



**Aledo Learning Center**  
**Comprehensive Needs Assessment and Campus**  
**Improvement Plan**  
**2015- 2016**

Campus Improvement Plan Committee

Aledo Learning Center

2015-16

Members:

Gordon Jones – Owner of Chicken Express

Christine Coffman – Parent

Ron Miller – Principal

Michelle Morales – Counselor

Barbara Russell – Teacher

Karl Richter – Teacher

Becky Stokes - Community Member

**Aledo Learning Center  
Comprehensive Needs Assessment  
2015-2016**

**Background:** The Aledo Learning Center is a branch of Aledo High School. We are used as an intervention for high school students who have credits to be recovered, for students who are enrolled but in danger of dropping out of school or who have dropped out of school. A majority of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum on the computer or in modules depending on the subject. Our computer curriculums are the Odyssey Ware software and/or the A+ Learning System and our modules are from American Preparatory Institute. These systems are aligned to the TEKS. We provide our students with a different way of learning which assists a majority of them in their quest to meet graduation requirements.

**Enrollment:** We had 65 students enrolled at the Aledo Learning Center during the 2014-2015 school year. Listed below is a breakdown of our enrollment.

43 – Students graduated – Met standards on the STAAR End of Course exams and completed the required credits for graduation.

11 – students graduated on the recommended graduation plan.

31 – students graduated on the minimum graduation plan.

1 - was graduated posthumous.

15 – Students are scheduled to return to ALC for the 2015-2016 school year.

7 – Students withdrew from the ALC during the 2014-2015 school year.

1 – student withdrew to attend school out of state.

6 – students withdrew to attend public school in another Texas school.

**Attendance Rate:** In the 2014-15 school year we had an attendance rate of 89.5%. This is below our 97% attendance rate goal we set last year. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences we file truancy on the student and thwarting on the parent with our local Justice of the Peace.

**Ethnicity** – The ethnicity composition of the Aledo Learning Center for the 2014-2015 school year was as follows:

Caucasian – 60 students or 92.3%

Hispanic – 4 students or 6.1%

African American – 1 student 1.5%

**Gender** – Males – 42 students   Females – 23 students

**Special Program Participation** – The Aledo Learning Center provided services to 7 students in Special Education, 10 students were classified as 504 and all students were recommended to ALC by the Aledo High School Response to Intervention committee in 2014-15.

**At-Risk Students** – ALC had 34 students in attendance during the 14-15 school year that were classified as at-risk students. Multiple categories of at-risk were typical for each student. The most prominent categories were (2) did not maintain an average of 70 in 2 or more subjects, (3) not promoted for one or more school years, (4) unsatisfactory performance on assessment instrument, (5) pregnant/parent, and (6) placed in DAEP.

**Teacher/Student Ratio** – Teacher-student ratio depends on enrollment, student needs and availability of teachers. There are times we have a 1-10 to 1-12 teacher-student ratio, while other times during the school year we may have a low 1-1, 1-2, or 1-3 teacher-student ratio based on the factors mentioned above.

**Course Assignments/Class Assignments** – Course/Class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject.

**College/University/Dual Credit/AP enrollment** – During the 14-15 school year one student from the Aledo Learning Center was enrolled in dual credit with Weatherford College.

**Discipline referrals** – Discipline referrals are at a minimum. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems. The principal is available if a situation cannot be resolved. During the 14-15 school year 22 referrals were handled by the principal. Listed below are the referral causes:

- Confrontation with another student
- Profanity
- Failure to follow directives
- Cell phone violations
- Persistent misbehavior
- Disrespectful to teachers
- Disrespectful to peers
- Leaving class without permission
- Off task
- Classroom disruption

Consequences included:

- Student conferences
- Parent/student conferences
- The principal also used Restorative Discipline strategies to resolve conflicts and situations.

## **School Context and Organization**

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds. The campus did not access Title 2 funding for professional development. The principal was the only staff member to attend the Texas Association of

Alternative Education conference. State Compensatory funds used by the Aledo Learning Center in 2014-2015 school year amounted to \$337,112.00 which is used for teacher salaries.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of 1 administrator, 2 teachers, 1 counselor, 1 parent, 1 business representative and 1 community representative. Teachers are actively involved in decision making at the Aledo Learning Center. The teachers and staff play a vital role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the ultimate goal of students increasing their achievement in academics, social settings and emotional settings.

**Strengths:**

Staff is very concerned and dedicated with helping at-risk students be successful.

The Aledo ISD provides fiscal and management support of the Aledo Learning Center.

Parents are involved in their child's education. Some parents are more involved than others.

**Needs:**

The need to involve parents in their child's education.

Better communication between the school, community and parents.

**Student Achievement**

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all shareholders. The nature of our students requires our staff to give instruction in all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers attempt to identify student learning styles and teach to maintain student strengths and to increase achievements in the areas of their weaknesses.

Data included in identifying student needs include benchmark testing, weekly progress reports, teacher input and observation, discipline referrals and personal graduation plans.

**End of Course exams in 2014-2015**

English 1 – 8 students took the exam; 6 students met standards for a 75% passing rate.

English 2 – 9 students took the exam; 6 students met standards for a 67.6% passing rate.

Algebra 1 – 5 students took the exam; 3 students met standards for a 60% passing rate.

Biology – 3 students took the exam; 3 students met standards for a 100% passing rate.

U.S. History – 22 students took the exam; 22 students met standards for a 100% passing rate.

In reviewing the testing results for the 2014-2015 year, we realize the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain our passing rate in Biology and U.S. History, improve our passing rate in English 1, English 2 and Algebra I. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school.

**Strengths:**

Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differential instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.  
Staff is invested in at-risk student achievement.  
Keeping parents informed of student academic achievements.  
Providing at-risk students with social skills and emotional skills.

**Needs:**

Closing the achievement gap in all areas of the STAAR End of Course with heavy emphasis on English 1, English 2, Algebra I.  
The need for all students achieving at grade level in all core subjects.  
The need for additional opportunities to provide services to meet students' social and emotional needs. Motivation is a time consuming endeavor due to the nature of our students. Our counselor is half-time, we could better serve our students if she was full time.  
Increase staff awareness and efforts to ensure a safe and orderly learning environment.

**Curriculum, Instruction and Assessment**

The instructional staff identifies areas in the curriculum and instruction taking an active approach to design and implement lessons to meet student needs. The self-paced computer curriculum and module packets used at the Aledo Learning Center are aligned to the state standards. Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

Funds spent in the 2014-2015 school year to improve curriculum, instruction and assessment is as follows:

ELA - \$2580.55  
Math - \$613.34  
Science – \$2339.01  
Social Studies – \$2712.24  
Software Updates – \$3500.00  
Odysseyware 10 seats - \$6500.00  
Art 1 - \$237.95  
Staff Development - \$454.00

Data sources reviewed in the identification of curriculum and instructional needs included teacher input, student achievement data such as STAAR End of Course results and student understanding of the curriculum.

**Strengths:**

- The addition of Odysseyware software to prepare our students for the future.
- Staff developed TEKS based instruction.
- The use of technology through computer based curriculum and interactive boards to meet student needs.

**Needs:**

- Improved strategies in all core areas to improve and meet student achievement needs.
- One additional smartboard for the ELA classroom.

**School Culture and Climate**

As an alternative education program, the Aledo Learning Center operates differently than a traditional high school. Our students feel that it is a place where they can come and be themselves; where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the Learning Center is an empathetic, encouraging environment, where students are offered countless opportunities to succeed. The mission that all students can learn is the embodiment of what the Learning Center is. Both students and staff work diligently in order to make sure everyone is successful here. Students are offered one-on-one instruction daily in order to meet their needs and goal of graduation. Because the students are at-risk of dropping out, attitudes change on a daily basis. In a small environment like the Learning Center, the teachers are able to provide additional educational and emotional support to each student. Occasionally students need more discipline than they get in the classroom and are referred to the principal. This does not happen often, but issues such as inappropriate language, excessive talking, and excessive absences do occur. Teachers are expected to have classroom procedures that create order in the classroom. They are also expected to manage their classroom at all times. The Learning Center is viewed as a safe environment by both students and staff. Students come with the expectation that if they work hard they can recover credits quickly and can graduate early or on time. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC Exams and graduating on-time. The students who tend to be most satisfied with the school culture and climate are those that are truly driven to complete credits, are here daily and on time. There are some teachers who have trouble managing their classes at times. These are usually the classrooms that are not as focused and are not getting as much work done in return. The biggest problem may be substance abuse among the students outside of school. It is no longer seen as taboo to be involved in underage drinking or marijuana use. Students are instructed that talk about being involved in illegal activities will not be tolerated. Many have spoken with principal and/or counselor concerning issues they may have. When students come to the Learning Center they are no longer able to participate in extracurricular activities at the high school. Students are still allowed to attend sporting events and those events that do not take place during the day or on the high school campus. Many of our students work outside of school or are parents who go home to take care of their children. Both students and staff agree that our facilities are very nice. Our building is less than 10 years old and everyone works hard to keep it looking nice. The classrooms do seem small when the Learning Center is at full capacity. There is a nice cafeteria/gathering place in order for students to socialize between classes and daily meetings. Due to the nature of our students who all have academic needs, they also have social and emotional needs, which calls for a full time counselor at the Aledo Learning Center.

**Strengths**

- Encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.

**Needs**

- More focus from some students.
- Better classroom management.

Full time counselor.

## **Technology**

The Aledo Learning Center currently has 10 Thin Clients in each classroom. The Thin Clients are connected to a server in the technology building, 3 classroom Smart Boards and a Smart Response System. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. Some barriers that potentially prevent our effective use of technology include inability to log onto computers when server is down, and some internet blocks prevent from students from logging onto educational websites. Our teachers have had smart board training which helps them implement new and exciting ways to get students involved in learning. Technology is employed in all the classes offered. Many of our core subjects and electives are completed using the A+ system/Odysseyware. The subjects that are computer-based include: English I, English II, English III, English IV, Algebra I, Algebra II, Geometry, Math Models, Integrated Physics and Chemistry, Biology, Chemistry, Physics, Earth and Space Science, Health, World Geography, World History, US History, Government, Economics, Art Appreciation, and Sociology. All other subjects taught require use of computers for research. Technology at the Aledo Learning Center enables students to work at their own pace; with immediate response on test and quizzes. The design of our network provides the ability for our students to complete credits at an accelerated pace.

### **Strengths:**

- Supports self-paced curriculum.

- Smart boards have increased classroom participation.

- Teacher laptops.

- Quick research.

### **Needs:**

- No smart board in English/Language Arts.

- Students cannot complete assignments if the server is down.

## **Family and Community Involvement**

A majority of parents of our at-risk students want their child to be successful. The involvement of parents varies from the minimum to the maximum. Students are required to make application to attend our school. A parent and student orientation is required with at least one parent and the student as participants. Routines and procedures are discussed in this orientation as well as our student handbook and the Aledo ISD Student Code of Conduct. Parents are encouraged to contact the school with requests and concerns for their child's education. We encourage a team of school personnel, parents and student to be involved with meeting the educational needs of the child.

Community involvement is present when help is requested. The Aledo AdvoCats are very proactive in meeting the needs of students and their families with financial support in the areas of food, clothing and shelter. Several business owners are supportive of our students by providing gift cards as rewards for student attendance and academic achievement. The Aledo ISD Connections Mentoring Program assists our students with mentors to provide guidance in reaching their educational goals.



Special education services were provided to seven students last year. We also provided services to ten students that were classified as 504 students. These students were referred to us by the RTI committee at Aledo High School.

#### **Strengths:**

- Parents required to attend orientation.
- Parents know what progress their child is making in school by sending weekly progress reports.
- Community organizations and businesses willing to assist our students.
- Special Education department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special services students.
- The staff is willing to attend new training to assist students in meeting their educational needs.

#### **Needs:**

- Parent involvement needs to improve.

#### **Professional Development**

The Aledo Learning Center staff collaborates regularly to share ideas and plan instruction. We have one teacher in each of the core areas. Teachers share ideas on what has been successful with individual students in their core areas. They also brainstorm to find new strategies that may motivate individual students. Teachers at the Aledo Learning Center work well together to provide an opportunity for students to meet their educational goals.

During the 2014-2015 school year, the Aledo Learning Center was staffed with the following personnel:

- 1 – Principal, 1 – Half time Counselor, 1 – Secretary, 1 – English teacher (5 of 7 periods), 1- Math teacher (6 of 7 periods), 1 – Science teacher, 1 – Social Studies teacher 1 – Health/PE teacher (6 of 7 periods) and 1 paraprofessional.

Professional Staff Development sessions attended by one or more staff members during the 14-15 school year are as follows:

C.P.R. training	Tech It Up
C.P.I. training – attended by the CPI team	Twitter for the Classroom
TELPAS Training	Pixelating Projects
Fundamental 5 Training	Get Smart: Smartboard Basics
Compass Learning Software Training	iPaid for an iPad, Now What? Ipad basics
Concussion Training	ICE Committee
AESOP Training	Book Study – Restorative Discipline
Diabetic, Air bourn Antigens and Epi-pens	Differentiated Instruction
McKinney-Vento training	Biology Online textbook training
PDAS Update	Odysseyware Training
Parent Concern Procedures	Crisis Intervention Training
Crisis Plan training	BYOD- Activities That Work
Assessment Training	Nature and Needs of Gifted/Talented Students
Thinking Map Training	Don't Limit Your Challenges, Challenge Your Limits

504 Training  
ELPS Training  
Texas Association of Alternative Educators annual Conference

Bloom 50: Things to Say, Think and Do with Anxious, Angry and  
Over-the Top Kids  
“Write from the Beginning and Beyond- Response to Literature”

**Strengths:**

Staff working together as a team to ensure at-risk students will be successful.  
Staff that is willing to grow and learn by attending professional development workshops which will assist in meeting our student needs.  
The Professional staff is 100% highly qualified.  
Teacher retention rate is above state average.  
District wide technology professional development in the use of Smartboards.  
The constant awareness of staff to provide a safe learning environment for our students.

**Needs:**

A need for a full time counselor.  
Motivational workshops to increase knowledge of the non-motivated student.

## Aledo Learning Center 2015-2016 Campus Plan

District Priority #1: Learning – The ALC shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will align all curricula based on data to reflect appropriate rigor and maximize student success for meeting graduation requirements and required state exams.	ALC Administration ALC Staff	API Modules A+ Learning system Odysseyware EOC preparation materials Teacher Resources	2015-2016 School year: use of data as it becomes available	EOC Results Benchmark Testing TELPAS	Graduation Rate Number of students meeting standards on required state exams. Comparison of reports and objectives annually by sub groups.	PD CNA A C
ALC will provide a variety of diverse, rigorous courses to meet student needs and prepare them to be successful in a competitive-global society.	ALC Administration ALC Staff	College prep. classes Technology classes Military Information Resume building classes Technical school inf. On-job training inf.	Annual evaluation of courses offered	Master schedule	Addition of new courses after evaluation of courses offered	HQ C
ALC will identify and implement an appropriate set of instructional strategies including the full integration of existing technology by staff and students.	ALC Administration Campus Staff Technology Staff	A+ Learning System Fundamental Five Smart Boards Educational internet Odysseyware Thinking Maps	August 2015 – June 2016	Weekly progress reports for individual students. Nine week credit earned data. Staff Development	Student success in earning credit Graduation rate State Testing data	PD CNA C
ALC will provide support programs at the campus level to meet the diverse needs and learning styles of all at-risk students.	ALC Administration ALC Staff	Computer software Learning modules Required state testing preparation programs and instructional strategies. Homeless liaison Part-time counselor	August 2015 – June 2016	Progress reports Credit earned reports Graduation rate State testing data Services to homeless students	Number of students completing all graduation requirements.	PI R/R C
ALC will set a goal of 97% attendance rate for all students enrolled in the program.	ALC Administration ALC Staff	PEIMS data Six Weeks perfect attendance incentives. End of the year incentives for students at 97% attendance rate	Five six weeks in 2015-2016. June – 2016	PEIMS data Incentives awarded	Evaluation of attendance rate every six weeks to achieve improved attendance rate. Attendance rate in June, 2016	CNA PI

**Title I Schoolwide Components:** CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

**Assessment:** TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System.

**District Priority #2: Safety – The ALC shall maintain a safe and orderly environment.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will be prepared to respond to an emergency situation at any time working with district and local emergency preparedness agencies.	Central Administration ALC Administration ALC Staff AISD Police Technology Maintenance/Operations	AISD Police Local First Responders Emergency procedures of ALC and district. Edwards Risk Management	August 2015 – June 2016	Written procedures for ALC and district procedures Documentation of drills	Appropriate response if emergency occurs. Evaluation of procedures	CNA PD
ALC will report and respond to the safety needs and concerns of students and staff.	ALC Administration AISD Police ALC Staff Technology staff Maintenance/Operations	Investigation procedures, AISD Police Maintenance/Oper. Edwards Risk Management District Central Office	August 2015 – June 2016	Student/Teacher handbooks Procedures of district and ALC	Evaluation of procedures, evaluation of investigation Successful outcome of needs and concerns.	CNA PD
ALC will be in compliance with all governmental safety regulations.	ALC Administration ALC Staff	AISD Central Administration, Police/maintenance	August 2015-2016	Written documentation demonstrating compliance	ALC in compliance and procedures followed	CNA PD
ALC will follow the AISD Student Code of Conduct and provide required data on discipline.	ALC Administration ALC Staff	PEIMS Data Restorative Discipline Strategies	August 2015 – June 2016	Discipline data	Decreased discipline issues	CNA
ALC will provide appropriate safety protocols and procedures and professional development to ensure a safe environment for students, staff, and substitutes.	ALC Administration ALC Staff AISD Police Maintenance/Operations	Edwards Risk Management, AISD Police	August 2015-2016	Professional Development agendas, Campus drill documentation District wide drills	Student surveys Staff surveys	CNA PD

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**District Priority #3: Parents/Community – Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the ALC.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will use the campus website and local newspaper to promote the positive accomplishments of the students and staff.	ALC Administration ALC Staff Campus Webmaster District Communications officer	Campus Webmaster Local Newspapers District Communication officer	August 2015 – June 2016	Website Newspaper articles	Positive feedback from parents, students and community	PD PI CNA
ALC will provide students an opportunity to be involved in a community service project.	ALC Administration ALC staff	Charitable organization Student input on which organization to support.	August 2015 – June 2016	Success of Project	Student feedback Organization feedback	PI
ALC parents will be required to attend a student/parent orientation before their child may attend the school.	ALC Administration	Student Handbook Student Code of Conduct Routines and Procedures of ALC	August 2015 – June 2016	Attendance at orientation Calendar documentation Receipt of student handbook and student code of conduct.	Student/Parent/ALC are all aware of the routines and procedures of the school after orientation	PI
ALC will continue to build positive relationships with parents through personal contact and campus activities.	ALC Administration ALC Staff	Weekly progress reports Positive/negative telephone calls Open door policy for students and parents Graduation ceremony	August 2015-2016	Feedback from parents and students. Exit interview of graduating students Graduation ceremony	Verbal and written feedback from parents and students Parent surveys Exit interviews	PI

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**District Priority #4 Human Resources – The ALC shall recruit, hire, train, and retain a highly qualified staff.**

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
ALC will be staffed with 100% fully certified and highly qualified staff.	District/Campus Administration	State Comp. funds \$337,112.00 Local funds Title II funds - \$860.00	August 2015 – 2016	Principal Attestation Report HQ District and Campus Reports	HQ District/Campus Reports Personnel record 100% of staff will be highly qualified	HQ CNA R/R
ALC will follow a consistent structure of professional development for all employees.	District Administration Campus Administration	Local funds Title 2 – \$860.00	TAAE Conference Feb. 2016 Region XI Service Center Workshops	Calendar Receipts of registration Documentation/sign-in sheets for professional development	Sign-in sheets Agendas Implement new strategies	CNA PD R/R
ALC will continue to evaluate present staff effectiveness in meeting the needs of students and monitor the need to add additional staff to improve the effectiveness of the program.	District Administration Campus Administration	Local funds State Comp. funds Title 2 \$860.00	August 2015 – June 2016	Data collected on effectiveness of the program and use of staff. Student enrollment Master schedule	Class Size Teacher's schedule Teacher-Student ratio	CNA HQ

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**District Priority #5 Financial/Facilities – The ALC shall exhibit excellence in financial and facility planning, management, and stewardship.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will build a budget to meet the needs of the instructional staff, the needs of the students and the operation of the school.	Campus principal District CFO	Local funds State Comp. Funds \$320,932.00 Title 2 - \$860.00	2015 – 2016	Budget approval	Evaluation of budget expenditures annually	CNA C
ALC staff will participate in long range planning for future development of ALC.	Superintendent Board of Trustees District CFO Campus Administration	Local Funds State Funds	2015-2016	ALC enrollment data	Ability to serve increased number of students per year	CNA PI C

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**District Priority #6 Continuous Improvement – The ALC shall monitor and revise systems and processes to evaluate organizational effectiveness and customer satisfaction.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will annually evaluate the effectiveness of the academic program utilizing a variety of data sources.	District Administration ALC Administration	ALC Staff ALC students by use of exit interview ALC Parents Staff Brainstorming sessions on how to improve the program Campus Improvement Committee	August 2015 – 2016	Annual evaluation Campus Improvement Committee Graduation data State Testing data	Improvement in areas of concern as identified by the evaluation process	CNA PI PD
ALC will collect data from the campus annual surveys for parents and staff to evaluate the effectiveness of the program.	District Administration Campus Staff	ALC Staff ALC Parents	April – 2016	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA

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