Aledo Independent School District

Aledo Learning Center

2019-2020 Campus Improvement Plan

Accountability Rating: A

Mission Statement

The mission of the Aledo Independent School District is to provide all students with an educational program developing intellectually, physically, and socially to be responsible citizens and contributing members of society. Inherent within this mission is the belief that all students can learn and that schools can make a difference in the lives of students.

The mission of the Aledo Learning Center is to provide at-risk students with an alternative academic opportunity to earn a high school diploma.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

Every Student Matters, Every Moment Counts!

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Comprehensive Needs Assessment

Needs Assessment Overview

The Aledo Learning Center is a branch of Aledo High School. We are utilized 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 and are returning. A majority of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum that utilizes computer programs and teacher created materials depending on the subject. Our on-line computer curriculums are Odysseyware, A+ Learning System and Canvas. 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.

The 2019-2020 ALC Comprehensive Needs Assessment was conducted on September 27, 2019 with the staff during our collaborative team time. Revisions and edits were discussed at this time. Revisions and edits were also reviewed and discussed with the Campus Advisory Team the week of September 30, 2019. The plan was also submitted to the ALC campus staff for a final review on October 3, 2019. During these meetings EOC results, discipline, prior campus goals and attendance data were reviewed. The plan will be monitored by the campus principal and Campus Advisory Team during the months of December, February, April and June. Meetings will be held 2-3 times for reviews throughout the school year.

Demographics

Demographics Summary

Staff: The ALC staff consists of nine staff members, which include one of each of the following; principal, ELA teacher, Science teacher, Math teacher, Social Studies teacher, DAEP teacher, paraprofessional, campus secretary, and a part-time counselor. This school year there are three special education teachers from AHS and DNG that each spends a period a day on our campus; one in English and two in Math. The ESL teacher from AHS also spends two hours a week with our ESL students.

Enrollment: We had 52 students enrolled at the Aledo Learning Center during the 2018-2019 school year. Listed below is a breakdown of our enrollment.

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

12– students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).

0 – students graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

21 - students graduated on the Foundation Graduation Plan (22 credits).

21 – Students were scheduled to return to ALC for the 2019-2020 school year.

8 – Student withdrew from the ALC during the 2018-2019 school year.

Attendance Rate: In the 2018-19 school year we had an attendance rate of 82.4%. This is a 1.1% decrease from the previous school 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/or the parent with our local Justice of the Peace.

1st Six Weeks – 82.5% 2nd Six Weeks – 83.5% 3rd Six Weeks – 84.1%

4th Six Weeks – 81.7% 5th Six Weeks – 77.9% 6th Six Weeks - 84.5%

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2018-2019 school year was as follows:

Caucasian – 47 students or 90%

Hispanic – 5 students or 10%

African American – 0 student or 0%

Gender: Male students – 31 and Female students – 16 students

Special Program Participation: The Aledo Learning Center provided services to 13 Special Education students, 3 ESL students, and 13 504 students. All students were recommended to the ALC by Aledo High School and Daniel Ninth Grade's Response to Intervention Committees.

At-Risk Students: ALC had 25 students in attendance during the 2018-2019 school year that were classified as at-risk students.

Teacher/Student Ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 10:1 student to teacher ratio.

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 or only has 2-3 courses left to complete.

Discipline referrals: Due to the nature of the ALC and small enrollment, student referrals are at a minimum at 10. The majority of referrals were written for non-participation, breaking classroom rules and using inappropriate language. There were five drug-related referrals (which resulted in three students being expelled but served through DAEP) and 1 e-cig related referral. The ALC is able to provide individual daily schedules that help reduce discipline issues. When discipline issues occur, conferences are held with the student and sometimes include the teacher, counselor, and parents. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems as they arise. The principal is available if a situation cannot be resolved. Restorative discipline is utilized, as well.

DAEP: 85 (six repeaters) students were placed in DAEP during the 2018-2019 school year.

0-elementary students

2-intermediate students (2 boys)

25-middle school students (6 girls and 19 boys)

58-high school/ALC students (14 girls and 44 boys)

DAEP Ethnicity Breakdown:

Caucasion - 77 students or 91%

Hispanic - 6 students or 7%

African Amrican - 2 students or 2%

Special Programs DAEP Breakdown:

Special Education - 8 students

504 - 3 students

ESL - 0 students

Demographics Strengths

All staff is focused on student success and ultimately, graduation.

ALC serves a variety of learning styles and grade levels.

Core content teachers are certified.

We had 33 graduates.

High population of at-risk graduates.

Needs

Increase student attendance rates

Student Achievement

Student Achievement Summary

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 stakeholders. 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, teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a FLEX schedule, which includes a 25 minute campus wide reading period on Mondays and core content remediation. The ALC 2018 accountability rating is included with Aledo High School, which is "Met Standard."

End of Course exams in 2018-2019 (Fall & Spring)

89% EOC US History Pass Rate, 16 out of 18 Students Passed

EOC Algebra Pass Rate, 0 testers

0% EOC Biology Pass Rate, 0 out of 1 Student Passed

35% EOC English II Pass Rate, 6 out of 17 Students Passed

50% EOC English I Pass Rate, 4 out of 8 Students Passed

5 students graduated under Individual Graduation Committees.

In reviewing the testing results for the 2018-2019 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 U.S. History and improve our passing rate in English I, English II , Biology I. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness, is the number of ESL students not passing the EOC assessments.

Student Achievement Strengths

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.

- Flex Period for EOC remediation.
- The addition of a Reading course for EOC remediation.
- Campus reading every Monday during FLEX, which includes all staff.
- All teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Keeping parents informed of student academic achievements through Weekly Progress Reports.
- Implemented Lexia for ELAR remediation.

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:

* Staff development with a focus on serving ELL students - $5,000, Supplemental materials - 52,000 and Tutors for ELL students - $5,000

- Title 1 funding will be utilized to provide services to ELL students in the following areas:

* Tutors - $3,000

- In addition, Title 1 funding will be utilized to supplement Summer School offerings for ESL, EOC and Dyslexia students as follows:

* Summer School personnel - $20,000

School Culture and Climate

School Culture and Climate Summary

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 and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the ALC is an empathetic, encouraging environment, where students are offered countless opportunities to succeed. The mission that all students can learn is the embodiment of the Aledo Learning Center. Students and staff work together diligently in order to make sure everyone is successful. 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 the ALC's small enviornment, the teachers are able to provide additional educational and emotional support to each student. The ALC 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 on time or early. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC assessments 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. Many of our students work outside of school, take care of siblings after school or are parents who go home to take care of their own children.

School Culture and Climate Strengths

Strengths

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.
- Continue the Staff Member of the Month Award.
- Two graduation ceremonies per year.
- Recognition of every credit that a student earns.
- Counselor incorporation of Thinking Maps into guidance lessons.
- Students have a feeling of acceptance.
- Staff develop strong relationships with students which helps to lead to student achievment.

Needs

- Full-time counselor
- Increase parent/guardian and community involvement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center replaced one retiring teacher from last school year. 100% of our teachers are considered veteran teachers. They all understand the varying emotional and academic needs that the ALC students have. They love their positions and feel great pride in seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Staff working together as a collaborative team to ensure at-risk students will be successful.
- Attendance at meaningful professional development workshops which will assist in meeting our student needs.
- The purchase of classroom instructional supplies is supported by the principal.
- The professional staff is 100% highly qualified.
- The constant awareness of staff to provide a safe learning environment for our students.
- The addition of ESL and special education inclusion teachers from AHS and DNG for 4 different periods.
- Staff attendance is above average.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. Campus representatives will also attend the Alternative Education Conference. There is approximately $1,500 allocated for ALC in Title 2.
- Increase campus counselor from part time to full time position.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The instructional staff identifies areas in the curriculum and instruction taking an active approach to design and implement lessons to meet individual student needs. The self-paced computer curriculum and teacher created materials that are 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.

Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, Lexia results, student achievement data from STAAR End of Course results and student understanding of the curriculum. Campus essential standards are evaluated, implemented and monitored by the ALC collaborative team.

Curriculum, Instruction, and Assessment Strengths

Students are provided several learning platforms to obtain their credits; Odysseyware, A+, Canvas and teacher created materials.

Staff developed TEKS based instruction.

The use of technology through computer based curriculum and interactive boards to meet student needs.

Individualized remediation plans are developed for students that will be taking an EOC assessment.

Whole campus guidance lessons presented by counselor multiple times a year.

Weekly collaborative team meetings are held to ensure that the Distict/campus Problem of Practice is the focus of instruction.

Campus wide Reading on Mondays during FLEX.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, students are not demonstrating adequate 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.

Parent and Community Engagement

Parent and Community Engagement Summary

A majority of parents/guardians 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 complete an application prior to acceptance to the ALC. A parent/guardian 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. Weekly Progress Reports are sent home by each teacher.

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of daycare, food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program assists our students with mentors to provide guidance in reaching their educational goals. Christ Chapel also assist our campus with food and personal hygiene needs.

Parent and Community Engagement Strengths

Parents/guardians required to attend orientation.

Weekly Progress Reports allow the parent to be kept up to date with their child's progress.

Community organizations and businesses willing to assist our students.

The Special Education Department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special education students.

The staff is willing to attend new trainings to assist students in meeting their educational needs.

Facebook and Twitter are used to share announcements, as well as Blackboard.

Open House is held at the start of each school year.

Staff Member of the Month Award provided by Brookshire's.

Needs

Additional parental involvement is needed from parents

School Context and Organization

School Context and Organization Summary

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 accessed approximently $2000.00 in Title II funding for professional development. The principal and several staff members attended the Texas Association of Alternative Education conference. The principal also attended the PLC and RtI institutes.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, one counselor, one parent, one business representative and one 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. The staff all had the opportunity to complete a campus needs assessment.

School Context and Organization Strengths

A safe environment is provided for staff and students.

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

The ALC has a strong budget built around the success of students.

A campus Facebook page and Twitter account are used to recognize staff and students for their successes.

The principal provides a weekly calendar of events.

Staff, parents, and graduates are asked to complete a survey every year.

The ALC collaborative team meets weekly to discuss the District/Campus focus areas.

Campus web page is kept up to date.

Campus principal completes data walks and T-TESS walks on a weekly basis. The principal also shares campus look for data with all staff.

Teachers submit weekly lesson plans.

Needs

Increase the number of students graduating on 26 credit Foundation Plan with an endorsement.

Technology

Technology Summary

The Aledo Learning Center currently has 10 Chrome workstations in each classroom. Each classroom is equipped with a Promethean Panel, teacher laptop and teacher iPad. The ALC also has 30 laptops that can be utilized by the staff and students for collaborative learning. The ALC also has 20 state of the art calculators for students to utilize in the classroom and on state assessments. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Technology Strengths

Supports self-paced curriculum.

Students can work on their course work at home.

Staff utilized technology, as needed, in their curriculums.

Needs

Students are unable to work on course work at home due to lack of internet services, need to continue to explore possibilities for students.

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating adequate 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: 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: ALC will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

> **Evaluation Data Source(s) 1:** Data from Daily Impact Walks
> Weekly Teacher Lesson Plans
> Student Journals
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence 85% of the time, by June 2020.				
100% = Accomplished = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: ALC will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

    Evaluation Data Source(s) 2: Daily Impact Walks

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize Framing the Lesson daily including We Will, I Will and So That I Can, with fidelity, by June 2020.				
2) All teachers will implement Frequent Small Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) All teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, ALC will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The ALC collaborative team will: Indicator #1: identify a campus essential learning standard and clarify criteria for student mastery.	2.4, 2.5, 2.6	Collaborative Team Camps Administration	The ALC collaborative team will move from initiating to developing on the PLC at Work Continuum by June 2020.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, ALC will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

    Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
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.	2.4, 2.5, 2.6	Collaborative Team Campus Administration	The ALC collaborative team will rate at the developing level on the PLC at Work Continuum by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, ALC will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: have establish a SMART goal and assess progress towards reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Campus Administration	The ALC collaborative team will rate at the developing level on the PLC at Work Continuum by June 2020.				
100% = Accomplished　　　→ = Continue/Modify　　　0% = No Progress　　　✗ = 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 unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2020.

Evaluation Data Source(s) 1: 100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus administration will conduct periodic checks of the classroom and building doors and maintain documentation.		Campus Administration	100% of checked unoccupied classroom doors and building doors will be closed and locked by June 2020.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = 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 Transportation Department will have a student wait time at each campus of no more than twenty minutes. The ride time for each student will be no more than forty-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2019-2020 school year.

Evaluation Data Source(s) 2: List of student wait time by route and campus and list of student ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2019-2020 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus administration will monitor incoming and outgoing routes for excessive student wait times and report to Central Administration and Transportation.		Campus Administration	Student wait time and ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2020.				
100% = Accomplished →= Continue/Modify 0% = No Progress ✗ = Discontinue							

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Cheryl Jones	Principal
District-level Professional	Michelle Morales	Counselor
Classroom Teacher	Karl Richter	Teacher
Classroom Teacher	Lindsey Coomer	Teacher
Business Representative	Gordon Jones	Business Representative
Community Representative	Zach Tarrant	Community Representative
Parent	Kelly Detherage	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent