strategies. Campus improvement efforts will emphasize student growth, strong Tier 1 instruction, and the intentional use of intervention and enrichment opportunities. In addition, McKinney will continue developing a systematic MTSS process to identify students who require additional academic or behavioral support, establish targeted interventions, and monitor progress toward measurable goals.

Social-emotional development, student ownership, and the consistent reinforcement of ready, responsible, and respectful behaviors will remain integral to McKinney's instructional approach. By explicitly teaching L.E.A.D. expectations, building trusting relationships, and creating classrooms where students feel safe taking academic risks, teachers will support both student achievement and the development of independence, perseverance, and positive learning habits.

As a campus, McKinney has established instructional practices and collaborative structures designed to engage students in high-quality learning. The master schedule provides opportunities for targeted intervention and additional instructional support. Moving forward, campus leaders and teachers will continue using student performance data, classroom observations, curriculum assessments, and collaborative team discussions to evaluate progress and refine instructional practices. Through a shared commitment to strong Tier 1 instruction, targeted intervention, meaningful enrichment, and a positive learning environment, Lynn McKinney Elementary will continue working toward its goal of ensuring that every student makes measurable academic progress and is prepared for future learning.

School Culture and Climate

Summary

Lynn McKinney Elementary is committed to building a positive, inclusive, and engaging school culture where students, staff, families, and community members feel valued, connected, and invested in the success of every learner. As a growing campus established in 2024, McKinney has intentionally worked to build a strong foundation of relationships, shared expectations, school pride, and collective responsibility. Our culture reflects a belief that strong relationships and a sense of belonging are essential to both academic achievement and personal growth. We work hard to create an environment where students are known, challenged, encouraged, and celebrated.

A significant strength of McKinney Elementary is the strong support of our families and surrounding community. Our highly active Parent-Teacher Organization (PTO) and dedicated parent volunteers contribute meaningfully to the life of the campus through their time, talents, resources, and commitment to student success. This partnership strengthens the connection between home and school, enhances student experiences, and reinforces a shared investment in the campus community. We value the relationships we are building with families and community partners and recognize that student success is a shared responsibility.

Student voice is an important component of McKinney's culture. We strive to create opportunities for students to share ideas, express perspectives, provide feedback, and contribute to campus decisions in developmentally appropriate ways. By listening to students and involving them in shaping their school experience, we foster ownership, leadership, responsibility, and a sense of belonging. We want students to understand that their voices matter and that they play an active role in building the kind of school community in which they want to learn and grow.

McKinney maintains high expectations for both behavior and academic effort. We believe students thrive when expectations are clear, relationships are strong, and adults consistently communicate confidence in their ability to succeed. Students are encouraged to demonstrate ready, responsible, and respectful behaviors while developing perseverance, independence, and a commitment to doing their best. Academically, we emphasize growth, productive struggle, critical thinking, and engagement in meaningful learning. Our goal is to cultivate a culture in which students take pride in their effort, embrace feedback, learn from mistakes, and celebrate individual and collective accomplishments.

A culture of continuous improvement guides our work as educators and campus leaders. We believe effective schools remain reflective, responsive, and willing to examine practices from multiple perspectives. McKinney values open communication, collaborative problem-solving, and thoughtful decision-making that considers the experiences and viewpoints of staff, families, students, and community stakeholders. Through collaborative planning, reflection on student learning, and ongoing conversations about campus practices, we work to identify opportunities for growth and make decisions that support the collective good. We recognize that meaningful improvement requires listening, learning from one another, and maintaining a shared focus on what is best for students.

At McKinney, we believe that **we work hard to play hard**. We value a strong work ethic, high-quality instruction, and a commitment to continuous growth, while also recognizing the importance of joy, celebration, connection, and school spirit. We intentionally create opportunities to build relationships, recognize accomplishments, celebrate traditions, and enjoy being part of the Bearcat community. This balance helps foster a positive climate where students and staff feel connected to the campus and motivated to contribute to its success.

Strengths

- **Strong family and community partnerships:** An engaged community, highly active PTO, and committed parent volunteers strengthen campus programs, enrich student experiences, and support school-wide initiatives.
- **A shared commitment to student success:** Staff and families work together to support academic growth, positive behavior, student well-being, and the development of responsible, independent learners.
- **Student voice and ownership:** Students are encouraged to contribute ideas and perspectives, participate in campus leadership opportunities, and help shape a positive school environment.
- **High expectations and a growth mindset:** The campus promotes strong behavioral expectations, academic effort,

perseverance, accountability, and the belief that every student can grow and succeed.

Collaborative and inclusive decision-making: Multiple perspectives are welcomed and considered as campus leaders and staff reflect on challenges, evaluate practices, and make decisions that affect the school community.

A culture of continuous improvement: Staff members engage in collaboration, reflection, data-informed planning, and professional growth to strengthen instruction and improve student outcomes.

Positive relationships and a sense of belonging: Intentional relationship-building helps create an environment where students, staff, and families feel welcomed, respected, supported, and connected.

School pride, celebration, and joy: McKinney embraces the Bearcat spirit and creates opportunities to celebrate achievement, build traditions, strengthen relationships, and enjoy learning and working together.

Ultimately, Lynn McKinney Elementary strives to be a school where high expectations and genuine care coexist, where every voice has value, and where the entire community shares responsibility for continuous growth. Our culture is grounded in the belief that strong relationships, purposeful collaboration, student ownership, and a commitment to both hard work and joyful experiences create the conditions for lasting success. We are proud to build a Bearcat community where we work hard, support one another, celebrate progress, and continually strive to be better for our students.

Staff Quality, Recruitment, and Retention

Summary

McKinney Elementary opened the 2024-2025 school year as a K-5 grade campus. Entering our 3rd year we are now serving 627 students. As we continue to grow we have added staff, totaling 36 teaching staff members, all of which are highly qualified, and 7 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 1 is new to Aledo ISD as all but (1) campus staff member are returning staff members.

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.

The campus also has a "New to McKinney Cohort" that supports teachers that have joined the campus for the first time, helping to assist with culture development and an increased sense of belonging.

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

Summary

As with all AISD campuses, McKinney adheres to the 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.

Our campus instructional specialist and half-time intervention specialist also provide support in all areas. Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small-group instructional strategies. Writing and grammar skills are incorporated within reading instruction. Phonics skills are taught using Heggerty, Really Great Reading, and supplemental resources. In grades 3-5, RLA teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. The following programs and resources are used to support classroom instruction for other subjects: Math-Pearson and IXL; Science Stemscores; Social Studies-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, MAP, IXL and Lexia. Feedback from these tools allows teachers to tailor instruction to the individual needs of students

Strengths

- 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
- Teachers work together to ensure equity in instructional access through shared planning responsibilities and experiences for students that allow for experiential learning and exceptional experiences to be had by all.
- 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
- Team leads and Guiding Coalition members are able to facilitate and guide teams in to decision making that is align
- Each student maintains sets and achieves goals around their individual data
- Parent-teacher communication surrounding academic progress is a priority across grade levels

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.

Having a highly involved PTO and parent volunteer groups outside of the structured PTO format has allowed for families to maintain involvement in ways that best work with their household needs and availability.

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.

Strengths

- Active PTO working to support the campus
- Watch-Dog Dads/Grandparents
- Room Parents
- Student LEADers - 5th grade only
- Parent Representatives on SHAC, DWEIC, District Level PTO and Campus Improvement Committee
- Meet the Teacher
- Curriculum Night
- Fall Festival
- Grandparents and Grownups Event
- Family Museum Night
- Family Movie Night
- Deck the Halls Parent Collaboration in pods
- 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
- Principals Cohort
- Junior Teacher Cohort

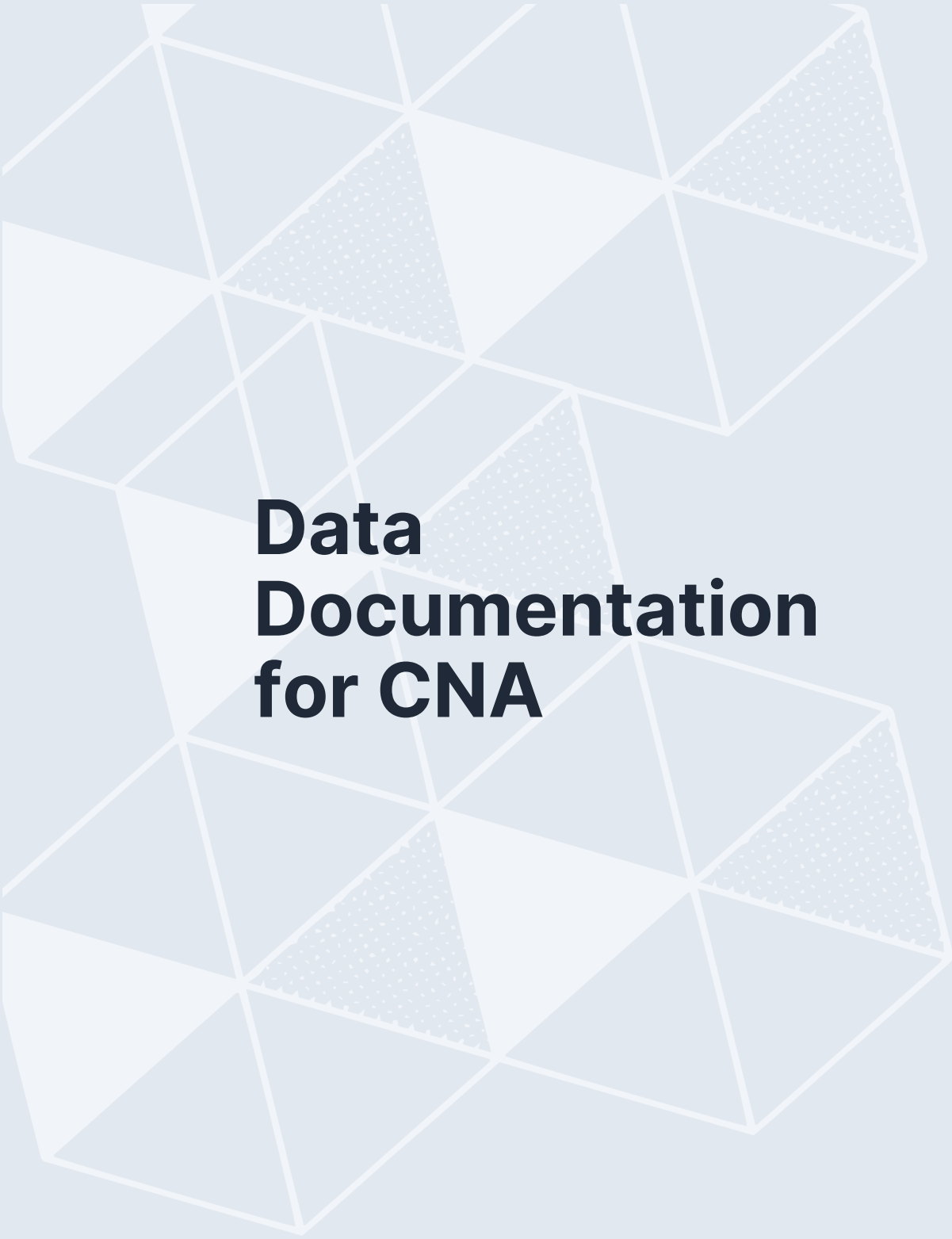
School Organization

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.

Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students, guided by the 4 PLC questions
- 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 culture involvement that respects all voices and ideas
- Guiding Coalition Leadership Team
- Team Leadership working to support the instructional design process and logistical design for the grade level



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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR released test questions
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

How We Teach: Delivery of Instruction

Performance Objective 1 High Priority

McKinney 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 2027.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will be provided regular input and feedback surrounding our campus look for DIW data and areas within the Fundamental 5 expectations that are broken down and organized by grade level. With this data, incremental goals will be set and discussed within a monthly CT agenda. Individual patterns will be identified and PL will be provided on an individual and/or small group based on data-driven need.

Strategy's Expected Result/Impact: 100% implementation of all campus look-fors, resulting in a higher level of student connections to real world applications across content areas.

Staff Responsible for Monitoring: Administration

Instructional Specialist

Team-Leads

Guiding Coalition Members

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

McKinney Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2027.

Strategy 1

Through the use of the Guiding Coalition and Behavioral CT's, the team will meet monthly to review campus trends in behavioral data, collect and highlight the implementation in LEAD language for behavioral corrections, and identify areas for re-teaching, behavioral academies, and or additional supports across tiered systems within the MTSS process.

Strategy's Expected Result/Impact: This in depth process will result in a decrease in disruptive and chronic student behavioral incidents by 50%, while also providing consistent T2 & T3 supports and reteaching opportunities provided in response to behavioral needs shared during our campus CT processes and campus observations.

Staff Responsible for Monitoring: Admin
Guiding Coalition
ILT

Formative Reviews

December

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2027, 100% of the McKinney Elementary collaborative teams district wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Strategy 1

At McKinney Elementary, 100% of teams will be rated as "developing" on the PLC continuum. This will be achieved through weekly collaborative team meetings, designing instruction with the R/R/LE rubrics as a resource, and an increase in our overall team ratings.

Staff Responsible for Monitoring: Admin

ILT

Guiding Coalition

Team Leads

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

By June 2027, 100% of the McKinney Elementary collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1

At McKinney Elementary, 100% of teams will be rated as "developing" on the PLC continuum. This will be achieved through weekly collaborative team meetings, designing instruction with the R/R/LE rubrics as a resource, and an increase in our overall team ratings.

Staff Responsible for Monitoring: Admin

ILT

Guiding Coalition

Team Leads

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 3 High Priority

By June 2027, 100% of the McKinney Elementary collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1

At McKinney Elementary, 100% of teams will be rated as "developing" on the PLC continuum. This will be achieved through weekly collaborative team meetings, designing instruction with the R/R/LE rubrics as a resource, and an increase in our overall team ratings.

Staff Responsible for Monitoring: Admin
ILT
Guiding Coalition
Team Leads

Formative Reviews

DecemberFebruaryAprilJune

Goal 3

McKinney Elementary will strengthen our culture of excellence by creating exceptional experiences for students, staff, families, and community members. Through clear and responsive communication, exceptional service, and meaningful connections we will work to build trust and ensure all stakeholders feel valued, informed, and supported.

Performance Objective 1

By June 2027, McKinney Elementary will increase the average daily attendance rate from 96 % to 97%, as measured by PEIMS attendance reports.

Strategy 1

Bi-weekly data integrity meetings will be added to the end of our campus admin meetings to allow for all of our ILT to strengthen attendance awareness and monitor campus family situations to further determine needed education as to the impacts and campus supports.

Strategy's Expected Result/Impact: High-need and frequent absences are identified early, supports are provided when appropriate, and incentive systems campus wide are implemented for our surprise attendance celebrations. These combined will result in an increase in overall attendance rates.

Formative Reviews

December	February	April	June
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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