

Aledo Independent School District

Stuard Elementary

Campus Improvement Plan

2020-2021



Mission Statement

The mission of the Aledo Independent School District is to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2020

Demographics

Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 46 staff members: 36 teachers, 5 professional support, 2 campus administrators, 3 educational aides.

Our campus is 82.1% White, 11.3% Hispanic, 5.5% Two or more races, .3% African American, .7% Asian, and .1% American Indian or Alaskan Native. There are 6.1% of students receiving Special Education services and 4.1% of our students are served in the Gifted and Talented Program. The campus is 4.6% Economically Disadvantaged, 12.46% At-Risk, and .85% English Learners. Our attendance rate is 96.72%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Demographics Strengths

The student population has been consistent in comparison data for the last three years. The mobility rate is 9.4% which is higher than district, but below the state averages.

Although there has not been a large shift in our demographics, our student needs are changing. Student diversity is increasing slightly each year and we must meet the needs of all students.

Needs:

Continue working on closing the performance gaps of subgroups

Increase student writing opportunities across all content areas

Student Achievement

Student Achievement Summary

Student Achievement has been consistent in most areas but there had been a drop in our Writing scores. We don't have STAAR data from 2019-20 due to COVID-19. Data on our 2018-19 TEA Report Card is as follows: Overall is a 95, rising one point from the previous reporting period. Our Student Achievement is 93, rising one point from the previous reporting period. Our School Progress was an 89, rising from 77 in our previous reporting period. Closing the Gaps, however, fell to 98 from 100 in our previous reporting period.

Student Achievement Strengths

Strengths

- Teachers are able to meet the academic needs of the students while pushing them to excel into Meets and Masters scores on STAAR. This is a school-wide effort from Kindergarten to fifth grade, from PE to Library and from the Office to the Cafeteria. Strengths include Authentic Assessments, a good balance of success and challenge to grow student learning and the use of multiple teaching styles to accommodate the multiple student learning styles.*
- Student academic needs are changing. We are encountering students who are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we've considered all least restrictive placements through RtI before we make the move to Special Education or 504 referrals. As more data becomes available, we will need to see how the STAAR test information dictates our student and teacher needs. We need to ensure that we are meeting the needs of our English Language Learners, Economically Disadvantaged students as well as our Special Education students. Our school needs to continue to provide opportunities for student created projects as a means of assessment.*

Needs

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:*

** Staff development with a focus on serving ELL students - \$1,000. Supplemental materials and supplies- \$5,000 and Tutors and intensified instruction for ELL students \$9,625.*

**Title III Immigrant funds \$5, 275 to support students who are new to the country or within their first three years in US schools.*

- *Title I funding will be utilized to supplement Summer School offerings for grades 5, ESL and Dyslexia students as follows:*
 - * *Summer School personnel - \$11,993.*
- *In addition, Title I funds will be used for homeless student supplies*
 - *\$3838
- *Continue to increase our goal of closing performance gaps for all students.*
- *Continue to work on increasing student writing opportunities across all content areas.*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

School Culture and Climate

School Culture and Climate Summary

The climate and culture of Stuard Elementary is good. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents.

The staff continually searches for best practices to increase our school climate and make positive changes to our school culture.

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course 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.

Stuard participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children 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-5 and includes 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 the student program cited above, parent communication is shared and previews of student content is 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

School Culture and Climate Strengths

Strengths

- *Empowered staff and students, professionalism by the staff, staff team work, parental support and administrative support are our strengths. Students, parents and staff feel safe at school and are able to focus on learning. Staff utilizes a Social Contract, high student expectations and a safe physical environment to help strengthen our school culture and climate. Safety is also a concern addressed through new policies and procedures such as the Health and Safety Protocols due to Covid-19 and emphasis on classroom doors locked and closed when not in use. A district wide Bullying Prevention program that includes various reporting opportunities has*

been implemented throughout AISD.

Needs

- *Title 2 funding, \$6234, will be allocated for staff members to receive training in PLC.*
- *Title 4 funding, \$20985, will be allocated for staff members to receive Capturing Kid's Hearts Training.*
- *Continue to educate students and parents on bullying definitions and procedures.*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Stuard Elementary staff members are all highly qualified. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

All staff are required to complete flex time and certified teachers are required to complete 6 hours of GT updates. Teacher goal setting in collaboration with campus administration is required through T-TESS.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade level meetings and administrative meetings. Faculty meetings are scheduled regularly, CIC meetings are scheduled regularly and Collaborative Teams are required to meet once a week. A sign in sheet, agenda and minutes (SAM) is required at all meetings. There is administrative support of the staff.*
- All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.*

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members (PLC Trainings). There is approximately \$6234 allocated for Stuard.*

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence of our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment. The continued use of Fundamental 5 practices, the use of Thinking Maps taken to the Frame, Frequent Feedback, Formative Assessments and Critical Writing in grades K – 5, Expository Writing through Thinking Maps and Balanced Literacy are some of the keys to our success.

Curriculum, Instruction, and Assessment Strengths

Strengths:

Sharing of ideas, team planning and consistent instruction are all strengths. Success on state mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success. Consistent use of Thinking Maps taken to the Frame, Fundamental 5, Critical Writing and Balanced Literacy are also initiatives that are being addressed. Our Scope and Sequence and Vertical and Horizontal Alignment are a strength at our school and in our district.

Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically Disadvantaged students.

Needs:

Consistent use of Thinking Maps taken to the Frame/taken to writing across all content areas.

Parent and Community Engagement

Parent and Community Engagement Summary

There is a very real sense of community with the Stuard Elementary family. Parents, staff and students all feel a part of the process. Communication such as the weekly Stuard Parent Newsletter and weekly Stuard staff Monday Morning Memo has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.

Parent and Community Engagement Strengths

Raptor sign in/out system, Volunteer coordinator, PTO, marquee sign and weekly parent newsletters all help to make our parents feel a part of the school and the educational process. Past activities have included: Movies with Mom, Teams of Tomorrow, Runner's Club, Veteran's Day Program, Cowtown 5K, Daddy/Daughter Dance, Grandparent's Day Breakfast and an active PTO, however during this unique time of Covid-19, we are exploring new ways to keep our community engaged. We involve the community through our AISD app, Remind App, Stuard Web page, Stuard Facebook Page, Teacher web pages as well as our PTO newsletter.

School wide procedures during this unique time of Covid-10 need to be re-visited regularly at CIC meetings to ensure consistency and relevancy.

Needs:

Continue to communicate with all stake holders and to our community.

School Context and Organization

School Context and Organization Summary

Stuard Elementary is one of 5 elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II, Title III and Title IV Federal Funds.

School decision making is a coordinated effort of a site based Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representative, community representative, and parent representative.

There is a need for differentiated instruction (small groups) in reading, writing, and math. We are able to meet that need through our grade level meetings, Response to Intervention (RtI), computer programs such as Lexia, Reading A to Z, IXL, M Class and small group instruction. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction through RtI time, reorganization of schedules to include grade level meetings, common planning time, Collaborative Team meetings and training in balanced literacy. District initiatives have also been implemented: Critical Writing, Balanced Literacy, Fundamental 5 and Thinking Maps. There have been additions in technology hardware to the classrooms (teacher iPads, student Chromebooks and Promethean ActivPanels) that have encouraged changes in teacher's presentation of content.

School Context and Organization Strengths

Strengths:

Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success. Staff continually seeks growth opportunities through workshops, webinars and collaborative professional development.

We must continue to be open to change and be able to adapt to student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.

Needs:

Student's needs are changing and we must continue to grow staff to prepare to meet all student needs.

Technology

Technology Summary

There have been district wide technology upgrades. The student to technology device ratio has been improved. There is, approximately, one device for every 5 students. There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology. AISD has purchased chromebooks and wifi hotspots for students as needed as well as encouraging bring your own device (BYOD) with students engaged in learning management system (LMS), See-Saw (K-2) and Canvas (3-5).

Technology Strengths

Strengths:

Appropriate staff development and resources are available to all staff. Technology work order system is in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.

As student needs change, access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students. We need to be sure to stress to our students and staff that technology is a means, not an end.

Needs:

Continue professional development in technology needed to ensure that we are meeting the needs of our students and staff.

Priority Problem Statements

Problem Statement 1: Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Stuard Elementary will implement district identified best instructional practices that include daily evidence of high yield formative assessments 100% of the time, by June 2021

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

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, 100 % of the time by June 2021</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Stuard Elementary will implement two identified components of fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time by June 2021

Evaluation Data Sources: Daily Impact Walks and Remote Lessons Reviews

Summative Evaluation: None





<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction</p> <p>Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing daily with fidelity, by June 2021</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Stuard Elementary will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time by June 2021

Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment

Summative Evaluation: None

<p>Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p>Strategy's Expected Result/Impact: Teachers will provide students with frequent feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, 85% of the time by June 2021</p> <p>Staff Responsible for Monitoring: Campus Admin, District Admin Supervising, Special Education, ESL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of Stuard Elementary collaborative teams campus-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose

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

Summative Evaluation: None

<p>Strategy 1: Collaborative Teams Will:</p> <p>Indicator #1</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery</p> <p>*Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning</p> <p>Strategy's Expected Result/Impact: 98% of Collaborative Teams as Stuard will rate at the "Developing" level in indicator #1 by June 2021</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 98% of Stuard Elementary collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

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

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams: *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.</p> <p>Strategy's Expected Result/Impact: 98% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of Stuard Elementary collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams: Indicator #1 *Have established an annual SMART goal to 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: 93% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Stuard collaborative teams will rate at the "Developing" Level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Indicator #1</p> <p>*School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, district assessments and state assessments.</p> <p>*Teams use the results to identify areas of success, areas of concern and to discuss strategies for improving the results.</p> <p>Strategy's Expected Result/Impact: 95% of Collaborative teams at Stuard will rate at the "Developing" level in indicator #1 by June 2021</p> <p>Staff Responsible for Monitoring: Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stuard Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all areas

Performance Objective 1: To endure student and staff safety, all occupied classroom doors will remain open and locked, and all unoccupied classroom doors, ancillary doors (closet/storage), and all unscheduled exterior doors will remain closed and locked at all times by June 2021

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021

Summative Evaluation: None

<p>Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus district wide every week and maintain documentaion.</p> <p>Strategy's Expected Result/Impact: 100%of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021</p> <p>Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff.</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stuard Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all areas


Performance Objective 2: To increase awareness of all Stuard Elementary stakeholders concerning the impact of COVID-19, communication will occur in a timely manner.


Evaluation Data Sources: COVID positive case notification letters, quarantine notification letters, district dashboard

Summative Evaluation: None

<p>Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.</p> <p>Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case, the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications Campus Administration Campus Nurse</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Stuard Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all areas


Performance Objective 3: Due to COVID -19 the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.


Evaluation Data Sources: Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

Summative Evaluation: None

<p>Strategy 1: 1. Stuard will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff.</p> <p>2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.</p> <p>3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p>Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, Stuard will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff.</p> <p>2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.</p> <p>3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p>Staff Responsible for Monitoring: CFO Director of Construction and Facilities Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Advisory Committee

Committee Role	Name	Position
Administrator	David Sweeney	Assistant Principal
Administrator	Ron Shelton	Principal
Classroom Teacher	Callie Caldwell	4th Grade Teacher
Classroom Teacher	Jessica VonderHaar	3rd Grade Teacher
Classroom Teacher	Emily Mooney	2nd Grade Teacher
Non-classroom Professional	Angela Adair	Counselor
Classroom Teacher	Jamie Littleton	Kinder Teacher
Classroom Teacher	Jayne Wood	Specials Teacher
Classroom Teacher	Kim Martin	1st Grade Teacher
Business Representative	Sarah Wallace	Business Rep
Classroom Teacher	Brittany Crimmings	5th Grade Teacher
Business Representative	Sarah Gallaher	Business Rep
Community Representative	Jared Gabbert	Community Rep
Community Representative	Sarah Nurse	Community Rep
Parent	Elizabeth Garcia	Parent Rep
Parent	Lilli Oligschlaeger	Parent Rep