Aledo Independent School District

Aledo High School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Aledo High School exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Aspire to Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo High School is the only High School campus in Aledo Independent School District in Aledo, TX. The student population at AHS is 1413. There are 513 tenth-grade students, 464 eleventh-grade students, and 436 twelfth-grade students. Additional demographic information is outlined in the chart below. The campus has 88 full-time instructional professional staff members and shares an additional 4 instructional professional staff members with Daniel Ninth Grade Campus and/or Aledo Middle School. We also have 23 additional support staff members.

White	80.22%
Hispanic	13.9%
American Indian	<1%
African American	1.6%
Asian	<1%
Multi-Racial	2.8%
Economically Disadvantaged	10.2%
Completion Rate - 420 (2020 Grads)	99%
Dropouts - 01	<1%
Discipline referrals	(Last year 223, the year before 171)

The CNA and Campus Plan were developed over a series of two workshops (9/21/20, 9/29/20). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT/SAT Participation Data, and Instructional Focus Data. The previous year's needs assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus Plan was finalized by the committee on September 29, 2020, and shared with the entire faculty for review and feedback.

The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in February, April, and June.

Demographics Strengths

Strengths

- Aledo High School has a 99% completion rate and a less than 1% dropout rate.
- There is a high level of community involvement of local businesses and volunteer organizations to meet the needs of all students.
- A high percentage of students have access to resources and support at home.

Needs

- Parent engagement within the Hispanic and Economically Disadvantaged populations are low.
- Increased need for ESL instructional strategies and resources to meet the needs of this growing population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a campus we lack an astute awareness of the hardships of our Economically Disadvantaged and LEP students. **Root Cause:** This is a small number of our student population, and their needs may be overlooked.

Student Achievement

Student Achievement Summary

At Aledo High School, academic achievement is a high priority for all stakeholders. Due to COVID-19, STAAR Data was not collected for the 2019-2020 school year. However, historical data indicates the campus received an "A" rating for the 2018-2019 year. AHS also received distinctions for Academic Achievement in Science and Social Studies. The campus received the maximum "Met Standard" accountability rating from the state for our 2018-2019 STAAR End-of-Course Exams. Faculty, staff, parents, and students value and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, intensive interventions, varied on-going assessments, and differentiated instruction. Collaborative teams identify struggling students and develop interventions to address their needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students, so they know their strengths and needs.

Data included in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, AP/Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT/SAT participation.

Student Achievement Strengths

Strengths

- Students are able to get extra help from a variety of teachers during the school day through the established Flex Schedule.
- Aledo High School provides all sophomores with the opportunity to take the PSAT and all seniors with the opportunity to take the SAT during the school day.
- Teachers use data to address weaknesses in achievement through collaborative team meetings each week.

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 EL students ($1000), supplemental materials ($5000), and tutors for EL students ($9625).
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies ($2838).
- Title I funding will be utilized to supplement summer school offerings for EOC and dyslexia students as follows: summer school personnel, summer school transportation, summer school materials ($11993).
- Title III Immigrant funds to support students who are new to the country or within their first three years in US schools ($5275).

*Note: Dollar amounts refer to district-wide funds.

- Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged student STAAR performance in English II and US History is notably lower than All Students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: SPED students served by co-teachers in inclusion classes may not receive the amount of one-to-one teaching needed. **Root Cause:** Station rotation and

other co-teach models are underutilized.

Problem Statement 2 (Prioritized): 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

Aledo High School is developing a culture of excellence. The climate is one that fosters relationships, relevance, and collaboration. AHS has a culture of success that must be maintained and built-upon each year. We have experienced great success in Fine Arts, Student Organizations, Academics, and Athletics over the years and it is a tradition that each group wants to continue to build upon. The staff morale must be monitored for increased stress and changes in morale, especially considering current circumstances.

AHS is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions daily and teachers are working collectively to provide these opportunities to students during Flex. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

The counseling program provides academic seminars, Too Good for Drugs Program, SOS Signs of Suicide, guidance lessons, small group counseling, and a character education program. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students.

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.

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. 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 each of the student programs 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.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walk-through data, focus groups, and meetings.

School Culture and Climate Strengths

Strengths

- There are expectations for excellence in all areas, including academics, athletics, and fine arts.
- AHS is establishing a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.
- Teachers at AHS intentionally focus on building relationships with students.
- Campus is focusing on high levels of learning for all students; making adjustments to the campus mission and programs such as Flex.

Needs

- Title IV funding ($20,985) will be allocated for staff members to receive training in Capturing Kids' Hearts.

  Note: Dollar amount represents funds shared between all AISD campuses.

- Teachers are overextended and the risk for burnout is high due to current circumstances.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a high level of need to address stress-management for students. **Root Cause:** The competive culture and expectation for success creates additional stress on students to achieve.

Problem Statement 2: Student subgroups are not equally represented within extracurricular activities and may not feel as connected to the school community. **Root Cause:** Less parental involvement, not an emphasis in recruiting, increased family obligations limit student availability.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School staff is a group of veteran teachers with some newer staff members that are all committed to student excellence.   Campus administrators will monitor the 20 new teachers at AHS to ensure a smooth transition period during their first year on campus. At set times during the school year, we will check on the assimilation of the new staff to our campus family. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition to AHS.

Aledo High School is a learning community made of up 134 faculty and staff members. All Teachers have a bachelor's degree and are fully certified to teach their assigned courses. Many teachers also have their master's degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. Teacher leaders provided learning opportunities during in-service and Just in Time Trainings will be offered throughout the year. Teachers are engaging in the PLC at Work Conference and AP conferences on a rotational basis.   New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals. Administrators conduct 2 formal walk-throughs and a full observation to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walk-throughs to monitor the implementation of the District Instructional Focus.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher certification, and qualification data.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- We have strong qualified applicants applying for open positions within the campus.
- The campus has established effective hiring procedures including committee interviews and teaching tasks.
- There is a strong emphasis on professional learning and teachers are provided various opportunities to learn and grow.
- Salary increases have resulted in a higher level of competitiveness which enables us to recruit the best.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.

Needs

- Title II funds ($18,704) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

  Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.

- Teachers are leaving the profession at a higher rate each year.
- The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.

- The campus is lacking enough teachers to provide high quality, equitable remote instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a high level of concern regarding teacher retention in light of current circumstances. **Root Cause:** Teachers are being required to do significantly more than ever before as a result of COVID-19.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Aledo High School is working to support the District Instructional Focus for the 2020-2021 school year. Teachers are implementing Thinking Maps and the Fundamental 5 strategies to address the District Problem of Practice which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor and relevance as they plan instructional opportunities for students. The emphasis on student feedback is a new addition this year.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The principal and instructional specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Many teachers participated in curriculum writing during the spring of 2020 where they identified essential standards and developed common assessments.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, Teacher iPads, student devices, Eduphoria, Canvas, and other applications. Teachers have been trained in *The Fundamental 5* Instructional Strategies, Thinking Maps, Canvas, and other technology integration that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Data sources reviewed in identifying curriculum and instructional needs include the following: teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, curriculum documents, available technology, observations, collaborative departmental, and vertical alignment.

Curriculum, Instruction, and Assessment Strengths

Strengths

- Teachers are implementing a common instructional focus, and clear goals have been established to guide our work.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- We have strong CTE programs that provide many opportunities for students to study areas of interest.
- A high number of students take multiple AP courses.

Needs

- Title II funds ($18,704) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

  Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.

- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.
- The schedule does not allow for enough time for teachers to accomplish all of the PLC at Work tasks.
- Lack of emphasis on the development of a high-quality Advanced Academic Program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is an achievement gap related to our English Learners. **Root Cause:** With such a small population, there are limited resources and training to support EL students.

Problem Statement 2: The number of National Merit Scholars is less than that of other like schools. **Root Cause:** There is a lack of emphasis on the National Merit Program.

Parent and Community Engagement

Parent and Community Engagement Summary

Aledo High School believes that student success heavily relies on parent and community involvement.   The school encourages participation by providing various opportunities for involvement such as new student orientation, STEAM Carnival, An Evening with the Arts, Bearcat Alley, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter, and YouTube are ways the campus is trying to increase communication and transparency. Teachers hosted curriculum night and are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

Additionally, the principal provided Open House Parent Informational Meeting, and parent newsletters to provide direct resources for parents to best support their students academically at home. AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

Strengths

- There is a high level of parent and community engagement: a supportive community, visible at community events, community partnerships, etc.
- There is strong communication coming from the campus through the "Parents in the Know" newsletter, website, social media, etc.
- Student organizations and extracurricular activities provide many community service opportunities for students.

Needs

- There is a lack of consistency among communication methods results in parent confusion and frustration
- There is an inconsistent use of Canvas across the campus

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The level of communication and involvement with our ELparents is low. **Root Cause:** Language barriers, lack of interpreters, and English Learner parent schedules all create challenges.

Problem Statement 2: There are inconsistencies regarding the use of Canvas across the campus. **Root Cause:** Varied levels of experience and proficiency makes it difficult to streamline the use of the LMS across the campus.

Problem Statement 3: Not all faculty are implementing best practices regarding the implementation of the LMS. **Root Cause:** There is a large learning curve and teachers have varied levels of proficiency and expertise. There isn't a systematic way for the campus to recieve feedback from stduents and parents.

School Context and Organization

School Context and Organization Summary

Aledo High school is the only high school in Aledo ISD. It serves students in grades 10-12. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II-A, IDEA B formula funds, and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum-writing, and program selection and implementation.

A master schedule has been developed that supports the PLC at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. Department chairs continue their leadership role and each team also has a Collaborative Team Leader charged with guiding their individual teams.

Students are offered multiple career pathway options through the five endorsements that are available at AHS. They have various course options and extracurricular opportunities available to them.

School Context and Organization Strengths

Strengths

- Teachers have access to and utilize many support systems to encourage student learning and involvement.
- Students are offered many career paths and areas of interest.
- Teachers are provided collaborative team time within the school day.

Needs

- Lacking adequate staffing and resources to effectively serve all remote students.
- Students and parents have limited information regarding advanced academics and CTE programs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are limited in trade certifications to begin a career as an alternative to a post-secondary education. **Root Cause:** The cost of additional CTE programs is significant, and the space to serve the students interested in additional certifications is limited.

Technology

Technology Summary

Aledo High School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. This school year presents some additional challenges regarding technology. While students can bring their own devices, it is critical that teachers have access to additional devices to serve the students that do not have their own. Increased use of Canvas due to remote learning requires additional training and resources for both teachers and students.

Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 Tools and Apps, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The campus has additional technology resources in the science labs, the Distance Learning Center, and the library. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Technology Strengths

Strengths

- There has been extensive growth in teacher technology skills across the campus.
- Technology is being effectively integrated into instruction on a daily basis.
- The use of Canvas and other learning platforms has increased Professional Learning opportunities and it provides flexibility for teachers to engage in learning.
- The majority of students have a personal (or district-provided) device to utilize on a daily basis.

Needs

- There is a wide disparity in the use and integration of instructional technology.
- Wifi deficiencies have been reported in light of the increased use of blended learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is limited technical support for parents and students. **Root Cause:** Technology staff has not been increased despite the increased use of instructional technology.

Problem Statement 2: Some teachers are lacking the necessary skills to utilize new technology systems/programs. **Root Cause:** There is limited district-level staff that cannot adequately support all AISD teachers and their instructional technology needs.

Priority Problem Statements

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
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD 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

Strategy 1: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Data will reflect implementation at 100%	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, Team Leader, Curriculum Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback.	**Reviews**			
Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD 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 Lesson Reviews

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data will reflect implementation at 100% by June 2021. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
Strategy 2: Daily Impact Walk Data will be shared with the campus and departments each month to provide performance feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum, and to align instructional practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. **Staff Responsible for Monitoring:** Campus Administration, Team Leaders, Curriculum Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
Strategy 4: New teachers will participate in a Fundamental 5 book study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will read and discuss the Fundamental 5 strategies to ensure common understanding for effective implementation of the Lesson Frame, Critical Writing, and FSGPT. **Staff Responsible for Monitoring:** C&I Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
Strategy 5: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June

Strategy 6: Teachers will ensure that students have dedicated space for daily critical writing to occur.	Reviews			
Strategy's Expected Result/Impact: Students will have a consistent place to house their critical writing and Thinking Maps as needed.	Formative			Summative
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 7: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers.	Reviews			
Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation.	Formative			Summative
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD 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

Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week.	Reviews			
Strategy's Expected Result/Impact: Data will reflect the consistent implementation of frequent feedback.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2: Daily Impact Walk Data will be shared with the campus and departments each month to provide performance feedback.	Reviews			
Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices.	Reviews			
Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback.	Reviews			
Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers.	Reviews			
Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 6: Collaborative Teams will breakdown common assessment data to identify specific skills and concepts to target for intervention.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will receive specific feedback regarding the mastery of specific standards. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists, Collaborative Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Dec	Feb	Apr	June
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of Aledo ISD collaborative teams district-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

Strategy 1: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.		Reviews			
Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2021. **Staff Responsible for Monitoring:** Campus Principal, Curriculum Specialist, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June

Strategy 2: Collaborative Teams will utilize a data analysis protocol to analyze common assessment data.		Reviews			
Strategy's Expected Result/Impact: Teachers will have a clear understanding of what knowledge and skills students are mastering throughout the course. **Staff Responsible for Monitoring:** Campus Administrators, Curriculum Specialists, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June

Strategy 3: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.		Reviews			
Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June

Strategy 4: Collaborative Teams will identify prerequisite skills and knowledge for their subsequent courses.		Reviews			
Strategy's Expected Result/Impact: Identification of prerequisite skills will enable vertical alignment and help teachers identify essential standards. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 98% of Aledo ISD collaborative teams district-wide 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

Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning. **Strategy's Expected Result/Impact:** Collaborative Teams will rate at the "Developing" level in Indicator #1 by June of 2021. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists, Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			Reviews		
			Formative		**Summative**
		Dec	Feb	Apr	June

Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. **Strategy's Expected Result/Impact:** Team collaboration will be focused on student learning. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists, Collaborative Team Members. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			Reviews		
			Formative		**Summative**
		Dec	Feb	Apr	June

Strategy 3: Collaborative Teams will assign various roles and responsibilities within each team. **Strategy's Expected Result/Impact:** Teams will work interdependently. **Staff Responsible for Monitoring:** Campus Administration, Curriculum Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			Reviews		
			Formative		**Summative**
		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

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

    Summative Evaluation: None

Strategy 1: Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal.	**Reviews**
Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2021.	**Formative**	**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals.	**Reviews**
Strategy's Expected Result/Impact: Teachers will utilize a data analysis protocol to ensure a focused on results and student growth.	**Formative**	**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 3: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress.	**Reviews**
Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension.	**Formative**	**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 4: Collaborative Teams will be recognized when they accomplish their SMART Goal.	**Reviews**
Strategy's Expected Result/Impact: Celebrating success will enhance campus culture and reinforce intentional work.	**Formative**	**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialist, Collaborative Team Leader	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams.	**Reviews**
Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence.	**Formative**	**Summative**
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Collaborative Teams	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Aledo ISD collaborative teams district-wide 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

Strategy 1: Collaborative Teams will meet weekly to focus on the 4 PLC critical questions.	Reviews			
Strategy's Expected Result/Impact: Adjustments will be made to curriculum, instruction, and pacing as needed.	Formative			Summative
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Leaders	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Collaborative teams will be given designated time to review benchmark data as a driver for instructional planning.	Reviews			
Strategy's Expected Result/Impact: Instructional alignment and targeted interventions.	Formative			Summative
Staff Responsible for Monitoring: Campus Administration, Curriculum Specialist	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and 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

Strategy 1: Campus Police Officer will conduct campus walk-throughs each day to check interior and exterior doors.	Reviews			
Strategy's Expected Result/Impact: 100% of checked, unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus SRO	Dec	Feb	Apr	June

Strategy 2: Campus Administrators will check interior doors as they conduct Daily Impact Walks and/or are moving about the building.	Reviews			
Strategy's Expected Result/Impact: Doors will be locked and needs will be made evident.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Exterior doors will be strategically scheduled to be unlocked during high traffic times.	Reviews			
Strategy's Expected Result/Impact: Fewer students will prop doors open.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, Campus SRO	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Athletic Department will promote 93% course passing rate for all athletes, at the end of each nine weeks reporting period, throughout the school year, by monitoring individual student grades by June 2021.

Evaluation Data Sources: 93% of student athletes pass all courses at the end of each nine weeks reporting period by June 2021.

Summative Evaluation: None

Strategy 1: Each Head coach will monitor individual student performance every 3 weeks to ensure students are passing all courses. Corrective action will be determined as needed.	**Reviews**			
Strategy's Expected Result/Impact:	**Formative**			**Summative**
Ninety-three percent of student-athletes will pass all courses at the end of each nine-week reporting period during their competitive season by June of 2021.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Head Coaches, Athletic Director				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2: A system will be developed to facilitate teacher communication with coaches when an athlete is struggling.	**Reviews**			
Strategy's Expected Result/Impact: Partnership between teachers and coaches to ensure student success.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Students will be trained in how to utilize the Ascender Student Portal so they can monitor their own progress.	**Reviews**			
Strategy's Expected Result/Impact: Student responsibility will increase.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, Campus PEIMS Secretary	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2021.

Evaluation Data Sources: All Aledo ISD AP exam scores, multiple-choice performance section only, as reported in the Instructional Planning Report, will meet or exceed the global averages. The Instructional Planning Report data will be reported to the Board of Trustees when it is received in late summer 2021.

Summative Evaluation: None

Strategy 1: Ensure teachers are current on APSI training, PreAP teacher training, and alignment with AP standards and objectives.			Reviews			
Strategy's Expected Result/Impact: Highly trained teachers providing quality advanced instruction.			**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, AP Teachers			Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

Strategy 2: Establish a Quarterly AP Teacher Collaborative meeting.			Reviews			
Strategy's Expected Result/Impact: Teachers share best practices, establish consistency within the Advanced Academic Program.			**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration, District Advance Academics Coordinator,			Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

Strategy 3: Assist teachers in becoming AP Graders.			Reviews			
Strategy's Expected Result/Impact: Teachers become more familiar with the assessments.			**Formative**			**Summative**
Staff Responsible for Monitoring: Campus AP Coordinator			Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

Strategy 4: Establish an AP Campus Coordinator to oversee advanced academics, AP goal-setting, and progress.			Reviews			
Strategy's Expected Result/Impact: A unified AP program that is aligned and goal-oriented			**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principal			Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

Strategy 5: AP Teachers will provide various review sessions, mock assessments, etc.			Reviews			
Strategy's Expected Result/Impact: Increased student performance on AP exams			**Formative**			**Summative**
Staff Responsible for Monitoring: AP Coordinator			Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6						

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 4: Expand the utilization of the InTouch system to include fundraisers, paying fees, concession sales, ticket sales and collecting money for any purposes throughout the entire district to at least twenty-five groups and/or activities by June 2021.

Evaluation Data Sources: The number of groups and/or activities that utilize the InTouch receipting system.

Summative Evaluation: None

Strategy 1: Train all Activity Account-Holders in the fundraising handbook including expectations for collecting money.	Reviews			
Strategy's Expected Result/Impact: Less cash will be collected on campus.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principal, Principal's Secretary	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Develop intentional communication for parents and staff regarding the use of In-Touch as a means for student payment.	Reviews			
Strategy's Expected Result/Impact: Increase in awareness and use of the system.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principal, Campus Webmaster	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 5: To increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide, communication will occur in a timely manner.

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

    Summative Evaluation: None

	Reviews			
Strategy 1: A system for campus COVID tracking and notification will be developed.		**Reviews**		
Strategy's Expected Result/Impact: Timelines will be met and documentation will be available regarding COVID tracking and communication		**Formative**		**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Include access to the COVID dashboard in the weekly parent communication.		**Reviews**		
Strategy's Expected Result/Impact: Parents will have easy access to the COVID numbers.		**Formative**		**Summative**
Staff Responsible for Monitoring: Campus Principal	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 3: Send notification of positive tests to all required recipients within 12 hours of receiving information.		**Reviews**		
Strategy's Expected Result/Impact: Timely communication builds trust and keeps all informed.		**Formative**		**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 4: 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.		**Reviews**		
Strategy's Expected Result/Impact: 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.		**Formative**		**Summative**
	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administration	0%	0%	0%	
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Angi Tims	Principal
Classroom Teacher	Jamie Rinehart	Classroom Teacher
Classroom Teacher	Kris Grgurich	Classroom Teacher
Classroom Teacher	Amy Bullock	Classroom Teacher
District-level Professional	Lynn McKinney	Deputy Superintendent
Community Representative	Dr. Todd Kovach	Community Representative
Business Representative	Sarah Gallaher	Business Representative
Parent	Amy Dube	Parent
Parent	Jami Warner	Parent
Community Representative	Julie Ellison	Community Representative
Business Representative	Brett Parker	Business Representative
Classroom Teacher	Amber Wheeler	Classroom Teacher
Classroom Teacher	Cathy Williams	Classroom Teacher