

Aledo Independent School District
Annetta Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Ensuring High Levels of Learning for all Students

Vision

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Annetta Elementary, located in North Annetta, opened on August 18, 2021, welcoming 720 students. Annetta is the largest elementary school in Aledo ISD. Our current population at Annetta is 786 students with 48.7% female and 51.3% male. The breakdown of ethnicity is as follows: African American 1.2%, Other 3.7%, Caucasian 74.6%, and 20.5% Hispanic. Our economically disadvantaged population is 19.9%. The percent of students receiving special education services is 12% and our students receiving ESL services is 3.3%. Additionally, we have 6.5% of our students receiving GT services.

Annetta is identified as a Title I school based on our demographics. Annetta is staffed with two campus administrators, one full-time counselor, one full-time nurse, one full-time instructional specialist, one part-time literacy specialist, one part-time interventionist, one full-time campus librarian, forty-six full-time instructional professionals, one full-time diagnostician, one full-time ARD facilitator, three full-time special education instructors and three instructional aides.

At Annetta, we are dedicated to ensuring that students have opportunities to master skills and knowledge while creating continuous high-quality work. Our state of the art facility has collaborative pods with flexible seating and Science lab areas, innovative technology, art and music classrooms, and a library at the heart of the school with maker space opportunities, all purposely designed to meet the needs of all our students.

Demographics Strengths

Strengths:

- Annetta has a highly qualified faculty, certified in area of content
- K-2 teachers completed Reading Academies during the 21-22 school year
- All 3rd grade teachers and new teachers (K-3) are participating in Reading Academies for the 22-23 school year
- Annetta faculty focuses on continuously growing as a team to meet the needs of all students, through the PLC process of each Collaborative Team

Needs:

- Connecting with Emergent Bilingual families
- Family Engagement Activities
- 87% of our core faculty staff are ESL certified - 100% of classroom teachers will be certified by the end of the school year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students have not had a consistent educational experience due to COVID and other home factors. **Root Cause:** Remote learning allowed some students to make educational choices that limited their opportunities (i.e. took the year off)

Student Achievement

Student Achievement Summary

According to data from the state released STAAR Assessment for grades 3-5 in Spring 2022, Annetta Elementary had an overall Accountability Rating- 86/B rating. Student Achievement-90/A rating, School Progress-77/C rating, Academic Growth 77/C rating, Relative Performance-not rated, Closing the Gaps-78/C rating. Annetta received two Distinction Designations - one in ELA/Reading and one in Mathematics.

Students in K-2 are assessed throughout the year using the mClass Early and Foundational Literacy Assessment. At the beginning of the year 41% of kindergartners' composite score was at or above benchmark. At the end of the year, 89% of kindergartners' composite score was at or above benchmark. In first grade, 57% of students had a composite score that was at or above benchmark at the beginning of the year and 78% of students were at or above benchmark by the end of the year. In second grade, 66% of students started the year with a composite score at or above benchmark and they finished the year with 73% of students at or above benchmark.

As a campus, we have developed and are improving upon processes and instructional practices that engage students through high quality instruction. The Annetta staff has worked to create a master schedule that allows for intervention and extension based on student needs. During WIN (What I Need) time, our teaching staff provides targeted instruction to strengthen skills and close learning gaps. Our Response to Intervention process allows for the identification of students for whom Tier 1 and Tier 2 instruction is insufficient.

In evaluation of our students STAAR data, problem of practice, and students who qualify for HB 4545 tutoring, our team has determined that a commitment to the workshop model will allow greater differentiation and engagement for students at all levels.

Problem of Practice: After an analysis of district data, the campus determined that ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes.

Theory of Action:

- House System
 - Clear Expectations Schoolwide
 - Sense of Belonging Among and Across Campus
 - Tier 1 Positive Reinforcement
- Workshop Model
- Supporting Teachers through targeted professional learning focused on classroom environment, scenarios, procedures, and systems
- Goal Setting Binders Schoolwide
- Required parent communication quarterly

HB4545

- In evaluation of our students regarding HB 4545, below are the number of students per grade and subject that will require the extra 30 hours of tutoring:

- 4th Math
 - 17 students
- 4th Reading
 - 11 students
- 5th Math
 - 16 students
- 5th Reading
 - 22 students

Student Achievement Strengths

Strengths:

- A strong climate and culture around high quality work and mastery of skills and knowledge
- Specific student intervention time in the master schedule to work with small groups, addressing individual student needs
- Teachers meet weekly in collaborative teams to disaggregate data & plan intervention and extension accordingly

Title funding will be utilized for:

- Campus Title IA: \$1,420: supplies for homeless students
- Campus Title IC: \$2,541: Migrant Shared Service Agreement with Region 11
- Campus Title I funds in the amount of \$50,000 will be utilized to support the Instructional Specialist position on the campus
- Campus Title II funds in the amount of \$7,316 will be utilized for professional learning for all staff
- District Title III funding of \$19,880 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration
- District Title IV funds in the amount of \$11833 will be utilized for Capturing Kids Hearts
- ESSER Funding to provide tutorials for students with learning loss - \$7,000

Needs:

- We feel that COVID impacted the gaps in our student learning and performance. This will take time for all grade levels to get students caught up

- Continued Professional Learning on the Workshop Model to ensure fidelity in implementation
- Professional Learning in Special Education Inclusion to ensure high levels of learning for ALL students

School Culture and Climate

School Culture and Climate Summary

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

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

We are committed to beginning each day with a Morning Meeting in every classroom that teaches positive character and relationship building skills through the Positivity Project. Each week, the campus starts the day with House Meetings.

We have implemented a Student of the Month program recognizing one student from each homeroom based on demonstrating taught character strengths.

We also have a Guiding Coalition, composed of teacher leaders, which will routinely check the pulse of the campus, instructionally and culturally, and make decisions on the path forward.

We are hosting multiple Family Engagement Nights, a Fall Festival, and an All Around Annetta Night to incorporate families into our school culture and build positive partnerships.

Annetta Elementary prides itself on creating an environment that is safe and allows for students to take risks. Our goal is always to ensure families feel welcome to enter our building, volunteer their time and team with teachers for the growth of their students.

School Culture and Climate Strengths

Strengths:

- All staff work together to create a safe learning environment for students
- All teachers have received training in helping students self-regulate and use coping skills
- Annetta staff values restorative conversations in place of punitive discipline
- Student Council is being formed to promote a positive school culture and climate
- Capturing Kids Hearts to build relationships
- Student Ambassador program allows students to engage in leadership activities and increase the connectedness of all students through activities such as "Welcome to Annetta Lunches" and other activities to promote belonging
- Our Campus Improvement Committee allows for feedback to improve Annetta Elementary School and includes the whole staff, business owners, community members and parents.

The school counseling program seeks input from staff, students, and parents through needs assessments to develop activities and lessons to promote a positive climate

throughout the school.

- Staff are encouraged to give weekly affirmations to others that is shared with all the staff through the weekly newsletter.
- Staff members are recognized for their positive contributions to Annetta through the “Staying Afloat” recognition program.
- Annetta uses a House System to engage students in a sense of belonging in and across the campus

Needs:

- Continue to implement with fidelity safety procedures throughout the school
- Culture Celebrations such as National Hispanic Heritage Month and Black History Month events
- Continue to organize and structure the activities sponsored by the student leadership groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Annetta administration to recruit and retain highly qualified staff. All Annetta teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Annetta expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day. For the 22-23 school year, six new classroom teachers were added to fill vacancies for newly added teaching sections. Additionally, 6 teachers were hired to fill positions vacated by teachers who moved on to other opportunities.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff are 100% highly qualified
- Professional Learning is provided to develop new ideas that promote student growth and success
- Staff Member of the Month is selected by peers
- “Staying Afloat” Oar Award to selected and presented from staff to one another
- Instructional Specialist and Early Literacy Specialist coach teachers and provide support regularly
- Intervention Specialist to provide Tier 2 and Tier 3 support to struggling students
- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson
- Staff is provided with learning opportunities through relevant Just in Time training
- Teachers will have opportunities to attend PLC training
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success
- Teachers will participate in Instructional Rounds at other elementary schools to reflect on best practices and gain new ideas for immediate implementation

Needs:

- As a fairly new campus, teachers need time to establish professional relationships, procedures, and routines to effectively meet the needs of their students
- Teachers recognition for accomplishments and contributions
- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is \$7,316 allocated for Annetta
- As a Title 1 campus, funding has been allocated to provide additional professional learning opportunities in the core areas of instruction. There is \$7,316 for Annetta staff

- 87% of our teachers are ESL certified. Those that aren't will be given information to get their certification this year

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Annetta Elementary staff believe that consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based resources.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The professional abilities of the Annetta teachers and their desire to continue to learn the most effective teaching strategies for not just their class as a whole, but for each unique child
- Teachers believe in district initiatives and implement them consistently
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment-data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Meeting in Professional Learning Community to collaborate and share instructional strategies
- Empowering team leads to take ownership of their CT's and WIN time in order to make these times useful and to ensure ALL students are learning
- Data Binders - Each student will maintain a binder with relevant data point to show and celebrate growth throughout the school year

Needs:

- Ongoing professional development for workshop model to ensure that all teachers are differentiating and meeting the needs of all students
- Ongoing professional development focused on high-level questioning and academic discussion
- Create more targeted interventions and extensions for all students through our PLC process
- Resources in a timely manner and communication that aligns to when we receive those resources

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, the campus determined that not ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes. **Root Cause:** Lack of procedures and systems within classrooms to promote learner engagement

Parent and Community Engagement

Parent and Community Engagement Summary

Annetta believes that family and community involvement plays a vital role in the success of students. The campus is working strategically to connect with families. Our families are very important to the educational process as well as to the safety and security of our school.

Parent and Community Engagement Strengths

Strengths:

- Watch D.O.G.S program
- Raptor sign in/out system
- Parent Volunteers - Ongoing Volunteer 101 Training Opportunities
- Active PTO
 - PTO supported events (Skating Across the Decades)
- School Newsletters all help make our parents feel a part of the school and educational process
- Student Leadership Opportunities
 - Morning Monitors
 - StuCo
 - Student Ambassadors
- Parent representatives on school health advisory committee (SHAC)
- All Around Annetta
- Fall Festival
- Literacy and Lemonade (A Grandparents and Grand Adults Event)
- Choir Concerts
- Scholastic Book Fair
- Kindergarten Round Up
 - Kinder Kamp

- Annual PTO Food Drive
- Coffee Conversations with the Principal
- Popsicles with the PrinciPAL
- Start with Hello Week
- Red Ribbon Week
- Teacher-Parent Communication (phone calls/conference once a nine weeks)
- Daily Happy Happenings on Facebook

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

Social Media:

Instagram @annettabearcatsart

Facebook: Annetta Elementary & Aledo ISD

Needs:

- Continued Volunteer 101 Trainings
- Family Events Focused on Student Learning

School Context and Organization

School Context and Organization Summary

Annetta Elementary is a K-5 elementary school that opened in August 2021. Annetta staff and the PTO have worked together to ensure staff and students have the support necessary to provide an exceptional educational experience. Annetta will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Annetta staff are actively involved in decision making. Our team leads have taken on leadership roles with their departments. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole.

School Context and Organization Strengths

Strengths:

- Teachers meet weekly for Collaborative Team Meetings as part of the PLC and use data to plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Organized PTO with multiple opportunities for volunteering and supporting students and staff

Needs:

- Continue looking for ways to create and improve our home-school partnerships

Technology

Technology Summary

Annetta Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. Our classrooms are equipped with a chrome book for each student along with a Promethean Board with keyboard for all to use. Each grade-level pod is also equipped with one of the interactive boards. Teachers also have an iPad to facilitate instruction. Our staff is trained in Workshop Model and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology Strengths

Strengths:

- Teachers utilize Remind and weekly newsletters to keep parents informed (upcoming assignments, announcements, deadlines, etc.)
- As a campus, we utilize technology via social media to highlight high levels of learning and engagement happening across the campus
- Professional learning provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis
- As a campus, we have teacher superusers in certain programs for those with questions to contact

Needs:

- Making sure all students have working knowledge of Learning Management System and are able to independently interact with content within the LMS
- Technology training to keep teachers current on apps and tools for learning

Priority Problem Statements

Problem Statement 1: After an analysis of district data, the campus determined that not ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes.

Root Cause 1: Lack of procedures and systems within classrooms to promote learner engagement

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Annetta Elementary will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<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, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Annetta 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 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Annetta Elementary will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 90% of the Annetta 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 90% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 100% of the Annetta collaborative teams districtwide 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of collaborative teams campus-wide will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 80% of the Annetta collaborative teams districtwide 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Collaborative Teams: Indicator #1: *Have established an annual SMART goal and assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p>Strategy's Expected Result/Impact: 80% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





Evaluation Data Sources: The paraprofessional turnover rate will be less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.





Evaluation Data Sources: Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the campus will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Pod doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior pod doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Campus Officer Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Annetta staff and Campus Improvement Committee, consisting of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment.

Staff Meeting: September 6, 2022

Campus Improvement Committee Meeting: September 23, 2022

Campus Improvement Committee Meeting: September 26, 2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee met on September 22, 2022 and September 26, 2022 to review the needs assessment narratives and campus goals. The committee includes teachers, administrators, staff, parents, community members and business members.

2.2: Regular monitoring and revision

The Campus Improvement Committee will meet throughout the year to monitor formative and summative goal data.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available on our campus web page for parents and the community to review.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area.

2.6: Address needs of all students, particularly at-risk

- Interventionist works with Tier 3 students to ensure growth and achievement

- ESSER funds will fund tutors to address the needs of at-risk students

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be reviewed annually.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus web page.

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting - September 15, 2022
- Title 1 Meeting - September 20, 2022

5. Targeted Assistance Schools Only

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Holly Elgin	Principal
Administrator	Alyssa Seay	Assistant Principal
Instructional	Karen Arthur	Dyslexia Teacher
Classroom Teacher	Stefanie Good	3rd Grade Teacher
District-level Professional	Mercedes Mayer	Director of Communications
Instructional	Amanda Moore	Gifted and Talented Teacher
Classroom Teacher	Cindy Smith	Kindergarten Teacher
Classroom Teacher	Kellie Truitt	1st Grade Teacher
Classroom Teacher	Lauren Drew	4th Grade Teacher
Classroom Teacher	Christina Henderson	5th Grade Teacher
Classroom Teacher	Violet Aguiar	2nd Grade Teacher
Business Representative	Lauren Davis	Business Representative
Business Representative	Lee Ann Goode	Business Representative
Community Representative	Lynne Carpenter	Community Member
Community Representative	Lana Hoover	Community Member
Parent	Toni Harvey	Parent
Parent	Courtney Edwards	Parent