

The Board of Trustees Aledo ISD Agenda of Regular Meeting

A Regular Meeting of the Board of Trustees of Aledo ISD will be held October 19, 2020, beginning at 6:00 PM in the Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008.

Aledo Independent School District Vision Growing Greatness through exceptional experiences that empower learners for life

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting covered by this agenda, the Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001 et seq of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.084, inclusive, of the Open Meetings Act.

I. Call To Order

Hoyt Harris, President

II. Determine a Quorum

III. Pledge of Allegiance to the United States and Texas Flags

IV. Moment of Silent Prayer or Reflection

Hoyt Harris, President

V. Board Member Reports

A. President's Report

Hoyt Harris, President

B. Superintendent's Report

Susan K. Bohn, Superintendent

C. Strategic Partners - Aledo Education Foundation, Aledo ISD PTO, AdvoCats Report

Julie Turner, Trustee

D. Legislative Sub Committee Report

Forrest Collins, Secretary

E. Bond Subcommittee Report

Jessica Brown, Trustee

VI. Campus Presentation - Vandagriff Elementary

VII. Commendations

A. Aledo High School Treble Choir: National Winner in the 2020 Mark of Excellence National Choral Honors Competition Sponsored by The Foundation for Music Education

Forrest Collins, Trustee; Mercedes Mayer, Director of Communications

B. Aledo High School Students Luke Beall and Kevin Taylor: Commended Students in the 2021 National Merit Scholarship Program

Jennifer Taylor, Trustee; Mercedes Mayer, Director of Communications

C. Aledo High School Head Football Coach Tim Buchanan: Coached his 300th Game at AHS on Sept. 26 vs. Weatherford

Julie Turner, Trustee; Mercedes Mayer, Director of Communications

VIII. Public Comment on Non-Agenda Item

Hoyt Harris, President

IX. Public Comment on Agenda Item

Hoyt Harris, President

X. Update on COVID-19 Impact on District Operations and Community Needs

Susan K Bohn, Superintendent

A. Resolution Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency or Disaster Due to COVID-19

Susan K Bohn, Superintendent

XI. Consent Agenda

Hoyt Harris, President

A. Consider Approval of Board Minutes

B. Consider Approval of Monthly Financial Reports

C. Consider Approval of TASB Policy Update 115

- BF(LOCAL)- Board Policies
- DED(LOCAL)- Compensation and Benefits: Vacations and Holidays
- DIA(LOCAL)- Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
- DMD(LOCAL)- Professional Development: Professional Meetings and Visitations
- EI(LOCAL)- Academic Achievement
- FB(LOCAL)- Equal Educational Opportunity
- FD(LOCAL)- Admissions
- FEB(LOCAL)- Attendance: Attendance Accounting
- FFG(LOCAL)- Student Welfare: Child Abuse and Neglect
- FFH(LOCAL)- Student Welfare: Freedom from Discrimination, Harrassment, and Retaliation
- FMF(LOCAL)- Student Activities: Contests and Competition
- FNG(LOCAL)- Student Rights and Responsibilities: Student and Parent Complaints/Grievances
- GF(LOCAL)- Public Complaints

D.

Lynn McKinney, Deputy Superintendent

E. Consider Approval of 2020-2021 General Fund Budget Amendment

Earl Husfeld, Chief Financial Officer

XII. Communication Items

A. District Instructional Focus

B. 2019 Bond Update

C. Aledo ISD Legislative Priorities, 87th Legislative Session

Legislative Subcommittee, Jessica Brown, David Lear, and Forrest Collins; Susan K Bohn,
Superintendent

XIII. Action Items

A. Consider Approval of 2020-2021 District Improvement Plan (DIP) and Campus Improvement Plans (CIP)

Lynn McKinney, Deputy Superintendent

B. Consider All Matters Incident and Related to the Issuance and Sale of Aledo Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020-A, Including the Adoption of an Order Authorizing the Issuance of Such Bonds and Establishing Procedures and Delegating Authority for the Sale and Delivery of Such Bonds

Earl Husfeld, Chief Financial Officer

XIV. Executive Session

Hoyt Harris, President

A. Texas Government Code Section 551.074 - Personnel Matters- The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

1. Superintendent Performance Update

2. Superintendent's Evaluation Instrument for 2020-2021 School Year

Susan K Bohn, Superintendent

B. Texas Government Code Section 551.071 - Consultation with Attorney- The Board will discuss and receive legal advice from its attorney on matters which should be confidential under Texas Government Code Section 551.071

C. Texas Government Code Section 551.072 - Deliberation Regarding Real Property- The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071)

D. Texas Government Code Section 551.0821 - School Board: Personally Identifiable Information About a Public School Student.

E. Texas Government Code Sections 551.076 and 551.089 - Deliberation Regarding Security Devices or Security Audits

1. Aledo ISD Police Defenses Report

XV. Trustee Comments/Acknowledgments

Hoyt Harris, President

XVI. Adjourn

Hoyt Harris, President



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Update on COVID-19 Impact on District Operations and Community Needs

PRESENTER: Dr. Susan K. Bohn, Superintendent

BACKGROUND INFORMATION:

- Federal and State officials have declared a disaster and emergency regarding coronavirus/COVID-19 and its potential spread.
- In order to efficiently and effectively address this ever-changing emergency situation in the best interest of the health, safety, and well-being of the District's students, staff, community, and the citizenship at-large, the Administration and Board of Trustees will discuss the impact of the situation on the District operations and our community as we plan for serving our students, staff, and community during the pandemic.

FISCAL INFORMATION:

Financial impact unknown at this time

ATTACHMENTS:

Resolution Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency or Disaster Due to COVID-19

ADMINISTRATIVE RECOMMENDATION:

Communication item only

BOARD OF TRUSTEES: ALEDO INDEPENDENT SCHOOL DISTRICT
Resolution No: 08172020-1
A RESOLUTION DELEGATING AUTHORITY TO THE SUPERINTENDENT TO ACT
IN PLACE OF THE BOARD OF TRUSTEES DURING AN EMERGENCY OR
DISASTER DUE TO COVID-19

WHEREAS, the Aledo Independent School District Board of Trustees (Board) recognizes that officials in the State of Texas and the United States Government have declared a disaster and emergency regarding coronavirus/COVID-19 (hereafter "COVID-19") and its potential spread;

WHEREAS, the territory included in the Aledo Independent School District is within the areas declared a disaster and an emergency area;

WHEREAS, on or about March 13, 2020, the President of the United States declared a national emergency and the Governor of the State of Texas declared a statewide disaster regarding COVID-19;

WHEREAS, on or about March 19, 2020, the Governor of Texas issued an Executive Order limiting gatherings to ten (10) or fewer individuals until April 3, 2020;

WHEREAS, the Board recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID19 a pandemic, and that additional emergency declarations may follow in the coming days and weeks;

WHEREAS, the Board and Administration are following advice and directives from federal, state and local authorities in responding to the COVID-19 Virus;

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students, staff, and community and therefore desires to ensure that the school district and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19;

WHEREAS, the District was closed during the spring of 2020, due to the COVID-19 pandemic, and may determine a need exists to implement further suspension or modification of classes and/or District operations in response to the health needs of our families and our community;

WHEREAS, the District's public purpose is served by promoting conscientious health choices, including individual quarantines as may be necessary when classes resume;

WHEREAS, the District's public purpose is served by working with students, families, and staff to the extent possible to support continued learning during times of

school suspension and/or quarantine;

WHEREAS, only for the duration of the Declaration of Disaster and resulting Executive Orders of the Governor, the board of trustees determines that the delay posed by the methods provided for in Texas Education Code Section 44.031(a) would prevent or substantially impair the provision of classes or other essential school activities; **WHEREAS**, to the extent possible, the term of contracts awarded by methods other than those required by Section 44.031(h), due to the COVID-19 emergency, shall not extend longer than reasonably necessary to respond to the Declaration of Disaster and comply with Executive Orders of the Governor;

WHEREAS, any contract entered into by the district pursuant to this resolution will be presented to the board of trustees for ratification at a future board meeting;

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described more fully herein, to the Superintendent to address this ever-changing emergency situation in the best interest of the health, safety, and well-being of its students, staff, community, and the citizenship at-large.

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described more fully herein, to the Superintendent to address this ever-changing emergency situation in the best interest of the health, safety, and well-being of its students, staff, community, and the citizenship at-large, recognizing that at any time during this emergency, establishing a quorum may be difficult or impossible, and in such circumstances only, delegation of these authorities to the Superintendent would be the only way to make necessary decisions to continue District operations.

IT IS THEREFORE RESOLVED THAT the Board of Trustees finds a substantial public purpose exists in protecting the health and safety of its students, staff, and community and therefore in ensuring that the school district and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19.

In furtherance of these public purposes, the Board of Trustees makes the following delegations to the Superintendent and designee(s):

1. The authority to act in place of the Board under Policy DEC (Local) regarding employee leave and thus create guidelines and make decisions regarding absences,

leave time, leave days, and compensation of any employee who is quarantined as a result of COVID19 and/or who tests positive for COVID-19 and who presents appropriate medical documentation regarding themselves and/or an immediate family member, in compliance with Texas and federal law;

2. The authority to seek any necessary waivers from the Texas Education Agency without further action of the Board of Trustees regarding missed instructional days, low attendance, or any matters related to the emergency closures as part of this Resolution;

3. The authority to declare a catastrophe and take all actions as appropriate in accordance with Texas Government Code, Section 552.233, regarding temporary suspension of the Texas Public Information Act;

4. Where permitted by law, the authority to act in place of the Board under Policies CH, COA and CV (Local) to negotiate, and execute contracts for goods and services that are necessary to mitigate, prevent, restore, and repair damage caused to District equipment, personal property, and facilities or to protect the safety of students and staff, related to COVID-19 and its potential spread. Such authority being necessary to prevent delays that will prevent or substantially impair the conduct of classes or other essential school functions and activities;

5. The authority to make contracts for goods and services needed to replace traditional classroom facilities and instructional equipment with alternative goods and services by methods other than those required by Section 44.031(a), including but not limited to the acquisition of resources necessary to implement remote operations and instruction in compliance with the Governor's Executive Orders; Such authority also extending to contracts for goods and services necessary to maintain the health and safety of facilities and equipment, including but not limited to, resources necessary for cleaning, disinfection, air quality measures, and testing.

6. The authority to make budgeted or unbudgeted purchases for goods or services, up to \$150,000, such authority being necessary to prevent delays that will prevent or substantially impair the conduct of classes or other essential school functions and activities due to COVID-19; after which the Superintendent will fully report to the Board of Trustees; and,

7. In the event other waivers or immediate actions are needed, the Superintendent is authorized to take other action and to submit/apply for other waivers in accordance with guidance and instructions from the national and state authorities and/or agencies.

8. The above authority is granted only after the Superintendent discusses the necessary authority with the Board President and a good faith effort has been made

to convene a quorum of the Board in a meeting that meets the requirements of the Texas Open Meetings Act, Texas Government Code Chapter 551, and the special exceptions thereto issued by the Texas Office of the Attorney General as related to the COVID-19 emergency declaration.

9. This Resolution shall be placed on the agenda of each Board meeting for consideration by the Board until it is rescinded by the Board.

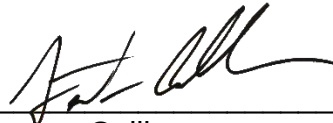
The above Resolution is passed and adopted this 17th day of August 2020 by the Board of Trustees.

APPROVED:



Hoyt Harris
President, Board of Trustees

ATTEST:



Forrest Collins
Secretary, Board of Trustees



ALEJO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider Approval of Board Minutes

PRESENTER: Dr. Susan K. Bohn, Superintendent

BACKGROUND INFORMATION:

- During each meeting of the Board of Trustees, minutes are taken to highlight the main points of the meeting.

FISCAL INFORMATION: None

ATTACHMENTS:

September 21, 2020 Board Meeting Minutes

October 5, 2020 Board Meeting Minutes

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the September 21 and October 5, 2020 Board Meeting Minutes

Regular Meeting

Monday, September 21, 2020 6:00 PM

Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008

I. Call To Order- 6:05 p.m.	Presenter: Hoyt Harris, President
II. Determine a Quorum- A quorum of trustees was in attendance including Trustee Harris, Brown, Turner, Collins, Loftin, Taylor, and Lear.	Presenter: Hoyt Harris, President
III. Pledge of Allegiance to the United States and Texas Flags	
IV. Moment of Silent Prayer or Reflection	Presenter: Hoyt Harris, President
V. Board Member Reports	
A. President's Report- Trustee Harris and Athletic Director Steve Wood shared stories in remembrance of Tony Eierdam, a local news reporter who was part of the Aledo family for many years.	Presenter: Hoyt Harris, President
B. Superintendent's Report- Dr. Bohn acknowledged the hard work of the staff throughout the start of the 2020-2021 school year.	Presenter: Susan K. Bohn, Superintendent
C. Strategic Partners - Aledo Education Foundation, Aledo ISD PTO, AdvoCats Report- Trustee Turner summarized the upcoming fundraising events from the Aledo ISD Strategic Partners. Trustee Taylor updated the community and board about the upcoming AdvoCats fundraisers and membership drive.	Presenter: Julie Turner, Trustee
D. Legislative Sub Committee Report- Trustee Collins reported to the board about the upcoming local elections. Trustee Collins also acknowledged the approval of charter schools by the Texas State Board of Education and summarized what a charter school is and the fundamental differences between charters and traditional public schools.	Presenter: Forrest Collins
E. Bond Subcommittee Report- Trustee Brown updated the board on the current progress of the 2019 Bond, specifically the upcoming bidding process for both the elementary and middle school projects.	Presenter: Jessica Brown, Trustee
VI. Campus Presentation - Coder Elementary- Principal Amy Sadler and Assistant Principal Jennifer Hoover addressed the board and introduced two remote teachers, Jennifer Babcock and Jeff Crissey. Mr. Crissey and Mrs. Babcock shared student videos about what it is they enjoy about being remote learners and that the three fundamental aspects of teaching; being standards based, creating a culture of collaboration, and building relationships,	

are the same for both remote and in-person learners.	
VII. Commendations	Presenter: Mercedes Mayer, Director of Communications & David Lear, Trustee
A. Presentation of the American Flag Donation by Weatherford Phoenix Masonic Lodge #275- Mrs. Mayer introduced Dan Griffiths, Kenneth Dustin, and Rick Emory from the Weatherford Phoenix Masonic Lodge #275. The group members presented a new American flag to Aledo ISD to fly at the administration building.	
VIII. Public Comment on Agenda Item	Presenter: Hoyt Harris, President
IX. Public Comment on Non Agenda Item	Presenter: Hoyt Harris, President
X. Update on COVID-19 Impact on District Operations and Community Needs for the 2020-2021 School Year Planning- Dr. Bohn reported on the current COVID-19 cases across the district and the challenges that COVID-19 pandemic presents for the 2020-2021 school year.	Presenter: Susan K Bohn, Superintendent
A. Resolution Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency or Disaster Due to COVID-19	
XI. Consent Agenda- Trustee Turner made a motion to approve the consent agenda, Trustee Brown seconds the motion. The motion passes 7-0.	Presenter: Hoyt Harris, President
A. Consider Approval of Board Meeting Minutes	
B. Consider Approval of Monthly Financial Reports	
C. Consider Approval of Resolution Regarding Extracurricular Status of 4-H Organization and Adjunct Faculty Agreement for Tarrant County	Presenter: Susan K Bohn, Superintendent
D. Consider Approval of SHAC Committee Appointments	Presenter: Scott Kessel, Executive Director of Student Services
E. Consider Approval of 2020-2021 Approved Appraiser List/Appraisal Calendar Addition	Presenter: Lynn McKinney, Deputy Superintendent
F. Consider Approval of Remote Homebound Attendance Waivers	Presenter: Amber Crissey, Assistant Superintendent of Curriculum and Instruction
XII. Communication Items	
A. District Instructional Focus- Mrs. Crissey summarized the district's instructional focus plans for the 2020-2021 school year. Mrs. Crissey introduced Ms. Getz who presented a sample instructional schedule for the elementary grade levels and outlined the day to day success and challenges that come with	Presenter: Amber Crissey, Assistant Superintendent of Curriculum & Instruction; Deanne Torres, Math Teacher, McAnally

remote learning. Ms. Torres presented a sample instructional schedule for a secondary class room and discussed the challenges and successes of remote instruction.	Intermediate; Rebekah Getz, First Grade Teacher, Stuard Elementary
B. 2019 Bond Update- Mr. Boswell reported the current progress of the 2019 Bond regarding construction of Elementary School #6 and Middle School #2 as well as the renovations of Aledo Middle School. Mr. Boswell also reviewed the timeline of the McAnally project.	Presenter: Tyler Boswell, Director of Construction and Facilities
C. TASB Board Policy Update 115- Mrs. McKinney reviewed the recent TASB Board Policy Updates and the changes associated with each of the policies listed below: • BF(LOCAL)- Board Policies • DED(LOCAL)- Compensation and Benefits: Vacations and Holidays • DIA(LOCAL)- Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation • DMD(LOCAL)- Professional Development: Professional Meetings and Visitations • EI(LOCAL)- Academic Achievement • FB(LOCAL)- Equal Educational Opportunity • FD(LOCAL)- Admissions • FEB(LOCAL)- Attendance: Attendance Accounting • FFG(LOCAL)- Student Welfare: Child Abuse and Neglect • FFH(LOCAL)- Student Welfare: Freedom from Discrimination, Harassment, and Retaliation • FMF(LOCAL)- Student Activities: Contests and Competition • FNG(LOCAL)- Student Rights and Responsibilities: Student and Parent Complaints/Grievances • GF(LOCAL)- Public Complaints	Presenter: Lynn McKinney, Deputy Superintendent
D. Review of Draft 2020-2021 District Improvement Plan (DIP) Goals- Mrs. McKinney presented to the board an overview of the three major District Improvement Plan Goals and performance objectives.	Presenter: Lynn McKinney, Deputy Superintendent
XIII. Action Items	
A. Consider Approval of Asynchronous Remote Instruction Plan for Texas Education Agency Approval- Mrs. Crissey seeks board approval on the submission of the Asynchronous Remote Instruction Plan to the Texas Education Agency. Trustee Loftin made a motion, Trustee Taylor seconds the motion. The motion passes 7-0.	Presenter: Amber Crissey, Assistant Superintendent of Curriculum and Instruction
B. Consider Approval of Municipal Services Agreement Between the City of Fort Worth, Texas and Aledo Independent School District- Mr.	Presenter: Earl Husfeld, Chief Financial Officer

Husfeld seeks board approval for the Municipal Services Agreement between the City of Fort Worth and Aledo ISD. Trustee Collins made a motion, and Trustee Lear seconds the motion. The motion passes 7-0.

- C. Consider Approval of Developers Agreement Between Aledo ISD and the Town of Annetta Regarding the Elementary School #6 Site on FM5-Dr. Bohn seeks board approval for the Developers Agreement between Aledo ISD and the Town of Annetta. Trustee Turner made a motion, and Trustee Collins seconds the motion. The motion passes 7-0.

Presenter: Susan K Bohn, Superintendent

- D. Consider Approval of Board Proclamation regarding 2020 *Start With Hello* Week- Mr. Kessel seeks board approval for the 2020 Start With Hello program. Trustee Harris made a motion, and Trustee Taylor seconds the motion. The motion passes 7-0.

Presenter: Scott Kessel, Executive Director of Student Services

XIV. Executive Session- 8:30 p.m.

Presenter: Hoyt Harris, President

- A. Texas Government Code Section 551.074 - Personnel Matters

1. The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

- a. Superintendent Performance Update

- b. Superintendent's Contract

- c. Discuss Superintendent's Evaluation Instrument for 2020-2021 School Year

- B. Texas Government Code Sections 551.071 and 551.129 - Consultation with Attorney

1. Consultation with attorney regarding pending or contemplated litigation or on a matter in which the duty of the attorney to the district under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the provisions of the Government Code (Texas Government Code Sections 551.071 and 551.129)

- a. Civil Action No. 4:20-CV-0042-0, In the United States District Court for the Northern District of Texas, Fort Worth Division

- C. Texas Government Code Section 551.072 - Deliberation Regarding Real Property

1. The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551071.)

- D. Texas Government Code Section 551.0821 - Personally Identifiable Information About a Public School Student

1. The Board will discuss personally identifiable information about a public school student.

XV. Action Item

A. Consider Approval of Authorized Representative(s) Constituting Fewer than a Quorum of the Board to Attend Mediation- Trustee Brown moves to approve Jennifer Taylor, Jennifer Loftin, and Forrest Collins to attend mediation. Trustee Lear seconds the motion. Motion passes 7-0.	Presenter: Hoyt Harris, President
B. Consider Approval of Superintendent's Contract- Trustee Harris makes a motion to approve Dr. Bohn's contract as discussed. Trustee Brown seconds the motion. Motion passes 7-0.	Presenter: Hoyt Harris, President
C. Take action, if any, on matters discussed in closed session.- None	Presenter: Hoyt Harris, President
XVI. Trustee Comments/Acknowledgments	Presenter: Hoyt Harris, Board President
XVII. Adjourn- 10:20 p.m.	Presenter: Hoyt Harris, President

Board Secretary

Special Meeting

Monday, October 5, 2020 6:00 PM

Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008

I. Call to Order- 6:05 p.m.	Presenter: Hoyt Harris, President
II. Determine a Quorum- President Harris announces the quorum of trustees that are present, which includes Trustee Collins, Trustee Turner, Trustee Brown, Trustee Loftin, Trustee Taylor, and Trustee Lear.	Presenter: Hoyt Harris, President
III. Public Comment on Agenda Item	
IV. Public Comment on Non Agenda Item	
V. Update on COVID-19 Impact on District Operations and Community Needs	Presenter: Susan K Bohn, Superintendent
A. Resolution Delegating Authority to the Superintendent to Act in Place of the Board of Trustees During an Emergency or Disaster Due to COVID-19	Presenter: Susan K Bohn, Superintendent
B. Challenges Related to Instructional Delivery Models- Dr. Bohn communicates the challenges that COVID-19 has presented for delivering instruction to remote learners. Dr. Bohn also answers the Board of Trustee's questions regarding remote learning.	Presenter: Susan K Bohn, Superintendent
VI. Communication Item	
A. Review of Potential Taxable Bond Refunding Opportunities- Mr. Husfeld and Josh McLaughlin, BOK Financial, review the previous savings that the AISD Board of Trustees has approved on bonds. Mr. McLaughlin also presents on the upcoming bond refinancing opportunities.	Presenter: Earl Husfeld, Chief Financial Officer
VII. Action Item	
A. Consider Approval of Competitive Sealed Proposal Bid for 2019 Bond Project Elementary School No. 6- Mr. Husfeld and Mr. Boswell seek Board approval for the competitive sealed proposal bid for ES#6 from Satterfield & Pontikes Construction. Trustee Collins makes a motion and Trustee Brown seconds the motion. The motion passes 7-0.	Presenter: Earl Husfeld, Chief Financial Officer; Tyler Boswell, Director of Construction and Facilities
VIII. Executive Session- 6:45 p.m.	
A. Texas Government Code Sections 551.071 and 551.129 - Consultation with Attorney	
1. Consultation with legal counsel regarding pending litigation and mediation in Civil Action No. 4:20-cv-00442-0.	
IX. Action Item- 7:15 p.m.	
A. Consideration and possible action regarding pending litigation and mediation in Civil Action No. 4:20-cv-00442-0. Trustee Collins makes a motion regarding the mediation proposal, and Trustee Taylor seconds the	

motion. Motion passes 7-0.

X. Adjourn- 7:17 p.m.

Presenter: Hoyt
Harris, President

Board Secretary



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider Approval of Monthly Financial Reports

PRESENTER: Earl Husfeld, Chief Financial Officer

BACKGROUND INFORMATION:

- During each regular meeting of the Board of Trustees, the following month-end reports are presented for review: Revenue and Expenditure Fund Summary, Budget Status Report – General Fund, Cash Balances by Account, Portfolio Investment Report, Property Tax Collection Report, and Check Payment List.
- The Monthly Financial Reports as of and for the month ended September 30, 2020 are presented for your review.

FISCAL INFORMATION:

None

ATTACHMENTS:

Monthly Financial Reports

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the September 2020 Monthly Financial Reports as presented.

**ALEDO INDEPENDENT SCHOOL DISTRICT
REVENUE AND EXPENDITURE FUND SUMMARY
As of September 30, 2020**

<u>Description</u>	<u>Fund</u>	<u>Revenue Budget</u>	<u>Revenue Received</u>	<u>Revenue Balance</u>	<u>Revenue % Received</u>	<u>Expenditure Budget</u>	<u>Encumbrances Outstanding</u>	<u>Expenditure Spent</u>	<u>Expenditure Balance</u>	<u>Expenditure % Spent</u>
CO-CURRICULAR FUND	184	\$ 59,748	\$ 9,395	\$ 50,353	15.72%	\$ 1,988,334	\$ 53,836	\$ 101,890	\$ 1,832,608	7.83%
GENERAL FUND	199	\$ 60,938,859	\$ 5,852,810	\$ 55,086,049	9.60%	\$ 59,520,000	\$ 607,228	\$ 1,986,411	\$ 56,926,361	4.36%
ESEA TITLE I-A IMPROVING BASIC	211	\$ 283,830	\$ -	\$ 283,830	0.00%	\$ 283,830	\$ -	\$ 22,197	\$ 261,633	7.82%
IDEA-B FORMULA	224-0	\$ 105,669	\$ -	\$ 105,669	0.00%	\$ 105,669	\$ -	\$ 13,352	\$ 92,318	12.64%
IDEA-B FORMULA	224-1	\$ 870,434	\$ -	\$ 870,434	0.00%	\$ 870,434	\$ -	\$ 27,337	\$ 843,097	3.14%
IDEA-B PRESCHOOL	225	\$ 9,608	\$ -	\$ 9,608	0.00%	\$ 9,608	\$ -	\$ (23)	\$ 9,631	-0.24%
NATIONAL BREAKFAST/LUNCH PROGRAM	240	\$ 2,511,719	\$ 118,794	\$ 2,392,925	4.73%	\$ 2,735,750	\$ 142,888	\$ 38,651	\$ 2,554,211	6.64%
TITLE I PART C CARL D PERKINS	244	\$ 28,774	\$ -	\$ 28,774	0.00%	\$ 28,774	\$ 2,250	\$ -	\$ 26,524	7.82%
TITLE II PART A TPTR	255	\$ 80,325	\$ -	\$ 80,325	0.00%	\$ 80,325	\$ 1,032	\$ -	\$ 79,293	1.28%
TITLE III LEP	263	\$ 20,900	\$ -	\$ 20,900	0.00%	\$ 20,900	\$ 1,824	\$ -	\$ 19,076	8.73%
TITLE IV, PART A	289	\$ 20,985	\$ -	\$ 20,985	0.00%	\$ 20,985	\$ -	\$ -	\$ 20,985	0.00%
INSTRUCTIONAL MATERIALS FUND	410	\$ 210,615	\$ -	\$ 210,615	0.00%	\$ 210,615	\$ 5,404	\$ -	\$ 205,211	2.57%
SCHOOL SAFETY & SECURITY GRANT	427	\$ 99,173	\$ -	\$ 99,173	0.00%	\$ 99,173	\$ -	\$ -	\$ 99,173	0.00%
READ TO SUCCEED PROGRAM	429	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	\$ -	0.00%
CAMPUS ACTIVITY FUNDS	461	\$ 25,890	\$ -	\$ 25,890	0.00%	\$ 625,437	\$ 42,868	\$ 8,773	\$ 573,796	8.26%
EDUCATION FOUNDATION GRANT AWARDS	490	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	\$ -	0.00%
DEBT SERVICE FUND	511	\$ 17,775,831	\$ 5,706	\$ 17,770,125	0.03%	\$ 18,288,888	\$ -	\$ 1,500	\$ 18,287,388	0.01%
2015 CAPITAL PROJECTS FUND	615	\$ 12,500	\$ 1,140	\$ 11,360	9.12%	\$ 50,000	\$ 18,350	\$ 1,547	\$ 30,103	39.79%
2019 CAPITAL PROJECTS FUND	619	\$ 350,000	\$ 31,321	\$ 318,679	8.95%	\$ 30,000,000	\$ 500	\$ -	\$ 29,999,500	0.00%
ALEDO ISD PRE-K ACADEMY	715	\$ 75,000	\$ 9,975	\$ 65,025	13.30%	\$ 75,000	\$ -	\$ 199	\$ 74,801	0.27%
BEARCAT STORE	730	\$ 70,000	\$ 427	\$ 69,573	0.61%	\$ 70,000	\$ 5,335	\$ 221	\$ 64,444	7.94%
STADIUM/GYM ADVERTISING	733	\$ 139,600	\$ 2,262	\$ 137,338	1.62%	\$ 139,600	\$ -	\$ -	\$ 139,600	0.00%

**ALEDO INDEPENDENT SCHOOL DISTRICT
REVENUE AND EXPENDITURE FUND SUMMARY
As of September 30, 2020**

<u>Description</u>	<u>Fund</u>	<u>Revenue Budget</u>	<u>Revenue Received</u>	<u>Revenue Balance</u>	<u>Revenue % Received</u>	<u>Expenditure Budget</u>	<u>Encumbrances Outstanding</u>	<u>Expenditure Spent</u>	<u>Expenditure Balance</u>	<u>Expenditure % Spent</u>
DON R DANIEL ENDOWMENT FUND	816	\$ 100	\$ 10	\$ 90	10.30%	\$ 10,500	\$ 1,500	\$ -	\$ 9,000	14.29%
DAN MANNING ENDOWMENT FUND	817	\$ 75	\$ 8	\$ 67	10.13%	\$ 2,500	\$ -	\$ -	\$ 2,500	0.00%
FG ALEDO DEVELOPMENT FUND	819	\$ 25	\$ -	\$ 25	0.00%	\$ 1,000	\$ -	\$ -	\$ 1,000	0.00%
JULIE CHOATE HIGHER EDUCATION FUND	820	\$ 5,000	\$ 3,716	\$ 1,284	74.32%	\$ -	\$ -	\$ -	\$ -	0.00%

**ALEDO INDEPENDENT SCHOOL DISTRICT
BUDGET STATUS REPORT - GENERAL FUND
As of September 30, 2020**

REVENUES						
FUND	DESCRIPTION	2020-2021				2019-2020
		BUDGET	YTD REVENUE	BALANCE	YTD %	YTD %
	5700 REVENUE FROM LOCAL SOURCES					
199	5711 TAXES, CURRENT YEAR M&O	\$ 43,092,141.00	\$ -	\$ 43,092,141.00	0.00%	0.00%
199	5712 TAXES, PRIOR YEAR	325,000.00	8,117.36	316,882.64	2.50%	40.99%
199	5719 PENALTY/INTEREST	175,000.00	2,017.25	172,982.75	1.15%	7.19%
	TOTAL REAL AND PERSONAL PROPERTY TAXES	\$ 43,592,141.00	\$ 10,134.61	\$ 43,582,006.39	0.02%	0.37%
199	5742 INTEREST FROM INVESTMENTS - BANK	\$ 2,000.00	\$ 422.32	\$ 1,577.68	21.12%	12.14%
199	5742 INTEREST FROM INVESTMENTS - TEXPOOL	150,000.00	5,860.88	144,139.12	3.91%	7.86%
199	5743 FACILITY USE RENT/FEES	20,000.00	180.00	19,820.00	0.90%	19.43%
184	5749 FACILITY USE RENT/PARKING - STADIUM	400.00	-	400.00	0.00%	17.17%
199	5749 MISCELLANEOUS REVENUE	45,000.00	11,320.80	33,679.20	25.16%	54.85%
199	5749 EXAM FEES/TESTING FEES/STUDENT PARKING	35,000.00	6,860.00	28,140.00	19.60%	88.75%
184	5752 ATHLETIC RECEIPTS/CONCESSIONS - STADIUM	1,100.00	9,395.15	(8,295.15)	854.10%	33.56%
199	5753 BAND STUDENT PARTICIPATION	150,000.00	28,737.75	121,262.25	19.16%	0.00%
	TOTAL OTHER REVENUE LOCAL SOURCES	\$ 403,500.00	\$ 62,776.90	\$ 340,723.10	15.56%	22.39%
	TOTAL REVENUE FROM LOCAL SOURCES	\$ 43,995,641.00	\$ 72,911.51	\$ 43,922,729.49	0.17%	0.96%
	5800 REVENUE FROM STATE SOURCES					
199	5810 PER CAPITA/FOUNDATION SCHOOL PROGRAM	\$ 13,866,773.00	\$ 5,782,920.00	\$ 8,083,853.00	41.70%	51.28%
184/199	5831 TRS/TRS CARE ON-BEHALF BENEFITS	2,818,193.00	-	2,818,193.00	0.00%	0.00%
	TOTAL STATE PROGRAM REVENUES	\$ 16,684,966.00	\$ 5,782,920.00	\$ 10,902,046.00	34.66%	41.54%
	5900 REVENUE FROM FEDERAL SOURCES					
199	5931 SCHOOL HEALTH/SHARS	\$ 310,000.00	\$ 6,373.92	\$ 303,626.08	2.06%	5.53%
	TOTAL FEDERAL PROGRAM REVENUES	\$ 310,000.00	\$ 6,373.92	\$ 303,626.08	2.06%	5.53%
	7900 OTHER SOURCES					
199	7910 SALE OF PROPERTY	\$ 500.00	\$ -	\$ 500.00	0.00%	0.00%
199	7940 GAS LEASE RECEIPTS & OTHER RESOURCES	7,500.00	-	7,500.00	0.00%	0.00%
	TOTAL OTHER RESOURCES	\$ 8,000.00	\$ -	\$ 8,000.00	0.00%	0.00%
	TOTAL REVENUES	\$ 60,998,607.00	\$ 5,862,205.43	\$ 55,136,401.57	9.61%	10.46%

**ALEDO INDEPENDENT SCHOOL DISTRICT
BUDGET STATUS REPORT - GENERAL FUND
As of September 30, 2020**

EXPENDITURES							
FUND	FUNCTION/DESCRIPTION	2020-2021					2019-2020
		BUDGET	ENCUMBRANCES	YTD EXPENSE	BALANCE	YTD %	YTD %
199	11 CLASSROOM INSTRUCTION	\$ 34,118,008.00	\$ 191,478.12	\$ 302,579.75	\$ 33,623,950.13	1.45%	1.09%
199	12 INSTRUCTIONAL RESOURCES & MEDIA SERVICES	721,246.00	8,707.00	(7,780.74)	720,319.74	0.13%	0.12%
199	13 CURRICULUM/INSTRUCTIONAL STAFF DEVELOPMENT	739,548.00	18,070.76	33,959.81	687,517.43	7.04%	11.34%
199	21 INSTRUCTIONAL LEADERSHIP	881,113.00	7,303.44	69,013.71	804,795.85	8.66%	8.08%
199	23 SCHOOL LEADERSHIP	3,275,481.00	8,279.01	227,456.56	3,039,745.43	7.20%	8.05%
199	31 GUIDANCE, COUNSELING, & EVALUATION SERVICES	2,058,426.00	2,902.07	45,503.71	2,010,020.22	2.35%	3.17%
199	33 HEALTH SERVICES	587,127.00	2,469.06	381.27	584,276.67	0.49%	1.49%
199	34 STUDENT (PUPIL) TRANSPORTATION	3,123,733.00	32,822.08	189,471.30	2,901,439.62	7.12%	8.42%
199	35 FOOD SERVICES	3,000.00	-	-	3,000.00	0.00%	0.00%
184	36 CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES	1,988,334.00	53,836.01	101,889.73	1,832,608.26	7.83%	12.83%
199	36 CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES	929,157.00	18,203.06	22,485.96	888,467.98	4.38%	8.16%
199	41 GENERAL ADMINISTRATION	2,662,941.00	10,329.11	227,181.62	2,425,430.27	8.92%	8.99%
199	51 PLANT MAINTENANCE & OPERATIONS	7,100,935.00	93,282.00	739,637.50	6,268,015.50	11.73%	9.97%
199	52 SECURITY & MONITORING SERVICES	729,910.00	3,199.61	11,926.39	714,784.00	2.07%	3.30%
199	53 DATA PROCESSING SERVICES	1,383,375.00	167,655.87	116,196.90	1,099,522.23	20.52%	12.08%
199	81 FACILITIES ACQUISITION & CONSTRUCTION	86,000.00	42,526.85	8,397.17	35,075.98	59.21%	26.48%
199	91 CHAPTER 41 PAYMENT TO STATE	305,000.00	-	-	305,000.00	0.00%	0.00%
199	99 OTHER INTERGOVERNMENTAL CHARGES	815,000.00	-	-	815,000.00	0.00%	0.00%
	TOTAL EXPENDITURES	\$ 61,508,334.00	\$ 661,064.05	\$ 2,088,300.64	\$ 58,758,969.31	4.47%	4.25%

**ALEDO INDEPENDENT SCHOOL DISTRICT
CASH BALANCES BY ACCOUNT
As of September 30, 2020**

Month end reconciled cash balances at First Financial Bank are the following:

<u>Fund/Description</u>	<u>Amount</u>
General Fund:	
First Financial Bank	\$ <u>1,086,075.29</u>
Total General Fund	\$ <u>1,086,075.29</u>
Debt Service Fund:	
First Financial Bank	\$ <u>3,278.67</u>
Total Debt Service Fund	\$ <u>3,278.67</u>
2015 Capital Projects Fund:	
First Financial Bank	\$ <u>9,406.27</u>
Total 2015 Capital Projects Fund	\$ <u>9,406.27</u>
2019 Capital Projects Fund:	
First Financial Bank	\$ <u>16,118.55</u>
Total 2019 Capital Projects Fund	\$ <u>16,118.55</u>
Campus/Student Activity Funds:	
First Financial Bank	\$ <u>1,130,647.62</u>
Total Campus/Student Activity Funds	\$ <u>1,130,647.62</u>
Endowments/Awards Funds:	
First Financial Bank	\$ <u>9,640.70</u>
Total Endowments/Awards Funds	\$ <u>9,640.70</u>
Grand Total Cash Balances	\$ <u><u>2,255,167.10</u></u>
Collateral Pledged by First Financial Bank	\$ <u><u>18,477,885.75</u></u>

**ALEDO INDEPENDENT SCHOOL DISTRICT
PORTFOLIO INVESTMENT REPORT
September 1, 2020 through September 30, 2020**

<u>Fund/Description</u>	<u>Book Value 09/01/2020</u>	<u>Deposits/ Purchases</u>	<u>Withdrawals/ Maturities</u>	<u>Interest</u>	<u>Book Value 09/30/2020</u>	<u>Average Yield</u>	<u>Market Value 09/30/2020</u>
General Fund:							
TexPool	\$ 29,138,901.40	\$ 6,000,000.00	\$ (3,850,000.00)	\$ 5,860.88	\$ 31,294,762.28	0.2619%	\$ 31,294,762.28
General Fund Totals	\$ 29,138,901.40	\$ 6,000,000.00	\$ (3,850,000.00)	\$ 5,860.88	\$ 31,294,762.28		\$ 31,294,762.28
Debt Service Fund:							
TexPool	\$ 3,297,869.75	\$ 20,000.00	\$ (1,500.00)	\$ 711.04	\$ 3,317,080.79	0.2619%	\$ 3,317,080.79
Debt Service Fund Totals	\$ 3,297,869.75	\$ 20,000.00	\$ (1,500.00)	\$ 711.04	\$ 3,317,080.79		\$ 3,317,080.79
Capital Projects Fund 2015:							
TexPool	\$ 5,270,259.81	\$ -	\$ (102,010.09)	\$ 1,133.34	\$ 5,169,383.06	0.2619%	\$ 5,169,383.06
Capital Projects Fund 2019:							
TexPool	\$ 145,626,636.92	\$ -	\$ (1,336,489.34)	\$ 31,318.67	\$ 144,321,466.25	0.2619%	\$ 144,321,466.25
Endowments/Awards Funds:							
TexPool	\$ 101,971.56	\$ -	\$ -	\$ 21.87	\$ 101,993.43	0.2619%	\$ 101,993.43
Investment Pool Totals:							
TexPool	\$ 183,435,639.44	\$ 6,020,000.00	\$ (5,289,999.43)	\$ 39,045.80	\$ 184,204,685.81	0.2619%	\$ 184,204,685.81
Portfolio Totals	\$ 183,435,639.44	\$ 6,020,000.00	\$ (5,289,999.43)	\$ 39,045.80	\$ 184,204,685.81		\$ 184,204,685.81

This Portfolio Investment Report of the Aledo Independent School District for the month ended September 30, 2020, is in full compliance with the District's investment policy and strategy as established by the District and the Public Funds Investment Act, Chapter 2256, of the Government Code.


Earl H. Husfeld, CPA, Chief Financial Officer

ALED0 INDEPENDENT SCHOOL DISTRICT

PROPERTY TAX COLLECTION REPORT

As of September 30, 2020

Description	Current Year Collections		Delinquent Years Collections	
	Month	Year-to-Date	Month	Year-to-Date
Original Tax Levy/Balance	\$0.00	\$0.00	\$923,385.39	\$923,385.39
Levy Adjustments	0.00	0.00	48,331.08	48,331.08
Adjusted Tax Levy/Balance	\$0.00	\$0.00	\$971,716.47	\$971,716.47
Tax Collections	\$0.00	\$0.00	\$34,002.51	\$34,002.51
Penalty & Interest	0.00	0.00	10,438.81	10,438.81
Total Collections	\$0.00	\$0.00	\$44,441.32	\$44,441.32
Tax Collection Percent	0.00%	0.00%	3.50%	3.50%
Tax Collection Percent Prior Year	0.00%	0.00%	12.32%	12.32%
Unpaid Tax Balance at Month End	\$0.00		\$937,713.96	
Percent of Total Collections to Adjusted Levy	4.57%			

This report is prepared in accordance with Chapter 31, Section 31.10 of the Texas Property Tax Code.

Earl H. Husfeld, CPA

Chief Financial Officer

For the Month of September

Check Nbr	Check Date	Payee	Organization	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount
					Totals for Fund 184 / 1	114,556.05
					Totals for Fund 199 / 1	1,741,069.01
					Totals for Fund 211 / 1	2,695.03
					Totals for Fund 224 / 0	11,042.50
					Totals for Fund 224 / 1	3,658.75
					Totals for Fund 240 / 1	107,564.17
					Totals for Fund 242 / 1	3,343.52
					Totals for Fund 263 / 1	200.00
					Totals for Fund 410 / 1	213,841.25
					Totals for Fund 427 / 1	8,115.04
					Totals for Fund 461 / 1	8,773.38
					Totals for Fund 490 / 1	7,560.25
					Totals for Fund 511 / 1	1,500.00
					Totals for Fund 615 / 1	102,010.09
					Totals for Fund 619 / 1	1,332,131.67
					Totals for Fund 730 / 1	2,970.53
					Totals for Fund 865 / 1	14,898.61
					Totals For Checks	3,675,929.85

Estimated Number Of Unpaid Checks To Print:

End of Report

For the Month of September								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
002008	09-15-2020	DREW CONSULTING SE	071737	AL-AH01	619-00-2110.00-000-100000	PO 005728	16,350.00	N
002009	09-15-2020	STRATEGIC EQUIPMENT	071708	3556453	619-00-2110.00-000-100000	PO 006597	7,605.62	N
002010	09-15-2020	LONE STAR FURNISHIN	071774	20200655	619-00-2110.00-000-100000	PO 006167	1,143.87	N
002011	09-15-2020	LONE STAR FURNISHIN	071773	20200656	619-00-2110.00-000-100000	PO 006168	83,546.84	N
002012	09-15-2020	MISSION RESTAURANT	071707	2614765	619-00-2110.00-000-100000	PO 006596	36,996.00	N
030668	09-15-2020	KARSON BEER	071752	AUGUST 2020	865-00-2191.31-001-100000	MARCHING BAD TECHNICIAN	620.00	N
030669	09-15-2020	TRAVIS CHILIES	PY5922	0000173	865-00-2191.31-001-100000	CONTRACT SERVICE	362.50	N
030670	09-15-2020	MASTERCARD - JP MOR	PY7149	TRIBUTE	865-00-2191.09-001-100000	FLOWERS	141.90	N
030671	09-15-2020	N-TUNE MUSIC & SOUN	100316	J16066	865-00-2191.31-001-100000	SUPPLIES/AHS BAND STUDENTS	649.99	N
030672	09-15-2020	CHRISTIAN D PAARUP	PY7072	0684	865-00-2191.31-001-100000	CONTRACT SERVICE	150.00	N
030673	09-15-2020	ULINE, INC	PY6821	123656278	865-00-2191.69-001-100000	OUTDOOR FURNITURE	5,175.42	N
030674	09-15-2020	ULTIMATE DRILL BOOK,	PY7122	F5E1136T1	865-00-2191.31-001-100000	SUPPLIES/AHS BAND	2,420.50	N
030675	09-15-2020	VARSITY SPIRIT FASHIO	PY6485	33302846	865-00-2191.25-041-100000	AMS CHEER UNIFORMS	5,378.30	N
030676	09-15-2020	AMAZON CAPITAL	PY7091	1TH7-F1W9-	461-11-6399.01-101-111000	SUPPLIES	36.00	N
			PY7051	1WFW-96QN-	461-11-6399.01-102-111000	SUPPLIES	339.88	N
			PY6738	1CHV-PNFR-	461-11-6399.01-105-111000	SUPPLIES	248.60	N
			PY6847	1D7H-LYCN-	461-11-6399.01-105-111000	SUPPLIES	45.59	N
				1XD4-FTHH-	461-11-6399.01-110-111000	PO 004922 - RETURN	-7.50	N
			PY6855	1MVX-NQKF-	461-11-6399.03-104-111000	SUPPLIES	405.00	N
			PY7091	1TH7-F1W9-	461-12-6399.01-101-111000	SUPPLIES	41.84	N
Totals for Check 030676							1,109.41	
030677	09-15-2020	EFFORTLESS BRANDIN	PY7062	2025	461-11-6399.01-041-111000	SUPPLIES	125.00	N
030678	09-15-2020	HARDIN-SIMMONS UNIV	100237	ID 0575484	461-11-6499.01-101-111000	SCHOLARSHIP AWARD	500.00	N
030679	09-15-2020	MASTERCARD - JP MOR	PY6749	BROOKSHIRES	461-11-6399.01-041-111000	SUPPLIES	335.70	N
			PY6676	FUZZY'S TACOS	461-11-6399.01-102-111000	MEETING EXPENSE	85.50	N
			PY6852	HOBBY LOBBY	461-11-6399.01-105-111000	SUPPLIES	100.00	N
			PY6994	TARGET	461-11-6399.01-110-111000	SUPPLIES	79.44	N
			PY7104	HEB	461-11-6399.01-110-111000	SUPPLIES	29.39	N
			PY7108	SCHLOTSKYS	461-36-6399.01-001-191001	MEETING EXPENSE	614.40	N
			PY7146	TRIBUTE	461-41-6499.01-750-199002	FLOWERS	184.90	N
Totals for Check 030679							1,429.33	
030680	09-15-2020	MELODY MCBRIDE	071853	EVAN	461-11-6399.01-102-111000	REFUND - FIELD TRIP	100.00	N
030681	09-15-2020	R & R BOTTLED WATER	100239	60792	461-11-6399.01-103-111000	SUPPLIES	89.00	N
			071757	59256	461-11-6399.01-105-111000	WATER	133.00	N
Totals for Check 030681							222.00	
030682	09-15-2020	SCHOOL SPECIALTY, IN	PY7010	208125889845	461-11-6399.01-102-111000	SUPPLIES	298.16	N
			PY7050	308103599956	461-11-6399.01-102-111000	SUPPLIES	1,580.48	N
Totals for Check 030682							1,878.64	

For the Month of September								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
030683	09-15-2020	UNIVERSITY of MARY HA	071852	SALE- ID 608187	461-11-6399.01-103-111000	SCHOLARSHIP	1,000.00	N
030684	09-15-2020	US NAVAL ACADEMY	100236	ALPHA #430309	461-11-6499.01-101-111000	SCHOLARSHIP AWARD	500.00	N
030685	09-15-2020	YEP! PRODUCTIONS	100238	STRD0042	461-11-6399.01-103-111000	SUPPLIES	656.00	N
			100289	WLSH0007	461-11-6399.01-105-111000	SUPPLIES	926.50	N
Totals for Check 030685							1,582.50	
030686	09-18-2020	YOUR PERSONAL CHEF,	071860	000955	461-11-6399.01-110-111000	CONVOCATION MEAL	326.50	N
090101	09-01-2020	FIRST FINANCIAL BANK	071888	630006	199-00-2110.00-000-100000	POST CC PROCESSING FEE	2,032.05	N
			071888	630006	199-41-6499.01-750-199750	POST CC PROCESSING FEE	2,032.05	N
			071888	630006	199-41-6499.01-750-199750	POST CC PROCESSING FEE	-2,032.05	N
Totals for Check 090101							2,032.05	
090102	09-01-2020	FRONTSTREAM	071889	INV282998	199-00-2110.00-000-100000	POST CC PROCESSING FEE	162.10	N
			071885	INV282998	730-61-6499.00-999-199000	POST CC PROCESSING FEE	162.10	N
Totals for Check 090102							324.20	
091801	09-18-2020	TEXAS COMPTROLLER	071879	AUGUST 2020	730-61-6499.00-999-199000	SALES AND USE TAX PMT	58.43	N
092401	09-24-2020	ARBITERPAY TRUST AC	071890	ARBITERPAY	184-36-6219.00-001-191960	GAME OFFICIALS	5,000.00	N
092901	09-29-2020	HUTCHERSON CONSTR	071954	APPL #3/PO6025	615-00-2110.00-000-100000	CONTRACT SERVICE/GYM ROOF	100,462.70	N
092902	09-29-2020	HUCKABEE & ASSOCIAT	071956	INVOICE #6	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-01-	320,675.55	N
			071956	INVOICE #6	619-81-6629.00-041-199200	ARCH FEES/PROJECT #01865-01-	320,675.55	N
			071956	INVOICE #6	619-81-6629.00-041-199200	ARCH FEES/PROJECT #01865-01-	-320,675.55	N
Totals for Check 092902							320,675.55	
092903	09-29-2020	HUCKABEE & ASSOCIAT	071957	INVOICE #6	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-02-	501,553.56	N
092904	09-29-2020	HUCKABEE & ASSOCIAT	071958	INVOICE #7	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-01-	128,696.60	N
			071958	INVOICE #7	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-01-	-128,696.60	N
			071958	INVOICE #7	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-01-	128,969.60	N
Totals for Check 092904							128,969.60	
092905	09-29-2020	HUCKABEE & ASSOCIAT	071959	INVOICE #7	619-00-2110.00-000-100000	ARCH FEES/PROJECT #01865-02-	201,233.42	N
092906	09-29-2020	PBK ARCHITECTS, INC	071960	525341	619-00-2110.00-000-100000	ARCHITECT FEE/PROJECT #0002	3,195.75	N
092907	09-29-2020	PBK ARCHITECTS, INC	071961	52542	619-00-2110.00-000-100000	ARCHITECT FEE/PROJECT #0002	30,861.46	N
092908	09-29-2020	THE BANK OF NEW YOR	071962	252-2319164	511-71-6599.00-960-199000	ADMINISTRATIVE FEE	750.00	N
092909	09-29-2020	THE BANK OF NEW YOR	071963	252-2319188	511-71-6599.00-960-199000	ADMINISTRATIVE FEE	750.00	N
093001	09-30-2020	VLK ARCHITECTS	071955	3-19120.00	615-51-6299.00-999-199330	VANDAGRIFF GYM RENOVATION	1,547.39	N
134347	09-03-2020	FIRST FINANCIAL BANK	071515	FB GATE	184-00-5752.07-000-100000	STARTUP CASH	625.00	N
134348	09-03-2020	FIRST FINANCIAL BANK	071516	FB GATE	184-00-5752.07-000-100000	STARTUP CASH	625.00	N
134349	09-03-2020	FIRST FINANCIAL BANK	071517	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134350	09-03-2020	FIRST FINANCIAL BANK	071519	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134351	09-15-2020	A.T.P.E.	DEDCH		199-00-2159.00-005-100000	SEP DED UNION DUES	387.20	N

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134352	09-15-2020	ALEDO ISD GENERAL O	DEDCH		199-00-2159.00-122-100000	SEP DED MISCELLANEOUS DEDU	1,535.79	N
			DEDCH		199-00-2159.00-125-100000	SEP DED MISCELLANEOUS DEDU	9,975.00	N
						Totals for Check 134352	11,510.79	
134353	09-15-2020	EDUC. EMPLOYEES CRE	DEDCH		199-00-2154.00-004-100000	SEP DED CREDIT UNION	1,985.50	N
			DEDCH		199-00-2159.00-164-100000	SEP DED HSA	27,323.46	N
						Totals for Check 134353	29,308.96	
134354	09-15-2020	FCSTAT	DEDCH		199-00-2159.00-105-100000	SEP DED UNION DUES	17.50	N
134355	09-15-2020	FINANCIAL BENEFIT SE	DEDCH		199-00-2153.00-014-100000	SEP DED LIFE INSURANCE	149.91	N
			DEDCH		199-00-2153.00-018-100000	SEP DED LIFE INSURANCE	1,998.25	N
			DEDCH		199-00-2153.00-021-100000	SEP DED HEALTH INSURANCE	87.90	N
			DEDCH		199-00-2153.00-152-100000	SEP DED HEALTH INSURANCE	835.05	N
			DEDCH		199-00-2153.00-153-100000	SEP DED HEALTH INSURANCE	1,933.00	N
			DEDCH		199-00-2153.00-154-100000	SEP DED LIFE INSURANCE	7,709.14	N
			DEDCH		199-00-2153.00-158-100000	SEP DED HEALTH INSURANCE	21,299.83	N
			DEDCH		199-00-2153.00-165-100000	SEP DED HEALTH INSURANCE	2,412.19	N
			DEDCH		199-00-2159.00-101-100000	SEP DED MISCELLANEOUS DEDU	268.80	N
			DEDCH		199-00-2159.00-141-100000	SEP DED MISCELLANEOUS DEDU	909.30	N
			DEDCH		199-00-2159.00-150-100000	SEP DED MISCELLANEOUS DEDU	1,305.00	N
			DEDCH		199-00-2159.00-155-100000	SEP DED INCOME REPLACEMEN	9,762.73	N
			DEDCH		199-00-2159.00-160-100000	SEP DED MISCELLANEOUS DEDU	1,533.00	N
			DEDCH		199-00-2159.00-163-100000	SEP DED MISCELLANEOUS DEDU	984.28	N
						Totals for Check 134355	51,188.38	
134356	09-15-2020	HIGGINBOTHAM & ASSO	DEDCH		199-00-2159.00-008-100000	SEP DED MISCELLANEOUS DEDU	7,929.26	N
			DEDCH		199-00-2159.00-099-100000	SEP DED DEPENDENT CHILD CA	2,695.30	N
						Totals for Check 134356	10,624.56	
134357	09-15-2020	MISSISSIPPI DEPT OF H	DEDCH		199-00-2159.00-502-100000	SEP DED MISCELLANEOUS DEDU	159.00	N
	09-16-2020	MISSISSIPPI DEPT OF H	DEDCH		199-00-2159.00-502-100000	NOT NEEDED	-159.00	N
						Totals for Check 134357	.00	
134358	09-15-2020	PAM BASSEL, CHAPTER	DEDCH		199-00-2159.00-144-100000	SEP DED MISCELLANEOUS DEDU	2,797.00	N
134359	09-15-2020	JNT RESOURCE PARTN	DEDCH		199-00-2159.00-166-100000	SEP DED 457 DEFERRED COMP.	425.00	N
			DEDCH		199-00-2159.00-167-100000	SEP DED TAX SHEL. ANNUITY	39,455.66	N
			DEDCH		199-00-2159.00-168-100000	SEP DED ROTH ANNUITY	2,523.00	N
			DEDCH		199-00-2159.00-169-100000	SEP DED 457 DEFERRED COMP.	1,495.28	N
						Totals for Check 134359	43,898.94	
134360	09-15-2020	TEXAS AFT AMP	DEDCH		199-00-2159.00-078-100000	SEP DED UNION DUES	17.50	N
134361	09-15-2020	TEXAS CLASSROOM TE	DEDCH		199-00-2159.00-007-100000	SEP DED UNION DUES	43.75	N
134362	09-15-2020	TEXAS STATE TEACHER	DEDCH		199-00-2159.00-006-100000	SEP DED TSTA DUES	215.60	N
134363	09-15-2020	UNITED EDUCATORS AS	DEDCH		199-00-2159.00-016-100000	SEP DED UNION DUES	4,063.20	N
134364	09-15-2020	A & M SIGNS	071779	15321	199-00-2110.00-000-100000	SIGNS	1,428.00	N
134365	09-15-2020	ADVANCED GLASS SYS	071744	1063462	199-00-2110.00-000-100000	PO 007155	256.00	N

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134366	09-15-2020	JUST SAY YES	100075	MIDDLE	199-11-6219.02-041-111041	PROGRAM/ASSEMBLY	1,134.00	N
134367	09-15-2020	AIRBRUSH IMAGES, INC	100235	20201315	199-36-6398.03-001-111200	EQUIPMENT/AHS BAND	2,061.25	N
134368	09-15-2020	ALEDO ISD CHILD NUTRI	100111	2003	199-41-6499.01-702-199702	BOARD MEETING EXPENSE	160.00	N
			100112	2002	199-41-6499.01-702-199702	BOARD MEETING EXPENSE	170.00	N
Totals for Check 134368							330.00	
134369	09-15-2020	ALEDO TX FAMILY CHIR	071530	103582	199-00-2110.00-000-100000	DOT PHYSICALS	6,525.00	N
134370	09-15-2020	AMAZON CAPITAL	071674	16PJ-QWF6-	184-00-2110.00-000-100000	PO 006771	78.15	N
			071681	1HGF-FTHX-	184-00-2110.00-000-100000	PO 006998	30.99	N
			071664	1NNN-TRHC-	199-00-2110.00-000-100000	PO 006618	382.25	N
			071665	1MCN-PYRV-	199-00-2110.00-000-100000	PO 006619	40.98	N
			071666	14MF-X7RW-	199-00-2110.00-000-100000	PO 006643	688.31	N
			071667	1MKD-TLYW-	199-00-2110.00-000-100000	PO 006654	57.90	N
			071668	14MF-X7RW-	199-00-2110.00-000-100000	PO 006665	49.90	N
			071669	1YDR-VVHG-	199-00-2110.00-000-100000	PO 006681	69.82	N
			071670	1V47-NFJM-	199-00-2110.00-000-100000	PO 006699	100.65	N
			071672	16PJ-QWF6-	199-00-2110.00-000-100000	PO 006727	237.00	N
			071673	1QHK-KPTC-	199-00-2110.00-000-100000	PO 006739	344.07	N
			071675	1QHK-KPTC-	199-00-2110.00-000-100000	PO 006802	89.90	N
			071676	14PR-3YGG-	199-00-2110.00-000-100000	PO 006824	108.91	N
			071677	1VP1-WVVG-	199-00-2110.00-000-100000	PO 006849	39.63	N
			071678	1WJX-HMQ6-	199-00-2110.00-000-100000	PO 006850	88.44	N
			071679	1CXY-VLWT-	199-00-2110.00-000-100000	PO 006859	304.93	N
			071682	1RN1-XR7D-	199-00-2110.00-000-100000	PO 007001	134.99	N
			071683	1PC9-JQPQ-	199-00-2110.00-000-100000	PO 007011	241.96	N
			071684	1G67-G3FH-	199-00-2110.00-000-100000	PO 007033	518.91	N
			071685	14JR-CR46-	199-00-2110.00-000-100000	CAN'T USE PO 007041-MC	162.85	N
			071686	1MVX-NQKF-	199-00-2110.00-000-100000	PO 007055	553.28	N
			071687	1G67-G3FH-	199-00-2110.00-000-100000	PO 007060	37.94	N
			071688	1PC9-JQPQ-	199-00-2110.00-000-100000	PO 007080	192.91	N
			071689	1LTQ-C164-	199-00-2110.00-000-100000	PO 007088	1,070.77	N
			071690	1PCF-VX66-	199-00-2110.00-000-100000	PO 007093	328.44	N
			071691	1G67-G3FH-	199-00-2110.00-000-100000	PO 007097	343.56	N
			071692	1M1W-L3DP-	199-00-2110.00-000-100000	PO 007101	86.21	N
			071692	1W9R-993L-	199-00-2110.00-000-100000	PO 007101	35.38	N
			071693	1Y4V-M1JC-	199-00-2110.00-000-100000	PO 007107	885.47	N
			071693	1TDW-3TD3-	199-00-2110.00-000-100000	PO 007107	807.55	N
			071694	1N7X-9T3J-	199-00-2110.00-000-100000	PO 007111	1,383.96	N
			071695	1PCF-VX66-	199-00-2110.00-000-100000	PO 007116	190.36	N
			071710	1QTV-PLW3-	199-00-2110.00-000-100000	PO 006830	134.24	N
			071710	1MVX-NQKF-	199-00-2110.00-000-100000	PO 006830	194.65	N
			071714	19JL-3MPH-	199-00-2110.00-000-100000	PO 006758	65.98	N
			071715	1YPG-M676-	199-00-2110.00-000-100000	PO 006786	960.89	N
			071750	19Q7-DFM7-	199-00-2110.00-000-100000	PO 006999	60.55	N
			071751	1MVX-NQKF-	199-00-2110.00-000-100000	PO 006855	121.80	N

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			071753	1TH7-F1W9-	199-00-2110.00-000-100000	PO 007091	147.97	N
			071753	1XFR-F6FJ-	199-00-2110.00-000-100000	PO 007091	339.43	N
			071754	1QHK-KPTC-	199-00-2110.00-000-100000	PO 006711	445.21	N
				1K3T-DJMT-	199-00-2110.00-000-100000	PO 007055 - RETURN	-14.99	N
			071749	1C96-M3MF-	211-00-2110.00-000-100000	PO 006646	2,695.03	N
			071663	1Y9D-1MPY-	240-00-2110.00-000-100000	PO 006601	1,016.88	N
			071663	16QX-KXK3-	240-00-2110.00-000-100000	PO 006601	142.38	N
			071671	1QHK-KPTC-	240-00-2110.00-000-100000	PO 006722	166.13	N
			071680	1G67-G3FH-	240-00-2110.00-000-100000	PO 006989	349.00	N
			071696	1F4R-T93F-R49J	240-00-2110.00-000-100000	CAN'T USE PO 100001	407.42	N
			071662	1RMM-CVRV-	242-00-2110.00-000-100000	PO 006581	994.12	N
			071662	17CL-GW7T-	242-00-2110.00-000-100000	PO 006581	59.33	N
			071750	19Q7-DFM7-	263-00-2110.00-000-100000	PO 006999	200.00	N
						Totals for Check 134370	18,172.39	
134371	09-15-2020	AMPLIFY EDUCATION,	071632	INV-027342	199-00-2110.00-000-100000	PO 006698	4,995.00	N
134372	09-15-2020	AP RANCH, INC	100229	40	184-36-6299.03-001-191960	FACILITY USE	1,000.00	N
134373	09-15-2020	KAREN McCANN	100197	000549	240-35-6341.00-950-199950	BOARD CATERING EXPENSE	160.00	N
134374	09-15-2020	ASCD	100183	L9-003990	199-23-6499.00-041-111041	FEES/DUES	89.00	N
134375	09-15-2020	AT&T	071718	81744151142358	199-00-2110.00-000-100000	TELEPHONE	823.97	N
			071719	817A8607418612	199-00-2110.00-000-100000	TELEPHONE	1,278.83	N
			071719	81744151302341	199-00-2110.00-000-100000	TELEPHONE	1,125.42	N
						Totals for Check 134375	3,228.22	
134376	09-15-2020	AT&T	071560	0745370370	199-00-2110.00-000-100000	MONTHLY ACCESS CHARGES	3,945.50	N
			071560	0740825825	199-00-2110.00-000-100000	MONTHLY ACCESS CHARGES	1,246.46	N
						Totals for Check 134376	5,191.96	
134377	09-15-2020	AT&T MOBILITY	071661	287293091517	199-00-2110.00-000-100000	MOBILE PHONES	2,030.75	N
			071661	287293091517	199-00-2110.00-000-100000	WIFI HOTSPOTS FOR STUDENTS	10,767.93	N
						Totals for Check 134377	12,798.68	
134378	09-15-2020	ATMOS ENERGY	071559	4022842271	199-00-2110.00-000-100000	UTILITY	79.10	N
134379	09-15-2020	JEFFERY J. AUSDEMOR	100095	2020 SHOW	199-36-6219.03-001-111200	BAND ROYALTIES/AHS BAND	2,000.00	N
134380	09-15-2020	AXON ENTERPRISES, IN	071699	SI-1678646	199-52-6299.00-980-199980	YEAR 3 PAYMENT	3,861.00	N
134381	09-15-2020	AZLE FLORIST	071700	AZLE ISD	199-00-2110.00-000-100000	FLOWERS FOR AZLE ISD BOARD	60.00	N
134382	09-15-2020	AZLE ISD ATHLETICS	100274	001	184-36-6499.03-001-191960	DISTRICT UIL FEE	9,000.00	N
134383	09-15-2020	BLICK ART MATERIALS	071504	4374389	199-00-2110.00-000-100000	PO 007037	546.70	N
134384	09-15-2020	BORDEN DAIRY COMPA	071505	420006610	240-00-2110.00-000-100000	PO 006844	60.80	N
			071505	420400710	240-00-2110.00-000-100000	PO 006844	33.90	N
			071506	420006611	240-00-2110.00-000-100000	PO 006860	53.20	N
			071507	420006612	240-00-2110.00-000-100000	PO 006862	68.40	N
			071507	420400711	240-00-2110.00-000-100000	PO 006862	16.95	N
			071508	420006615	240-00-2110.00-000-100000	PO 006868	106.40	N
			071509	420006609	240-00-2110.00-000-100000	PO 006871	121.60	N

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			071509	420400709	240-00-2110.00-000-100000	PO 006871	76.00	N
			071510	420006614	240-00-2110.00-000-100000	PO 006876	106.40	N
			071511	420006608	240-00-2110.00-000-100000	PO 006877	167.20	N
			071511	420400706	240-00-2110.00-000-100000	PO 006877	45.60	N
			071512	420717731	240-00-2110.00-000-100000	PO 006878	30.40	N
			071513	420717730	240-00-2110.00-000-100000	PO 006880	106.40	N
			071514	420006613	240-00-2110.00-000-100000	PO 006865	60.80	N
			071518	420717733	240-00-2110.00-000-100000	PO 006845	16.95	N
			071518	421121975	240-00-2110.00-000-100000	PO 006845	81.66	N
			071520	420717734	240-00-2110.00-000-100000	PO 006863	16.95	N
			071520	421121979	240-00-2110.00-000-100000	PO 006863	49.51	N
			071521	420717735	240-00-2110.00-000-100000	PO 006869	45.60	N
			071521	421121981	240-00-2110.00-000-100000	PO 006869	47.04	N
			071522	420717732	240-00-2110.00-000-100000	PO 006872	91.20	N
			071522	421121973	240-00-2110.00-000-100000	PO 006872	136.80	N
			071523	420717738	240-00-2110.00-000-100000	PO 006875	60.80	N
			071523	421121984	240-00-2110.00-000-100000	PO 006875	64.40	N
			071526	421121971	240-00-2110.00-000-100000	PO 006879	76.00	N
			071527	420717737	240-00-2110.00-000-100000	PO 006866	76.00	N
			071527	421121982	240-00-2110.00-000-100000	PO 006866	34.00	N
			071640	421121977	240-00-2110.00-000-100000	PO 006861	45.60	N
			071513	420006607	240-00-2110.00-000-100000	PO 006880	167.20	N
				421121974	240-00-2110.00-000-100000	PO 006845 - RETURN	-27.82	N
				421121976	240-00-2110.00-000-100000	PO 006861 - RETURN	-35.27	N
				421121978	240-00-2110.00-000-100000	PO 006863 - RETURN	-10.03	N
				420717736	240-00-2110.00-000-100000	PO 006866 - RETURN	-32.83	N
				421121980	240-00-2110.00-000-100000	PO 006869 - RETURN	-25.23	N
				420400708	240-00-2110.00-000-100000	PO 006871 - RETURN	-57.45	N
				421121972	240-00-2110.00-000-100000	PO 006872 - RETURN	-17.63	N
				421121983	240-00-2110.00-000-100000	PO 006875 - RETURN	-19.46	N
				421121970	240-00-2110.00-000-100000	PO 006879 - RETURN	-49.55	N
				420717729	240-00-2110.00-000-100000	PO 006880 - RETURN	-45.60	N
			071524	414156947	242-00-2110.00-000-100000	PO 005984	1,368.00	N
			071525	418606812	242-00-2110.00-000-100000	PO 006559	410.40	N
			071525	418990997	242-00-2110.00-000-100000	PO 006559	167.20	N
				414156948	242-00-2110.00-000-100000	PO 005984 - RETURN	-167.80	N
				418606813	242-00-2110.00-000-100000	PO 006559 - RETURN	-37.39	N
						Totals for Check 134384	3,483.30	
134385	09-15-2020	BRACKETT & ELLIS, PC	071650	167265	199-00-2110.00-000-100000	CONSTRUCTION CONTRACTS	660.00	N
			071650	165813	199-00-2110.00-000-100000	CONSTRUCTION CONTRACTS	220.00	N
						Totals for Check 134385	880.00	
134386	09-15-2020	BRAIN POP	100017	US213572	199-11-6399.00-103-111103	ANNUAL RENEWAL	2,950.00	N

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134387	09-15-2020	BRAZOS LOGO SHOP, L	071637	11532	240-00-2110.00-000-100000	PO 006562	2,739.91	N
134388	09-15-2020	BSN SPORTS-SPORT SU	071742	909834546	184-00-2110.00-000-100000	PO 007109	2,125.00	N
			071709	909763652	199-00-2110.00-000-100000	PO 006754	2,750.00	N
			071709	909763652	730-00-2110.00-000-100000	PO 006754	2,750.00	N
			Totals for Check 134388				7,625.00	
134389	09-15-2020	BUCK'S WHEEL & EQUIP	100007	98989	199-34-6319.00-930-199930	SUPPLIES	55.92	N
134390	09-15-2020	CAMP FIRE USA	100079	APRIL 2021	199-11-6499.01-999-199999	SHATTERED DREAMS	1,014.75	N
134391	09-15-2020	CARDINAL'S SPORT CE	071712	O763389-01	184-00-2110.00-000-100000	PO 006693	1,435.00	N
			071843	O762755-01PB	184-00-2110.00-000-100000	PO 006461	5,100.00	N
			071712	O763389-01	199-00-2110.00-000-100000	PO 006693	1,092.00	N
			Totals for Check 134391				7,627.00	
134392	09-15-2020	AMY CARPENTER	071727	AUGUST 2020	224-11-6219.00-940-023000	EVALUATIONS	1,732.50	N
134393	09-15-2020	CATHOLIC CHARITIES	100160	28307	199-31-6219.00-920-125920	TRANSLATION SERVICES	18.04	N
			100160	28445	199-31-6219.00-920-125920	TRANSLATION SERVICES	129.47	N
			Totals for Check 134393				147.51	
134394	09-15-2020	CATHOLIC CHARITIES	071724	27483	199-00-2110.00-000-100000	TRANSLATION SERVICES	135.00	N
134395	09-15-2020	CAVALLO ENERGY	071561	20231000357219	199-00-2110.00-000-100000	UTILITY	269.31	N
			071561	20231000357226	199-00-2110.00-000-100000	UTILITY	6,251.44	N
			071561	20231000357228	199-00-2110.00-000-100000	UTILITY	351.92	N
			071561	20231000357219	199-00-2110.00-000-100000	UTILITY	1,198.84	N
			071561	20231000357222	199-00-2110.00-000-100000	UTILITY	68.31	N
			071561	20231000357224	199-00-2110.00-000-100000	UTILITY	3,756.32	N
			071561	20231000357226	199-00-2110.00-000-100000	UTILITY	1,802.59	N
			071561	20231000357228	199-00-2110.00-000-100000	UTILITY	117.36	N
			071561	20231000357237	199-00-2110.00-000-100000	UTILITY	675.59	N
			071561	20231000357239	199-00-2110.00-000-100000	UTILITY	2,452.14	N
			071561	20231000357243	199-00-2110.00-000-100000	UTILITY	495.34	N
			071561	20231000357222	199-00-2110.00-000-100000	UTILITY	2,584.96	N
			071561	20231000357224	199-00-2110.00-000-100000	UTILITY	4,048.35	N
			071561	20231000357226	199-00-2110.00-000-100000	UTILITY	1,134.46	N
			071561	20231000357228	199-00-2110.00-000-100000	UTILITY	19.97	N
			071561	20231000357238	199-00-2110.00-000-100000	UTILITY	20,779.65	N
			071561	20231000357239	199-00-2110.00-000-100000	UTILITY	2,203.04	N
			071561	20231000357243	199-00-2110.00-000-100000	UTILITY	2,161.68	N
			071561	20231000357222	199-00-2110.00-000-100000	UTILITY	183.40	N
			071561	20231000357219	199-00-2110.00-000-100000	UTILITY	289.36	N
			071561	20231000357222	199-00-2110.00-000-100000	UTILITY	6,285.77	N
			071561	20231000357224	199-00-2110.00-000-100000	UTILITY	1,551.94	N
			071561	20231000357226	199-00-2110.00-000-100000	UTILITY	12,238.93	N
			071561	20238000357747	199-00-2110.00-000-100000	UTILITY	4,810.29	N
			071561	20238000357734	199-00-2110.00-000-100000	UTILITY	6,461.82	N
			071561	20238000357732	199-00-2110.00-000-100000	UTILITY	40.81	N
			Totals for Check 134395				82,233.59	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134396	09-15-2020	CHICKEN EXPRESS-WIL	100039	CONCESSIONS	184-36-6341.00-999-199965	CONCESSION SUPPLIES	462.50	N
134397	09-15-2020	CINTAS	100204	5029739636	199-51-6219.00-910-199910	CONTRACT SERVICE/MAINT DEP	1,863.89	N
			071711	5029841834	240-00-2110.00-000-100000	PO 007009	1,611.23	N
			Totals for Check 134397					3,475.12
134398	09-15-2020	CITY OF ALEDO	071745	005-0000375-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0000575-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0000750-002	199-00-2110.00-000-100000	UTILITY	57.15	N
			071745	002-0004700-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	002-0004800-001	199-00-2110.00-000-100000	UTILITY	97.87	N
			071745	002-0004900-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0001300-001	199-00-2110.00-000-100000	UTILITY	165.74	N
			071745	005-0001200-001	199-00-2110.00-000-100000	UTILITY	326.88	N
			071745	005-0000900-001	199-00-2110.00-000-100000	UTILITY	1,142.14	N
			071745	005-0000800-001	199-00-2110.00-000-100000	UTILITY	437.22	N
			071745	005-0000600-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0000500-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0000400-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	005-0000350-001	199-00-2110.00-000-100000	UTILITY	167.34	N
			071745	005-0000300-001	199-00-2110.00-000-100000	UTILITY	934.51	N
			071745	005-0000200-001	199-00-2110.00-000-100000	UTILITY	388.31	N
			071745	003-0000200-001	199-00-2110.00-000-100000	UTILITY	1,749.32	N
			071745	005-0001000-001	199-00-2110.00-000-100000	UTILITY	930.14	N
			071745	005-0001100-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	002-0005200-001	199-00-2110.00-000-100000	UTILITY	5,609.82	N
			071745	002-0004600-001	199-00-2110.00-000-100000	UTILITY	247.18	N
			071745	002-0004500-001	199-00-2110.00-000-100000	UTILITY	708.70	N
			071745	002-0004300-001	199-00-2110.00-000-100000	UTILITY	247.18	N
Totals for Check 134398					15,186.94			
134399	09-15-2020	CITY OF WILLOW PARK	071602	002-0005000-001	199-00-2110.00-000-100000	UTILITY	1,075.88	N
			071602	002-0005100-001	199-00-2110.00-000-100000	UTILITY	190.33	N
			Totals for Check 134399					1,266.21
134400	09-15-2020	CLASSLINK. INC	100053	e-106809	199-53-6219.00-990-199990	DISTRICT ANNUAL RENEWAL	18,000.00	N
134401	09-15-2020	COALITION FOR EDUCA	071624	8852020	199-41-6499.00-701-199701	MEMBERSHIP 2020-2021	5,000.00	N
134402	09-15-2020	FKS, INC	071772	WO-00029	199-00-2110.00-000-100000	PO 007156	248.10	N
			071772	WO-00086	199-00-2110.00-000-100000	PO 007156	358.35	N
Totals for Check 134402					606.45			
134403	09-15-2020	COMMUNITY NEWS	071701	25198	199-41-6491.01-750-199750	CTE NON DISCRIMINATION	251.00	N
134404	09-15-2020	CORNISH MEDICAL ELE	071612	9216	184-00-2110.00-000-100000	PO 006508 - VOID CK 133955	2,195.00	N
			071713	9451	184-00-2110.00-000-100000	PO 006549	3,067.25	N
Totals for Check 134404					5,262.25			
134405	09-15-2020	CRISIS PREVENTION IN	071764	CUS0227492	199-00-2110.00-000-100000	NCI BLENDED COURSES	588.00	N
			071764	CUS0227633	199-00-2110.00-000-100000	NCI BLENDED COURSES	36.00	N
			071764	CUS0228110	199-00-2110.00-000-100000	NCI BLENDED COURSES	108.00	N
Totals for Check 134405					732.00			

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134406	09-15-2020	CROSSPOINT COMMUNI	071706	1026112	427-00-2110.00-000-100000	PO 006793	8,115.04	N
134407	09-15-2020	DALLAS LITE & BARRICA	071609	305909	199-00-2110.00-000-100000	PO 006368	9,457.02	N
134408	09-15-2020	DELL, INC.	071697	10420530744	199-00-2110.00-000-100000	PO 001585	22,423.70	N
			071854	10422795758	199-53-6398.00-990-199990	PO 100059	2,839.80	N
Totals for Check 134408							25,263.50	
134409	09-15-2020	DR PEPPER	100090	3734106572	184-36-6341.00-999-199965	CONCESSION SUPPLIES	1,219.60	N
			100150	3734106537	240-35-6341.00-009-199950	FOOD SUPPLIES	103.20	N
			100151	3734106539	240-35-6341.00-041-199950	FOOD SUPPLIES	144.00	N
Totals for Check 134409							1,466.80	
134410	09-15-2020	DREW CONSULTING SE	071737	AL-AH01	199-00-2110.00-000-100000	PO 005728	60,550.00	N
134411	09-15-2020	CATHERINE DUARTE	071848	HAYDEN	240-00-5751.00-104-100000	REFUND - STUDENT W/D	69.50	N
134412	09-15-2020	EAB	071626	SIN225974	199-41-6219.03-701-199701	DISTRICT LEADERSHIP FORUM	24,075.00	N
134413	09-15-2020	EAI EDUCATION	071856	INV1027923	199-00-2110.00-000-100000	PO 006774	3,676.35	N
134414	09-15-2020	EDGENUITY INC.	071716	765032	410-00-2110.00-000-100000	PO 006608	63,000.00	N
134415	09-15-2020	EDUCATIONAL PRODUC	100063	D002797381	199-11-6399.00-104-111104	SUPPLIES	352.80	N
134416	09-15-2020	EDUCATIONAL SERVICE	100093	SO-70729	199-11-6249.00-990-111999	INSTR TECHNOLOGY EQUIP REP	79.00	N
134417	09-15-2020	ADRIAN EDWARDS	071729	AUGUST 2020	224-31-6219.07-940-023940	EVALUATIONS	522.50	N
134418	09-15-2020	ELLIOTT ELECTRIC SUP	100080	52-54608-01	199-81-6639.00-999-122999	AG BARN RENOVATION	2,257.17	N
134419	09-15-2020	ETC LITE, INC	071648	L16907	199-41-6499.06-750-199750	SEPTEMBER CONSULTING	735.00	N
134420	09-15-2020	FAST GROWTH SCHOOL	071628	585	199-41-6491.00-750-199750	MEMBERSHIP RENEWAL	1,500.00	N
134421	09-15-2020	FASTENAL COMPANY	071845	TXFT394627	199-00-2110.00-000-100000	PO 006818	3,827.00	N
134422	09-15-2020	FEDEX CORPORATION	071759	2341-9483-6	199-41-6399.02-750-199999	TEXPOOL EXPRESS SHIPMEN	31.70	N
134423	09-15-2020	FIDELITY SECURITY LIF	071622	011-1	184-36-6429.00-001-191960	BASE ACCIDENT INSURANCE	49,900.00	N
134424	09-15-2020	FIRETROL PROTECTION	071631	100668841	199-00-2110.00-000-100000	PO 006505	230.00	N
			071631	100673554	199-00-2110.00-000-100000	PO 006505	2,930.00	N
Totals for Check 134424							3,160.00	
134425	09-15-2020	FIRST	071720	29653	199-00-2110.00-000-100000	PO 007095	564.00	N
134426	09-15-2020	FIRST FINANCIAL BANK	071768	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134427	09-15-2020	FIRST FINANCIAL BANK	071769	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134428	09-15-2020	FIRST FINANCIAL BANK	071770	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134429	09-15-2020	FIRST FINANCIAL BANK	071771	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134430	09-15-2020	FIRST FINANCIAL BANK	071793	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134431	09-15-2020	FIRST FINANCIAL BANK	071794	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134432	09-15-2020	FIRST FINANCIAL BANK	071795	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134433	09-15-2020	FIRST FINANCIAL BANK	071796	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134434	09-15-2020	FIRST FINANCIAL BANK	071798	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134435	09-15-2020	FIRST FINANCIAL BANK	071799	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134436	09-15-2020	FIRST FINANCIAL BANK	071800	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	625.00	N
134437	09-15-2020	FIRST FINANCIAL BANK	071802	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134438	09-15-2020	FIRST FINANCIAL BANK	071803	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134439	09-15-2020	FIRST FINANCIAL BANK	071804	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134440	09-15-2020	FIRST FINANCIAL BANK	071805	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134441	09-15-2020	FIRST FINANCIAL BANK	071807	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134442	09-15-2020	FIRST FINANCIAL BANK	071809	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134443	09-15-2020	FIRST FINANCIAL BANK	071810	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134444	09-15-2020	FIRST FINANCIAL BANK	071811	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134445	09-15-2020	FIRST FINANCIAL BANK	071813	FB GATE	184-00-5752.00-000-100000	STARTUP CASH	600.00	N
134446	09-15-2020	FIRST FINANCIAL BANK	071815	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134447	09-15-2020	FIRST FINANCIAL BANK	071816	VB GATE	184-00-5752.01-000-100000	STARTUP CASH	400.00	N
134448	09-15-2020	FIRST FINANCIAL BANK	071825	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134449	09-15-2020	FIRST FINANCIAL BANK	071826	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134450	09-15-2020	FIRST FINANCIAL BANK	071827	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134451	09-15-2020	FIRST FINANCIAL BANK	071828	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134452	09-15-2020	FIRST FINANCIAL BANK	071829	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134453	09-15-2020	FIRST FINANCIAL BANK	071830	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134454	09-15-2020	FOODSERVICE DESIGN	071792	7303-20D	240-00-2110.00-000-100000	PO 005229	525.00	N
134455	09-15-2020	FRONTLINE TECHNOLO	071777	INVESP10263	199-11-6219.03-940-123940	IEP	895.20	N
			100191		199-41-6499.02-731-199731	DISTRICT ANNUAL RENEWAL/HR	7,853.27	N
			071777	INVESP10263	199-53-6499.00-940-123940	IEP	1,750.00	N
			071777	INVESP10263	199-53-6499.00-940-124940	IEP	387.50	N
Totals for Check 134455							10,885.97	
134456	09-15-2020	GAS & SUPPLY NORTH	071746	35768845	199-00-2110.00-000-100000	CYLINDER RENTAL	192.18	N
134457	09-15-2020	GENERAL STRIPING, LL	071740	KW20082801	199-51-6249.02-999-199999	PO 007148	330.00	N
134458	09-15-2020	GENERATION GENIUS, I	100074	GG0034508-R1	199-11-6399.00-102-111102	ANNUAL RENEWAL	95.00	N
134459	09-15-2020	GOODWILL INDUSTRIES	071726	8193 F	199-11-6219.05-940-123940	AUGUST DAY HABILITATION	85.23	N
134460	09-15-2020	GOVCONNECTION, INC.	071531	70308090	199-00-2110.00-000-100000	PO 007061	179.00	N
			071531	70312536	199-00-2110.00-000-100000	PO 007061	100.00	N
			071531	70317176	199-00-2110.00-000-100000	PO 007061	52.00	N
Totals for Check 134460							331.00	

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134461	09-15-2020	GRAINGER	100181	9646180217	199-51-6249.00-950-199910	EQUIPMENT REPAIRS	92.97	N
			100101	9643548895	199-51-6319.00-910-199910	GENERAL SUPPLIES/MAINT DEPT	1,664.50	N
			100114	9643322739	199-51-6319.02-910-199910	PLUMBING SUPPLIES/DISTRICT	1,507.80	N
			Totals for Check 134461				3,265.27	
134462	09-15-2020	GRANBURY HIGH SCHO	100040	VARSITY	184-36-6499.01-001-191960	ENTRY FEE	595.00	N
134463	09-15-2020	GYMINI SPORTS, INC	071534	1416	184-00-2110.00-000-100000	PO 006694	6,103.80	N
134464	09-15-2020	HAIGOOD & CAMPBELL,	100043	221301	199-34-6311.00-930-199930	VEHICLE FUEL	708.05	N
			100043	221302	199-34-6311.00-930-199930	VEHICLE FUEL	3,639.55	N
			100044	221300	199-34-6311.00-930-199930	VEHICLE FUEL	1,336.34	N
			100044	221303	199-34-6311.00-930-199930	VEHICLE FUEL	4,459.34	N
			Totals for Check 134464				10,143.28	
134465	09-15-2020	HARTNESS PRINT CENT	100035	19504	199-41-6399.00-735-199735	SUPPLIES	123.00	N
134466	09-15-2020	HEAR TO HELP	071738	AUGUST 2020	199-11-6219.04-940-123940	AUDIOLOGY MANAGEMENT	556.25	N
134467	09-15-2020	HEARTLAND PAYMENT	071614	561047	240-00-2110.00-000-100000	PO 006573	10,494.00	N
			100198	HSSREC011729	240-35-6249.00-950-199950	POS TECH SUPPORT/CN DEPT	5,523.50	N
			Totals for Check 134467				16,017.50	
134468	09-15-2020	HEATHER'S OLD SKOOL	071735	2	199-11-6219.05-940-123940	TRANSITION SERVICES	360.00	N
134469	09-15-2020	HENRY SCHEIN, INC.	071604	80821253	199-00-2110.00-000-100000	PO 005965	166.66	N
			071604	80896553	199-00-2110.00-000-100000	PO 005965	163.38	N
			071604	80938499	199-00-2110.00-000-100000	PO 005965	166.66	N
			071604	81233753	199-00-2110.00-000-100000	PO 005965	822.54	N
			071604	81225448	199-00-2110.00-000-100000	PO 005965	166.66	N
			071604	81312228	199-00-2110.00-000-100000	PO 005965	954.08	N
			071604	81703024	199-00-2110.00-000-100000	PO 005965	870.34	N
			071604	81774011	199-00-2110.00-000-100000	PO 005965	289.20	N
			071604	81796066	199-00-2110.00-000-100000	PO 005965	810.54	N
			Totals for Check 134469				4,410.06	
134470	09-15-2020	HERITAGE FOOD SERVI	071589	0006788975-IN	199-00-2110.00-000-100000	PO 007150	281.53	N
134471	09-15-2020	BD HOLT CO	071639	PIKF0092741	199-00-2110.00-000-100000	PARTS	55.10	N
134472	09-15-2020	DANNY D HUCKABAY	071766	434	199-00-2110.00-000-100000	PO 007086	3,600.00	N
			071766	435	199-00-2110.00-000-100000	PO 007086	480.00	N
			Totals for Check 134472				4,080.00	
134473	09-15-2020	KIMBERLY J. HYDE	071739	AUGUST 2020	199-11-6219.04-940-123940	CONSULTING SERVICES	2,437.50	N
134474	09-15-2020	INTERACT PUBLIC SAFE	100192	MN0000018690	199-52-6399.02-980-199980	REPORT WRITING/POLICE DEPT	1,872.09	N
134475	09-15-2020	STRATEGIC EQUIPMENT	071645	3571714	240-00-2110.00-000-100000	PO 006778	6,451.50	N
134476	09-15-2020	JARRETT PUBLISHING C	071607	03-56609	410-00-2110.00-000-100000	PO 006270	3,418.80	N
134477	09-15-2020	JOURNEYED.COM, INC	100104	10382193	199-53-6219.00-990-199990	ADOBE ANNUAL LICENSE	2,768.45	N
134478	09-15-2020	JOHNATHAN D KAMMER	100097	1090720	199-36-6219.03-001-111200	BAND ROYALTIES/AHS BAND	800.00	N

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134479	09-15-2020	KIRK & RICHARDSON P.	071629	2020-544	199-41-6212.00-750-199750	PROGRESS BILLING #2	8,340.00	N
134480	09-15-2020	KLEMENT DISTRIBUTIO	071590	10306188	240-00-2110.00-000-100000	PO 006910	207.95	N
			071591	10306258	240-00-2110.00-000-100000	PO 006916	127.00	N
			071592	10306186	240-00-2110.00-000-100000	PO 006919	460.04	N
			Totals for Check 134480				794.99	
134481	09-15-2020	KURZ & COMPANY	071593	014062310008	240-00-2110.00-000-100000	PO 006883	146.00	N
			071594	014062310007	240-00-2110.00-000-100000	PO 006886	73.00	N
			071595	014062310004	240-00-2110.00-000-100000	PO 006889	73.00	N
			071596	014062310003	240-00-2110.00-000-100000	PO 006896	21.90	N
			071597	014062310002	240-00-2110.00-000-100000	PO 006898	21.90	N
			071598	014062310005	240-00-2110.00-000-100000	PO 006901	21.90	N
			071599	014062310010	240-00-2110.00-000-100000	PO 006904	29.20	N
			071600	014062310009	240-00-2110.00-000-100000	PO 006907	21.90	N
			071601	014062310006	240-00-2110.00-000-100000	PO 006892	73.00	N
			Totals for Check 134481				481.80	
134482	09-15-2020	LABATT FOOD SERVICE	071563	08113904	240-00-2110.00-000-100000	PO 006922	5,404.53	N
			071563	08113905	240-00-2110.00-000-100000	PO 006922	606.85	N
			071564	08189588	240-00-2110.00-000-100000	PO 006931	87.20	N
			071564	08189590	240-00-2110.00-000-100000	PO 006931	1,519.66	N
			071564	08189591	240-00-2110.00-000-100000	PO 006931	1,595.04	N
			071564	08189589	240-00-2110.00-000-100000	PO 006931	88.69	N
			071565	08255513	240-00-2110.00-000-100000	PO 006932	1,769.91	N
			071565	08255514	240-00-2110.00-000-100000	PO 006932	453.44	N
			071566	08113902	240-00-2110.00-000-100000	PO 006923	3,044.87	N
			071566	08113903	240-00-2110.00-000-100000	PO 006923	170.31	N
			071567	08189583	240-00-2110.00-000-100000	PO 006933	99.88	N
			071567	08189584	240-00-2110.00-000-100000	PO 006933	798.34	N
			071567	08189585	240-00-2110.00-000-100000	PO 006933	44.22	N
			071567	08189586	240-00-2110.00-000-100000	PO 006933	636.41	N
			071567	08189587	240-00-2110.00-000-100000	PO 006933	272.64	N
			071568	08255510	240-00-2110.00-000-100000	PO 006934	83.08	N
			071568	08255511	240-00-2110.00-000-100000	PO 006934	652.30	N
			071568	08255512	240-00-2110.00-000-100000	PO 006934	149.64	N
			071569	08189593	240-00-2110.00-000-100000	PO 006935	194.00	N
			071570	08113906	240-00-2110.00-000-100000	PO 006926	363.95	N
			071570	08113907	240-00-2110.00-000-100000	PO 006926	3,827.19	N
			071571	08189592	240-00-2110.00-000-100000	PO 006945	551.31	N
			071572	08255515	240-00-2110.00-000-100000	PO 006946	429.78	N
			071572	08255516	240-00-2110.00-000-100000	PO 006946	139.09	N
			071573	08113908	240-00-2110.00-000-100000	PO 006924	30.50	N
			071573	08113909	240-00-2110.00-000-100000	PO 006924	338.92	N
			071573	08113910	240-00-2110.00-000-100000	PO 006924	6,208.37	N
			071574	08255517	240-00-2110.00-000-100000	PO 006936	1,925.80	N
			071574	08255518	240-00-2110.00-000-100000	PO 006936	241.54	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			071575	08113900	240-00-2110.00-000-100000	PO 006927	3,159.84	N
			071575	08113901	240-00-2110.00-000-100000	PO 006927	301.04	N
			071576	08189582	240-00-2110.00-000-100000	PO 006939	646.81	N
			071577	08255508	240-00-2110.00-000-100000	PO 006940	845.79	N
			071577	08255509	240-00-2110.00-000-100000	PO 006940	203.61	N
			071578	08113686	240-00-2110.00-000-100000	PO 006928	3,651.48	N
			071579	08189594	240-00-2110.00-000-100000	PO 006941	469.11	N
			071580	08255519	240-00-2110.00-000-100000	PO 006942	878.96	N
			071580	08255520	240-00-2110.00-000-100000	PO 006942	132.70	N
			071582	08113684	240-00-2110.00-000-100000	PO 006929	798.59	N
			071582	08113685	240-00-2110.00-000-100000	PO 006929	4,205.61	N
			071583	08189581	240-00-2110.00-000-100000	PO 006948	471.05	N
			071584	08113898	240-00-2110.00-000-100000	PO 006930	990.33	N
			071584	08113899	240-00-2110.00-000-100000	PO 006930	3,880.41	N
			071585	08189580	240-00-2110.00-000-100000	PO 006943	365.41	N
			071586	08113911	240-00-2110.00-000-100000	PO 006924	4,604.21	N
			071586	08113912	240-00-2110.00-000-100000	PO 006924	1,062.45	N
			071587	08189595	240-00-2110.00-000-100000	PO 006937	1,519.09	N
			071588	08255521	240-00-2110.00-000-100000	PO 006938	1,302.67	N
			071588	08255522	240-00-2110.00-000-100000	PO 006938	327.66	N
			071659	08255506	240-00-2110.00-000-100000	TURNED IN W/ PO 100119 IN ERR	876.41	N
			071855	08255505	240-00-2110.00-000-100000	PO 006944	909.61	N
				08113908	240-00-2110.00-000-100000	PO 006924 - RETURN	-6.10	N
				08255514	240-00-2110.00-000-100000	PO 006932 - RETURN	-45.30	N
				08255518	240-00-2110.00-000-100000	PO 006936 - RETURN	-22.65	N
				08255522	240-00-2110.00-000-100000	PO 006938 - RETURN	-22.65	N
			071581	08040644	242-00-2110.00-000-100000	PO 006555	352.26	N
Totals for Check 134482							63,585.86	
134483	09-15-2020	LEARNING A-Z, INC	100072	2609866	199-11-6399.00-102-111102	ANNUAL RENEWAL	2,770.80	N
134484	09-15-2020	LEGEND INSURANCE	071623	011-1	184-36-6429.00-001-191960	CATASTROPHIC ACCIDENT INS	2,268.00	N
134485	09-15-2020	LEXIA LEARNING SYSTE	071717	SIN059167 A	410-00-2110.00-000-100000	PO 006609	134,498.00	N
134486	09-15-2020	LIPAN ISD ATHLETICS	100272	XC MEET 2020	184-36-6499.01-001-191960	ENTRY FEE	150.00	N
134487	09-15-2020	LIVE IT AGAIN PRODUCT	100309	SEPTEMBER	199-36-6219.00-001-111200	CONTRACT SERVICE/AHS BAND	1,025.00	N
134488	09-15-2020	LONE STAR FURNISHIN	071774	20200655	199-00-2110.00-000-100000	PO 006167	26,414.18	N
134489	09-15-2020	TAUNA LOWRY	071748	JORDAN	240-00-5751.00-001-100000	REFUND - STUDENT GRADUATED	7.45	N
134490	09-15-2020	M-PAK, INC	071537	81934	199-00-2110.00-000-100000	PO 007067	13.50	N
			071537	81939	199-00-2110.00-000-100000	PO 007067	110.02	N
			071538	81482	199-00-2110.00-000-100000	PO 006683	98.98	N
			071538	81482-1	199-00-2110.00-000-100000	PO 006683	112.64	N
Totals for Check 134490							335.14	

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj-So-Org-Prog	Reason	Amount	EFT
134491	09-15-2020	MAKEMUSIC, INC	071705	MM6855465	199-00-2110.00-000-100000	PO 007121	3,320.00	N
134492	09-15-2020	MASTERCARD - JP MOR	071791	SHELL	184-00-2110.00-000-100000	PO 006741	38.98	N
			071801	BROOKSHIRES	184-00-2110.00-000-100000	PO 007085	421.47	N
			071818	AVCA	184-00-2110.00-000-100000	PO 007044	85.00	N
			100037	BROOKSHIRES	184-36-6341.00-999-199965	CONCESSION SUPPLIES	854.34	N
			100038	ACE	184-36-6399.12-001-191960	SUPPLIES	26.97	N
			071783	LOWE'S	199-00-2110.00-000-100000	PO 007104	81.90	N
			071784	HOME DEPOT	199-00-2110.00-000-100000	PO 007096	190.27	N
			071784	HOME DEPOT	199-00-2110.00-000-100000	PO 007096	199.08	N
			071785	HOME DEPOT	199-00-2110.00-000-100000	PO 006765	157.20	N
			071786	HOME DEPOT	199-00-2110.00-000-100000	PO 006983	203.58	N
			071787	HOME DEPOT	199-00-2110.00-000-100000	PO 007074	299.31	N
			071788	UPS STORE	199-00-2110.00-000-100000	PO 007084	204.97	N
			071789	CED/MILLER	199-00-2110.00-000-100000	PO 007135	122.84	N
			071789	LOCKE SUPPLY	199-00-2110.00-000-100000	PO 007135	213.52	N
			071789	NATL	199-00-2110.00-000-100000	PO 007135	30.67	N
			071790	LOWE'S	199-00-2110.00-000-100000	PO 007153	130.62	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071797	TX EDUCATOR	199-00-2110.00-000-100000	PO 007031	118.87	N
			071806	BREAKTHROUG	199-00-2110.00-000-100000	PO 006812	695.00	N
			071808	TEACHER	199-00-2110.00-000-100000	PO 007087	336.00	N
			071812	SCHOOL	199-00-2110.00-000-100000	PO 007008	59.64	N
			071814	AMAZON	199-00-2110.00-000-100000	PO 007042	225.00	N
			071819	SOCIETY FOR	199-00-2110.00-000-100000	PO 007076	219.00	N
			071820	ASCD	199-00-2110.00-000-100000	PO 007131	198.00	N
			071821	HEB	199-00-2110.00-000-100000	PO 006714	37.50	N
			071822	BROOKSHIRES	199-00-2110.00-000-100000	PO 006670	79.08	N
			071823	AMBUTECH	199-00-2110.00-000-100000	PO 006667	47.36	N
071824	INDEED	199-00-2110.00-000-100000	PO 007077	502.79	N			
071824	INDEED	199-00-2110.00-000-100000	PO 007077	501.31	N			
071831	MICHAELS	199-00-2110.00-000-100000	PO 007041	134.88	N			
071831	STICKER MULE	199-00-2110.00-000-100000	PO 007041	42.00	N			
071832	IDENTOGO	199-00-2110.00-000-100000	PO 000156	49.25	N			
071832	IDENTOGO	199-00-2110.00-000-100000	PO 000156	49.25	N			

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			071832	IDENTOGO	199-00-2110.00-000-100000	PO 000156	49.25	N
			071832	IDENTOGO	199-00-2110.00-000-100000	PO 000156	49.25	N
			071832	IDENTOGO	199-00-2110.00-000-100000	PO 000156	49.25	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071832	TEA CERT	199-00-2110.00-000-100000	PO 000156	17.00	N
			071833	GOANIMATE	199-00-2110.00-000-100000	PO 007075	299.00	N
			071834	BROOKSHIRES	199-00-2110.00-000-100000	PO 006660	210.00	N
			071835	S&S	199-00-2110.00-000-100000	PO 006649	99.00	N
			071835	S&S	199-00-2110.00-000-100000	PO 006649	129.00	N
			071838	INDEED	199-00-2110.00-000-100000	PO 007077	32.97	N
			071839	HOME DEPOT	199-00-2110.00-000-100000	PO 006820	32.58	N
			071839	HOME DEPOT	199-00-2110.00-000-100000	PO 006820	340.01	N
			071840	SMORE	199-00-2110.00-000-100000	AUTO RENEWAL	149.00	N
				SMORE	199-00-2110.00-000-100000	PO 006540 - REFUND	-79.00	N
				SMORE	199-00-2110.00-000-100000	PO 006625 - REFUND	-79.00	N
			100070	RANCH HSE	199-13-6411.00-009-199009	MEETING EXPENSE	22.77	N
			100226	ESC REGION 13	199-23-6411.00-999-111731	SUPPLIES	450.00	N
			100021	VIMEO	199-41-6219.00-735-199735	ANNUAL RENEWAL	648.42	N
			100232	EDIBLE	199-41-6499.04-731-199731	SUPPLIES/HR DEPT	50.12	N
			100102	LOWE'S	199-51-6319.02-910-199910	PLUMBING SUPPLIES/DISTRICT	119.43	N
			071817	IMPERIAL	240-00-2110.00-000-100000	PO 006287	3,048.49	N
			071836	YPC	240-00-2110.00-000-100000	PO 006804	144.90	N
						Totals for Check 134492	13,747.66	
134493	09-15-2020	MATTHEW'S OFFICE CIT	071703	611887-0	199-00-2110.00-000-100000	PO 007006	26.00	N
			100026	612186-0	199-11-6399.00-101-111101	SUPPLIES	287.20	N
			100026	612186-0	199-23-6399.00-101-111101	SUPPLIES	169.47	N
			100086	612288-0	199-23-6399.00-102-111102	SUPPLIES	114.22	N
						Totals for Check 134493	596.89	
134494	09-15-2020	MIGHTY MUSIC PUBLISH	100031	2005742	199-11-6398.05-103-111103	SUPPLIES	150.00	N
			100031	2005742	199-11-6399.06-103-111103	SUPPLIES	14.99	N
						Totals for Check 134494	164.99	
134495	09-15-2020	ZACHARY MILLER	071532	MCKAYLA	240-00-5751.00-102-100000	REFUND - STUDENT W/D	10.10	N
			071532	TYLER	240-00-5751.00-110-100000	REFUND - STUDENT W/D	13.90	N
						Totals for Check 134495	24.00	
134496	09-15-2020	MOAK, CASEY & ASSOCI	071846	08-7447	199-41-6219.02-750-199750	TEXAS SCHOOL POLICY NETWO	3,000.00	N
134497	09-15-2020	MONARCH TEACHING T	100064	8AD72C8C-0409	199-11-6399.00-101-111101	ANNUAL RENEWAL	375.00	N
134498	09-15-2020	MORITZ OF FORT WORT	071613	CTCS724523	199-00-2110.00-000-100000	CONTRACTED SERVICES	99.95	N
			071613	CVW642206	199-00-2110.00-000-100000	BUS SUPPLIES	649.64	N
			071613	CTCS725736	199-00-2110.00-000-100000	CONTRACTED SERVICES	69.95	N

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			071613	CTCS725424	199-00-2110.00-000-100000	CONTRACTED SERVICES	224.46	N
			100060	CVW642650	199-51-6319.00-910-199930	VEHICLE SUPPLIES/WHITE FLEET	295.54	N
			100052	CVW642801	199-52-6319.00-980-199930	VEHICLE SUPPLIES/POLICE FLEE	224.29	N
Totals for Check 134498							1,563.83	
134499	09-15-2020	MTS PUBLICATIONS	071605	6121	410-00-2110.00-000-100000	PO 006101	4,062.85	N
134500	09-15-2020	MUSIC SALES DIGITAL S	071528	INV008128	199-00-2110.00-000-100000	PO007159	13,321.00	N
134501	09-15-2020	N-TUNE MUSIC & SOUN	071721	J15557	199-00-2110.00-000-100000	PO 007016	1,418.00	N
134502	09-15-2020	NASCO	071780	879595	199-00-2110.00-000-100000	PO 006339	2,228.47	N
134503	09-15-2020	NATIONAL FFA	071638	PS-INV103794	199-00-2110.00-000-100000	PO 006764	121.00	N
134504	09-15-2020	NATIONAL WHOLESALE	071722	S3176988.001	199-00-2110.00-000-100000	PO 007136	496.22	N
134505	09-15-2020	NEARPOD, INC	100065	INV31149	199-11-6399.00-101-111101	ANNUAL RENEWAL	2,500.00	N
134506	09-15-2020	NETSYNC NETWORK SO	071618	2023080589	199-00-2110.00-000-100000	PO 006602	9,768.00	N
134507	09-15-2020	NETSYNC NETWORK SO	071698	2023081294	199-00-2110.00-000-100000	PO 004060	5,116.72	N
134508	09-15-2020	NEXTLINK	071743	N125122833-22	199-53-6499.01-990-199999	VOIP LINE	183.74	N
134509	09-15-2020	NTAASB	071627	2020-2021 FEES	199-41-6499.00-701-199701	2020-2021 EDUCATION MEMBERS	100.00	N
134510	09-15-2020	O'REILLY AUTO ENTERP	071702	4401-270582	199-00-2110.00-000-100000	WHITE FLEET SUPPLIES	246.86	N
			100003	4401-273251	199-34-6319.00-930-199930	SUPPLIES	191.04	N
			100100	4401-273963	199-51-6319.00-910-199930	VEHICLE SUPPLIES/WHITE FLEET	45.04	N
Totals for Check 134510							482.94	
134511	09-15-2020	OFFICE DEPOT, INC.	071533	119235075001	199-00-2110.00-000-100000	PO 007115	1,943.54	N
134512	09-15-2020	PADILLA POLL LLC	100280	23-52051	184-36-6499.02-001-191960	FEES/DUES	220.00	N
134513	09-15-2020	PANORAMA EDUCATION	071633	INV5071	199-11-6219.01-999-111730	PLATFORM LICENSE & MGMT	19,940.00	N
134514	09-15-2020	PBS of TEXAS, LLC	071755	3469	199-00-2110.00-000-100000	1ST HALF AUGUST 2020	54,500.00	N
			071755	3521	199-00-2110.00-000-100000	2ND HALF AUGUST 2020	54,500.00	N
			071755	3608	199-00-2110.00-000-100000	VANDAGRIFF FURNITURE MOVE	850.00	N
			071755	3516	199-51-6249.00-999-199999	1ST HALF SEPTEMBER 2020	54,500.00	N
Totals for Check 134514							164,350.00	
134515	09-15-2020	LINDSEY PEMPSELL	071649	JACOB	240-00-5751.00-009-100000	REFUND - STUDENT W/D	1.62	N
			071649	ADAM	240-00-5751.00-041-100000	REFUND - STUDENT W/D	11.00	N
Totals for Check 134515							12.62	
134516	09-15-2020	THE PENCIL GRIP INC	071617	98734	199-00-2110.00-000-100000	PO 006599	1,555.20	N
134517	09-15-2020	PERRY WEATHER CONS	100041	INV-1146	184-36-6399.12-001-191960	ANNUAL RENEWAL	2,079.00	N
134518	09-15-2020	PRECISION BUSINESS M	071736	99661	199-00-2110.00-000-100000	PO 007019	534.70	N
134519	09-15-2020	PROJECT LEAD THE WA	071847	254523	490-00-2110.00-000-100000	PO 006133	7,015.25	N
			071847	255750	490-00-2110.00-000-100000	PO 006133	545.00	N
Totals for Check 134519							7,560.25	
134520	09-15-2020	PUBLIC WORKERS COM	071850	FIRST QTR 20-	199-11-6143.00-999-111999	FIRST QUARTER 2020-2021	56,555.64	N
			071850	FIRST QTR 20-	199-34-6143.00-999-199999	FIRST QUARTER 2020-2021	16,233.27	N
Totals for Check 134520							72,788.91	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134521	09-15-2020	PURCHASE POWER	071704	80009000085500	199-00-2110.00-000-100000	POSTAGE	1,500.00	N
134522	09-15-2020	QUILL CORPORATION	071611	9798398	199-00-2110.00-000-100000	PO 006450	16.24	N
			071611	9675867	199-00-2110.00-000-100000	PO 006450	13.27	N
			071616	8890576	199-00-2110.00-000-100000	PO 006535	72.86	N
			071761	9575941	199-00-2110.00-000-100000	PO 6995	86.85	N
			071761	10067188	199-00-2110.00-000-100000	PO 6995	54.89	N
			071762	9573679	199-00-2110.00-000-100000	PO 007065	393.66	N
			071762	9657264	199-00-2110.00-000-100000	PO 007065	24.69	N
			071762	9874532	199-00-2110.00-000-100000	PO 007065	264.59	N
			071763	9811719	199-00-2110.00-000-100000	PO 007090	312.33	N
			071763	9874971	199-00-2110.00-000-100000	PO 007090	107.44	N
Totals for Check 134522							1,346.82	
134523	09-15-2020	R & R BOTTLED WATER	100217	60950	199-11-6399.00-101-111101	SUPPLIES	111.00	N
134524	09-15-2020	R. CRAIG STEPHENS	071541	65902	240-00-2110.00-000-100000	PO 006949	390.00	N
			071542	66026	240-00-2110.00-000-100000	PO 006950	236.95	N
			071543	66028	240-00-2110.00-000-100000	PO 006952	344.83	N
			071544	65903	240-00-2110.00-000-100000	PO 006955	288.60	N
			071545	66027	240-00-2110.00-000-100000	PO 006956	306.05	N
			071546	65909	240-00-2110.00-000-100000	PO 006970	398.85	N
			071547	66033	240-00-2110.00-000-100000	PO 006971	221.90	N
			071548	469.55	240-00-2110.00-000-100000	PO 006961	469.55	N
			071549	66030	240-00-2110.00-000-100000	PO 006962	626.70	N
			071550	65908	240-00-2110.00-000-100000	PO 006966	409.30	N
			071551	66032	240-00-2110.00-000-100000	PO 006964	609.00	N
			071552	65907	240-00-2110.00-000-100000	PO 006973	568.05	N
			071553	66031	240-00-2110.00-000-100000	PO 006974	658.70	N
			071554	65910	240-00-2110.00-000-100000	PO 006967	398.85	N
			071555	66034	240-00-2110.00-000-100000	PO 006969	632.85	N
			071556	65904	240-00-2110.00-000-100000	PO 006958	319.35	N
			071557	66029	240-00-2110.00-000-100000	PO 006959	314.10	N
			071558	66214	240-00-2110.00-000-100000	PO 006975	237.60	N
			071562	66210	240-00-2110.00-000-100000	PO 006957	247.75	N
			071653	66209	240-00-2110.00-000-100000	PO 006951	94.65	N
			071654	66211	240-00-2110.00-000-100000	PO 006953	37.65	N
			071655	66215	240-00-2110.00-000-100000	PO 006972	94.75	N
			071656	66213	240-00-2110.00-000-100000	PO 006963	26.50	N
			071657	66216	240-00-2110.00-000-100000	PO 006968	81.10	N
			071658	66212	240-00-2110.00-000-100000	PO 006960	116.15	N
			071540	65795	242-00-2110.00-000-100000	PO 006553	197.40	N
Totals for Check 134524							8,327.18	
134525	09-15-2020	RALPH WRIGHT COMME	100203	8120	199-51-6219.00-910-199910	CONTRACT SERVICE/MAINT DEP	578.75	N
134526	09-15-2020	REGION 4 ESC	071621	8439391	199-00-2110.00-000-100000	PO 006853	50.00	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134527	09-15-2020	REPUBLIC SERVICES	071760	0794-014238853	199-00-2110.00-000-100000	WASTE COLLECTION	10,792.34	N
134528	09-15-2020	ROMEO MUSIC	071529	56897	199-00-2110.00-000-100000	PO 007120	312.50	N
134529	09-15-2020	RONNIE WALTERS LAW	071723	2878	199-51-6219.04-999-199999	SEPTEMBER GROUNDS	25,725.00	N
134530	09-15-2020	ROVA SOLUTIONS, LLC	071642	3422	199-00-2110.00-000-100000	PO 006713	29,186.40	N
	09-30-2020	ROVA SOLUTIONS, LLC	071642	3422	199-00-2110.00-000-100000	NOT RECEIVED BY VENDOR	-29,186.40	N
Totals for Check 134530							.00	
134531	09-15-2020	INTERSTATE BILLING SE	071536	3020571874	199-00-2110.00-000-100000	PO 007049	32.39	N
			071765	3020588821	199-00-2110.00-000-100000	PARTS - 0002	85.11	N
			071765	3020586241	199-00-2110.00-000-100000	PARTS - 0003	24.86	N
			071765	3020579550	199-00-2110.00-000-100000	PARTS - 0005	102.62	N
			071765	3020444341	199-00-2110.00-000-100000	PARTS - 0007	137.62	N
			071765	3020539955	199-00-2110.00-000-100000	PARTS - 0012	286.28	N
			100004	3020591886	199-34-6319.00-930-199930	SUPPLIES	59.52	N
			100011	3020662962	199-34-6319.00-930-199930	SUPPLIES	2,569.62	N
			100068	3020638852	199-34-6319.00-930-199930	SUPPLIES	111.47	N
Totals for Check 134531							3,409.49	
134532	09-15-2020	SARAH MOORE	071733	AUGUST 2020	224-11-6299.00-940-123000	CONSULTING SERVICES	1,211.25	N
134533	09-15-2020	SASI-THE LEADERSHIP	100190	7675	199-36-6219.00-001-111200	CONTRACT SERVICE/AHS BAND	3,750.00	N
134534	09-15-2020	SCARBROUGH MEDLIN	071775	PC184-907-20A	199-34-6429.00-930-199999	PCAT PACKAGE	27,540.00	N
			071775	PC184-907-20A	199-41-6429.02-750-199750	PCAT PACKAGE	24,597.00	N
			071775	PC184-907-20A	199-51-6429.00-999-199999	PCAT PACKAGE	544,065.00	N
Totals for Check 134534							596,202.00	
134535	09-15-2020	SCHOLASTIC, INC.	100023	M6919035 3	199-11-6398.01-105-111105	ANNUAL RENEWAL	2,774.82	N
			100023	M6919035 3	199-11-6399.06-105-111105	ANNUAL RENEWAL	599.50	N
Totals for Check 134535							3,374.32	
134536	09-15-2020	SCHOOL NURSE SUPPL	071747	0802506-IN	199-00-2110.00-000-100000	PO 006829	266.07	N
134537	09-15-2020	SCRIPPS NATIONAL SPE	100177	356585	199-36-6399.01-101-111101	SUPPLIES	182.50	N
134538	09-15-2020	SEESAW LEARNING, INC	071651	2020-32679	410-00-2110.00-000-100000	PO 006616	8,861.60	N
134539	09-15-2020	SHI GOVERNMENT SOL	100054	GB00382774	199-53-6398.00-990-199990	TECH EQUIPMENT/DISTRICT	1,437.68	N
134540	09-15-2020	SIEMENS INDUSTRY, IN	071610	5446149357	199-00-2110.00-000-100000	PO 006407	735.00	N
				5448127813	199-00-2110.00-000-100000	PO 300006 - CREDIT NEW BUSINE	-160.28	N
Totals for Check 134540							574.72	
134541	09-15-2020	SIGN INTERNATIONAL	071841	10148	199-00-2110.00-000-100000	PO 005894	3,700.00	N
134542	09-15-2020	SIRIUS COMPUTER SOL	100188	INV-000781474	199-53-6219.00-990-199990	ANNUAL LICENSE RENEWAL/TEC	9,931.00	N
134543	09-15-2020	SIRIUS COMPUTER SOL	071844	INV-000773102	199-00-2110.00-000-100000	PO 006099	364.00	N
134544	09-15-2020	SOUND STARTS, LLC	071734	1159	224-11-6219.01-940-023000	MUSIC THERAPY SERVICES	1,130.00	N
134545	09-15-2020	SOUTHERN TIRE MART,	100014	4120014137	199-34-6219.00-930-199930	CONTRACT SERVICE	209.20	N
134546	09-15-2020	SOUTHWEST BINDING &	100008	1481061-00	199-11-6399.00-103-111103	SUPPLIES	325.20	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134547	09-15-2020	CORPORATE EMPLOYE	100295	041700	184-36-6299.03-001-191960	FACILITY USE	3,000.00	N
134548	09-15-2020	SSR JACKETS	071606	445925	184-00-2110.00-000-100000	PO 006114	25.00	N
134549	09-15-2020	STUDIES WEEKLY	071646	349172	199-00-2110.00-000-100000	PO 006976	3,816.00	N
134550	09-15-2020	SUCCESED, LLC	071725	992338	199-53-6499.00-940-123940	SERVICE AGREEMENT	29,050.00	N
			071725	992338	199-53-6499.00-940-124940	SERVICE AGREEMENT	3,612.50	N
Totals for Check 134550							32,662.50	
134551	09-15-2020	SUMMIT K12 HOLDINGS,	071647	2080	199-00-2110.00-000-100000	PO 006977	3,037.50	N
134552	09-15-2020	SUPERIOR PEDIATRIC C	071730	AUGUST 16-31	224-11-6219.00-940-023000	OT/PT SERVICE	3,450.50	N
			071731	JULY 2020	224-11-6219.00-940-023000	PT SERVICE	375.00	N
			071732	AUG 1-15	224-11-6219.00-940-023000	PT SERVICE	375.00	N
			071730	AUGUST 16-31	224-33-6219.00-940-023000	LVN SERVICE	3,457.00	N
Totals for Check 134552							7,657.50	
134553	09-15-2020	SWAGIT PRODUCTIONS,	071652	15892	199-00-2110.00-000-100000	AUGUST VIDEO STREAMING	750.00	N
134554	09-15-2020	TARPLEY MUSIC CO, IN	100199	BU00430	199-36-6249.00-001-111200	INSTRUMENT REPAIR/AHS BAND	250.00	N
134555	09-15-2020	TASA	100207	133472	199-31-6411.00-920-111920	STAFF DEVELOPMENT	175.00	N
134556	09-15-2020	TASB, INC.	071634	580678	199-41-6219.00-701-199701	BOARDBOOK ANNUAL FEE	1,250.00	N
			071635	582114	199-41-6219.00-701-199701	POLICY SERVICE SUBSCRIPTION	1,300.00	N
			071636	583143	199-41-6219.00-701-199701	POLICY ONLINE MAINTENANCE	1,075.00	N
Totals for Check 134556							3,625.00	
134557	09-15-2020	TASN - TX ASSOC-SCHO	100196	MEMBER 14102	240-35-6499.00-950-199000	FEES/DUES-CN DIRECTOR	40.00	N
134558	09-15-2020	TASPA	071535	200011014	199-00-2110.00-000-100000	PO 007118	335.00	N
			071535	200011013	199-00-2110.00-000-100000	PO 007118	185.00	N
Totals for Check 134558							520.00	
134559	09-15-2020	TASSP	100182	52838	199-23-6499.00-041-111041	FEES/DUES	255.00	N
			100182	54080	199-23-6499.00-041-111041	FEES/DUES	255.00	N
			100182	54058	199-23-6499.00-041-111041	FEES/DUES	255.00	N
			100206	56128	199-23-6499.00-110-111110	FEES/DUES	255.00	N
			100205	57931	199-23-6499.00-110-111110	FEES/DUES	255.00	N
Totals for Check 134559							1,275.00	
134560	09-15-2020	TEACHER INNOVATIONS	071767	702806	199-00-2110.00-000-100000	PO 006857	459.00	N
134561	09-15-2020	TEACHER SYNERGY, LL	100179	126020132	199-11-6399.00-101-111101	SUPPLIES	11.82	N
			100078	125168372	199-11-6399.07-101-111101	SUPPLIES	55.93	N
			100179	126020132	199-31-6399.00-101-111101	SUPPLIES	98.00	N
Totals for Check 134561							165.75	
134562	09-15-2020	TEPSA	100032	300049922	199-23-6499.00-101-111101	FEES/DUES	344.00	N
134563	09-15-2020	TEX-OMA BUILDERS SU	100109	772497	199-51-6319.11-910-199910	LOCKS & DOOR HARDWARE/VAN	497.00	N
134564	09-15-2020	TEXAS FFA ASSOCIATIO	100027	203851	199-36-6499.01-001-122972	FEES/DUES	240.00	N
			100027	202528	199-36-6499.01-001-122972	FEES/DUES	500.00	N
Totals for Check 134564							740.00	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
134565	09-15-2020	TEXAS SCHOOL COALITI	071630	1810	199-41-6491.00-750-199750	ANNUAL MEMBERSHIP	494.00	N
			071630	1810	199-41-6499.00-701-199701	ANNUAL MEMBERSHIP	6,006.00	N
			Totals for Check 134565				6,500.00	
134566	09-15-2020	TEXAS TECH UNIVERSIT	071608	601621	199-00-2110.00-000-100000	PO 006365	250.00	N
134567	09-15-2020	THINKING MAPS, INC.	071603	INV0058712	199-00-2110.00-000-100000	PO 006851	6,625.00	N
			071641	INV0058751	199-00-2110.00-000-100000	PO 007059	47.00	N
			Totals for Check 134567				6,672.00	
134568	09-15-2020	TMEA	100099	MEMBERSHIPS	199-36-6411.00-001-111200	STAFF DEVELOPMENT/AHS	440.00	N
134569	09-15-2020	TOP NOTCH	100337	1383	199-81-6639.00-999-122999	AG BARN RENOVATION	6,000.00	N
134570	09-15-2020	TOWN OF ANNETTA	071643	14-0050-00	199-00-2110.00-000-100000	UTILITY	927.04	N
134571	09-15-2020	THRIVE RESPONSE, LLC	100304	23770	199-11-6399.09-001-122972	SUPPLIES	200.00	N
134572	09-15-2020	TRANE US, INC	071741	310994737	199-00-2110.00-000-100000	CONTRACTED SERVICES	768.00	N
			071741	311082260	199-00-2110.00-000-100000	CONTRACTED SERVICES	1,388.00	N
			Totals for Check 134572				2,156.00	
134573	09-15-2020	TRI-COUNTY ELECTRIC	071849	8001215301	199-00-2110.00-000-100000	UTILITY	7,742.86	N
134574	09-15-2020	TACS	071782	DR. BOHN	199-41-6499.00-701-199701	INSTITUTIONAL MEMBERSHIP	800.00	N
134575	09-15-2020	TX PUBLIC UNEMPLOYM	071851	20-21 TPUCP	199-11-6145.00-999-111999	2020-2021 ESTIMATED ANNUAL	28,103.10	N
134576	09-15-2020	UIL - UNIV. INTERSCHOL	071625	2020-2021 FEES	199-36-6499.00-001-199999	CONFERENCE 5A	2,250.00	N
134577	09-15-2020	UNIFIRST HOLDINGS, IN	071756	829 2978819	199-34-6219.00-930-199930	LAUNDRY SERVICE	56.24	N
			071756	829 2982365	199-34-6219.00-930-199930	LAUNDRY SERVICE	56.24	N
			071756	829 2985916	199-34-6219.00-930-199930	LAUNDRY SERVICE	56.24	N
			Totals for Check 134577				168.72	
134578	09-15-2020	VANDOREN MUSIC, LLC	100062	178	199-36-6219.03-001-111200	MUSIC ROYALTIES/AHS BAND	3,375.00	N
134579	09-15-2020	WALSH, GALLEGOS, TR	071619	592283	199-00-2110.00-000-100000	LEGAL SERVICES	94.50	N
			071619	592284	199-00-2110.00-000-100000	LEGAL SERVICES	220.50	N
			071619	592285	199-00-2110.00-000-100000	LEGAL SERVICES	283.50	N
			071619	592286	199-00-2110.00-000-100000	LEGAL SERVICES	4,737.95	N
Totals for Check 134579				5,336.45				
134580	09-15-2020	WALSH, GALLEGOS, TR	071620	592287	199-00-2110.00-000-100000	PO 007013	750.00	N
134581	09-15-2020	CHERYL WEST	071728	AUGUST 2020	224-31-6219.07-940-123000	EVALUATIONS	2,447.50	N
134582	09-15-2020	BIAS HOLDINGS, LLC	071837	050420-EXT-MS	199-00-2110.00-000-100000	PO 005919	7,940.00	N
			071837	050420-EXT-CO	199-00-2110.00-000-100000	PO 005919	3,800.00	N
			071837	050420-EXT-HS	199-00-2110.00-000-100000	PO 005919	9,830.00	N
Totals for Check 134582				21,570.00				
134583	09-15-2020	WINZER CORPORATION	071781	6689835	199-00-2110.00-000-100000	PO 006594	36.77	N
134584	09-15-2020	XEROX CORPORATION	071758	011251375	199-00-2110.00-000-100000	AUG SER# 3AG-872189	257.01	N
			071758	011251376	199-00-2110.00-000-100000	AUG SER# 3AG-872195	353.05	N
			071758	011251377	199-00-2110.00-000-100000	AUG SER# 3TB-622726	763.74	N
Totals for Check 134584				1,373.80				
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134585	09-15-2020	XEROX CORPORATION	071539	800694147	199-00-2110.00-000-100000	XEROX	315.85	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	3,186.03	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	203.78	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	945.71	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	2,443.82	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	1,451.76	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	691.38	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	784.32	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	1,267.15	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	1,428.45	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	687.21	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	538.66	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	272.73	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	927.30	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	576.71	N
			071539	800694147	199-00-2110.00-000-100000	XEROX	229.49	N
			Totals for Check 134585				15,950.35	
134586	09-15-2020	YOUR PERSONAL CHEF,	100067	000959	199-41-6411.00-735-199735	MEETING EXPENSE	78.00	N
134587	09-15-2020	ZONAR SYSTEMS, INC	071842	SI473496	199-00-2110.00-000-100000	PO 006512	1,900.36	N
			071842	SI473498	199-00-2110.00-000-100000	PO 006512	3,789.51	N
			Totals for Check 134587				5,689.87	
134588	09-15-2020	CITY OF ALEDO	071857	PERMIT/PLUMBI	199-81-6639.00-999-122999	AG BARN RENOVATION	70.00	N
			071857	PERMIT/ELECT	199-81-6639.00-999-122999	AG BARN RENOVATION	70.00	N
			Totals for Check 134588				140.00	
134589	09-18-2020	JNT RESOURCE PARTN	DEDCH		199-00-2159.00-169-100000	SEP DED 457 DEFERRED COMP.	157.51	N
134590	09-17-2020	JNT RESOURCE PARTN	DEDCH		199-00-2159.00-169-100000	SEP DED 457 DEFERRED COMP.	17.44	N
134591	09-18-2020	CHICKEN EXPRESS-WIL	071861	TRANSPORATIO	199-00-2110.00-000-100000	PO 006834	400.00	N
134592	09-18-2020	TASBO	071862	342246	199-41-6499.00-750-199750	2021 CENTER FOR SCHOOL FINA	4,000.00	N
			100464	1645-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	180.00	N
			100464	5924-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	180.00	N
			100464	6422-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	180.00	N
			100464	48593-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	135.00	N
			100464	33161-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	135.00	N
			100464	38963-2020	199-41-6499.00-750-199750	FEES/DUES-BUSINESS OFFICE	135.00	N
			Totals for Check 134592				4,945.00	
134593	09-18-2020	TEXAS DIVISION OF EM	071863	DR-4266, PW 34	199-51-6429.01-999-199999	FEMA REIMBURSEMENT	15,857.72	N
134594	09-18-2020	TEXAS GAS SERVICE	071858	149554391	199-51-6259.03-999-199999	UTILITY	111.66	N
			071858	158249764	199-51-6259.03-999-199999	UTILITY	162.48	N
			071858	236364727	199-51-6259.03-999-199999	UTILITY	76.96	N
			071858	236364973	199-51-6259.03-999-199999	UTILITY	84.44	N
			071858	156200791	199-51-6259.03-999-199999	UTILITY	32.50	N
			071858	165220718	199-51-6259.03-999-199999	UTILITY	39.10	N
			071858	140556627	199-51-6259.03-999-199999	UTILITY	119.11	N

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			071858	142314845	199-51-6259.03-999-199999	UTILITY	86.88	N
			071858	233760409	199-51-6259.03-999-199999	UTILITY	143.36	N
			071858	234919582	199-51-6259.03-999-199999	UTILITY	49.35	N
			071858	118929845	199-51-6259.03-999-199999	UTILITY	57.49	N
			071858	136588036	199-51-6259.03-999-199999	UTILITY	49.35	N
			071858	126347364	199-51-6259.03-999-199999	UTILITY	177.47	N
Totals for Check 134594							1,190.15	
134595	09-18-2020	TOP NOTCH	071859	1382	199-00-2110.00-000-100000	PO 001055	10,000.00	N
134599	09-29-2020	FIRST FINANCIAL BANK	071906	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134600	09-29-2020	FIRST FINANCIAL BANK	071907	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
134601	09-29-2020	FIRST FINANCIAL BANK	071908	CONCESSION	184-00-5752.10-000-100000	STARTUP CASH	500.00	N
Total Checks							3,675,929.85	

End of Report



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider Approval of TASB Policy Update 115
BF(LOCAL)– Board Policies
DED(LOCAL)– Compensation and Benefits: Vacations and Holidays
DIA(LOCAL)– Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
DMD(LOCAL)– Professional Development: Professional Meetings and Visitations
EI(LOCAL)– Academic Achievement
FB(LOCAL)– Equal Educational Opportunity
FD(LOCAL)– Admissions
FEB(LOCAL)- Attendance: Attendance Accounting
FFG(LOCAL)– Student Welfare: Child Abuse and Neglect
FFH(LOCAL)– Student Welfare: Freedom from Discrimination, Harassment, and Retaliation
FMF(LOCAL)- Student Activities: Contests and Competition
FNG(LOCAL)- Student Rights and Responsibilities: Student and Parent Complaints/Grievances
GF(LOCAL) – Public Complaints

PRESENTER: Lynn McKinney, Deputy Superintendent

BACKGROUND INFORMATION:

Impacted Board Policy summary:

- BF(LOCAL) – Board Policies: *Revision clarifies that a district's legally referenced policies are not adopted by the board.*
- DED(LOCAL) – Compensation and Benefits: Vacations and Holidays: *Revisions address the board's authorization of these programs, including which employees are eligible for the benefits, and refer to administrative procedures for details to promote consistent application and prevent conflict between policy and administrative procedures.*
- DIA(LOCAL) – Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation: *Revisions incorporate the recent United States Supreme Court decision Bostock v. Clayton County, Georgia, which held and adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.*

Recommendations include:

- o *Definition of Prohibited Conduct has been revised.*
 - o *Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to the new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations.*
 - o *Added a new provision at Notice of Report requires any employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.*
 - o *Revised text at Response to Sexual Harassment – to address legally required actions when the district receives notice or allegation of conduct that would meet the definition of sexual harassment under Title IX.*
 - o *Directs superintendent to develop Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations in FFH(LEGAL).*
 - o *To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district use a preponderance of the evidence standard. This standard must be used for the investigation of all formal Title IX complaints, including complaints by students.*
 - o *Provision on retaliation and records retention have been updated.*
- *DMD(LOCAL) – Professional Development: Professional Meetings and Visitations: Recommend deletion of this policy as board-adopted policy is not required.*
- *EI(LOCAL) – Academic Achievement: Provisions on partial credit have been updated to reflect revised Administrative Code rules. Recommend deletion of statement concerning how to regain credit as board policy is not required to specify a particular method used. Wording for highly mobile students is recommended for deletion from this policy.*
- *FB(LOCAL) – Equal Educational Opportunity: Title IX coordinator has been updated in response to new regulations.*
- *FD(LOCAL) – Admissions: New Administrative Code rules address transition assistance for highly mobile students for awarding credit.*
- *FEB(LOCAL) - Attendance: Attendance Accounting: Recommended revisions address Administrative Code rules that delete the reference to taking attendance during second or fifth instructional hour. Superintendent is responsible for designating the official attendance-taking time.*
- *FFG(LOCAL) – Student Welfare: Child Abuse and Neglect: Revisions reflect the amended Administrative Code rules. Wording has been revised and provisions moved from FFG(EXHIBIT) into this local policy and deletion of the exhibit is recommended.*
- *FFH(LOCAL) – Student Welfare: Freedom from Discrimination, Harassment, and Retaliation:
Recommendations include:*
 - o *Definition of Prohibited Conduct has been revised.*
 - o *Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to the new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations.*

- *The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.*
- *Revised text at Response to Sexual Harassment – to address legally required actions when the district receives notice or allegation of conduct that would meet the definition of sexual harassment under Title IX.*
- *Directs superintendent to develop Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations in FFH(LEGAL).*
- *To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district use a preponderance of the evidence standard. This standard must be used for the investigation of all formal Title IX complaints, including complaints by students.*
- *Provisions on retaliation and false claims have been updated and moved to the end of the policy.*
- **FMF(LOCAL) – Student Activities: Contests and Competition:** *recommendation is to delete this policy as there is no requirement for board policy on these issues.*
- **FNG(LOCAL) –Student Rights and Responsibilities: Student and Parent Complaints/Grievances:** *The list of revised protected characteristics at Other Complaint Processes has been with the list at FFH(LOCAL). There is a revision for complaint regarding refusal of entry to or ejection from property shall be permitted to address the board within 90 “calendar” days instead of “business” days.*
- **GF(LOCAL) – Public Complaints:** *Revision specifies that person filing a complaint regarding refusal of entry to or ejection from property shall be permitted to address the board within 90 “calendar” days instead of “business” days.*

FISCAL INFORMATION: None

ATTACHMENTS: TASB Board Policy Update 114 Draft Proposed Board Policies:

- **BF(LOCAL) – Board Policies**
- **DED(LOCAL) – Compensation and Benefits: Vacations and Holidays**
- **DIA(LOCAL) – Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation**
- **DMD(LOCAL) – Professional Development, Professional Meetings and Visitations**
- **EI(LOCAL) – Academic Achievement**
- **FB(LOCAL) – Equal Educational Opportunity**
- **FD(LOCAL) – Admissions**
- **FEB(LOCAL) - Attendance: Attendance Accounting**
- **FFG(LOCAL) – Student Welfare: Child Abuse and Neglect**
- **FFH(LOCAL) – Student Welfare: Freedom from Discrimination, Harassment, and Retaliation**
- **FMF(LOCAL) – Student Activities, Contests and Competition**
- **FNG(LOCAL) –Student Rights and Responsibilities: Student and Parent Complaints/Grievances**
- **GF(LOCAL) – Public Complaints**

ADMINISTRATIVE RECOMMENDATION: This is the second reading of Board Policy changes related to Update 115. The Administration recommends approval of the board policies in Update 115 as presented.



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes ~~moved text~~.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

BOARD POLICIES

BF
(LOCAL)

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

[Legally referenced policies are not adopted by the Board.](#)

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF
(LOCAL)

TASB Localized
Updates

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

**Designated Paid
Holidays**

~~When New Year's Day, Martin Luther King, Jr. Day, Memorial Day, July Fourth, Good Friday (when this date is also a school holiday), Labor Day, Thanksgiving (Thursday and Friday), Christmas Eve, or Christmas Day is designated by the District as a school holiday, employees in positions requiring a minimum of 261 workdays shall receive paid holidays.~~

Vacation Days

~~Eligible~~After one full year of continuous employment, full-time hourly employees in positions normally requiring 12 months12 months of service annually shall ~~receive~~be eligible for ten days of paid vacation. During the first year of employment, these employees shall be eligible for paid vacation days in accordance with administrative regulations~~earned at the rate of 0.8333 days per month worked to date of vacation during the period of July 1–June 30.~~

~~Employees entering employment during the first 15 days of a month shall receive credit for a full month. Those entering employment during the last 15 days of a month shall not receive credit for that month.~~

Schedule

~~All vacation must be approved by the employee's supervisor and should be taken in the year earned unless otherwise approved by the Superintendent or designee.~~

Accumulationaddresses the following

~~Vacation must be used during the period in which it is earned and shall not be carried from one period to the next.~~

~~The total number of hours for a paid vacation or holiday shall not exceed the number of hours for a regularly scheduled workday.~~

**Payment Upon
Separation**

~~An eligible employee who separates from employment with the District shall be entitled to payment of earned, unused vacation days if:~~

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. ~~The employee's~~ Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

Holidays

1. Eligible employees in positions normally requiring 261 days of service annually shall receive paid holidays in accordance with~~employment is voluntary, i.e., the employee's duty schedule and administrative regulations.~~ employee is retiring or resigning and is not being discharged;

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(LOCAL)

- ~~2.~~ [See DEAB for overtime pay provisions.] ~~The employee provides advance written notice of intent to separate from employment at least two weeks before the last day of employment; and~~
- ~~3.~~ 2. ~~The employee has been employed by the District for more than 90 days.~~

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~involving District employees. ~~For Title IX and other provisions regarding~~For discrimination, harassment, and retaliation ~~against~~involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; **cyberharassment**; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other **negative** stereotypes; or other **kindstypes** of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, **contact**, or communication, **including electronic communication** ~~or contact~~.

Retaliation

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.~~

Examples

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.~~

Prohibited Conduct

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

Any ~~An~~ employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

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(LOCAL)

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~ ~~antidiscrimination~~ laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed ~~the conduct~~ ~~it~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

~~To ensure the District's prompt investigation, reports~~ ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX ~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

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(LOCAL)

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not ~~require~~~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

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(LOCAL)

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

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(LOCAL)

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

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(LOCAL)

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this ~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's ~~District~~ administrative offices.

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

~~Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMC]~~

~~When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.~~

~~The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.~~

Release Time

~~Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.~~

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

**Certificate of
Coursework
Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~half~~^{one} semester of a ~~two-semester~~ course and the combined grade for ~~both halves~~^{the two semesters} is lower than 70, the District shall award the student credit for the ~~half~~^{semester} with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

Full Credit

~~When a student's combined average for the two semesters of a course is 70 or higher, the student shall be awarded one full credit even if the grade for one semester is below 70.~~

**Withdrawal or Late
Enrollment**

~~Any student who enrolls after the first day of instruction or withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:~~

- ~~1. Individualized work.~~
- ~~2. Tutorial sessions.~~
- ~~3. Testing to verify mastery of the essential knowledge and skills.~~
- ~~4.1. Early final examinations.~~

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator The District ~~designates and authorizes the~~~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator The District ~~designates and authorizes the~~~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]- Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

Section 504

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and
Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and
Reevaluation
Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial
Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

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shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records ~~control~~ retention schedules. [See CPC]

ADMISSIONS

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**Persons Age 21
and And Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

**Person Standing in
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with Board policy.

**Definition:
Substantial Care**

For the purpose of admission under this provision, a substantial amount of after-school care consists of at least two hours per school day for five days during the regular school week.

Procedure

The nonresident parent and the resident grandparent shall apply to the Superintendent if they wish to request admission of a nonresident student based on the amount of after-school care provided by

	the grandparent. The request and the affirmation of the grandparent's residency must be made in writing by completing the form provided by the District.
Loss of Eligibility	The Superintendent may consider the following as indicators that the grandparent is no longer providing the level of care designated, which may result in forfeiture of enrollment: 1. If the care provided by the grandparent no longer meets the definition for substantial care as defined by this policy; 2. If the student obtains a driver's license; or 3. If the student obtains after-school employment.
"Accredited" Defined	For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.
Grade-Level Placement	
Accredited Schools	The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.
Nonaccredited Schools	A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include: 1. Scores on achievement tests, which may be administered by appropriate District personnel. 2. Recommendation of the sending school. 3. Prior academic record. 4. Chronological age and social and emotional development of the student. 5. Other criteria deemed appropriate by the principal.
Transfer of Credit	
Accredited Texas Public Schools	Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

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Other Accredited or
Nonaccredited
Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition
Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**Attendance
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
**Attendance-
Taking Recording
Time**

The ~~When appropriate, the~~ Superintendent **is authorized to shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time** ~~for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus~~ or for a designated group of students at a campus. The alternative ~~time for recording~~ **attendance-taking time** shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

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**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~by any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~
~~mediately~~ as a child and the person determines in good faith that

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disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)ⁱ;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

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	and disclosed only in accordance with the rules of the investigating agency.
Immunity	A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.
Failing to Report Suspected Child Abuse or Neglect	By failing to report suspicion of child abuse or neglect, an employee: 1. May be placing a child at risk of continued abuse or neglect; 2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report; 3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and 4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249. It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.
Responsibilities Regarding Investigations	In accordance with law, District officials shall be prohibited from: 1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; 2. Requiring that a parent or school employee be present during the interview; or 3. Coercing someone into suppressing or failing to report child abuse or neglect. District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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Note: This policy addresses discrimination, harassment, and retaliation ~~against~~involving District students. For provisions regarding discrimination, harassment, and retaliation ~~against~~involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, ~~age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, ~~age~~, or ~~on~~ any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, ~~age~~, or any other basis prohibited by law, when the conduct~~that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

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practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment
By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or [other](#) inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

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2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communications, [including electronic communication](#) ~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

False Claim

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

Prohibited Conduct

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

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Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
<i>Definition of District Officials</i>	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, ~~or~~ gender-based harassment, or dating violence , may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	An individual~~A student~~ shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
Timely Reporting	To ensure the District's prompt investigation, reports ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.~~
Notice to Parents	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]
Investigation of Reports Other Than Title IXthe Report	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,

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and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~^{proven}, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~^{proven}, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

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	tor shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action	
Prohibited Conduct	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for those involved in the ~~report~~ complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Sexual
Harassment–Title IX**

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

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4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

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Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records ~~control~~ retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

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UIL Activities

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

Athletic Program

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholastic competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.~~

Non-UIL Activities

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

Overnight Trips

~~Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability, ~~or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 [calendar](#) days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 [calendar](#) days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

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of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

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(LOCAL)

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider Approval of 2020-2021 General Fund Budget Amendment

PRESENTER: Earl Husfeld, Chief Financial Officer

BACKGROUND INFORMATION:

- Per Board Policy CE (Local), the Board of Trustees shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts or other resources.
- In accordance with Board Policy CE (Local), the budget amendments itemized on the following page are presented for your review and consideration.
- These budget amendments are necessary so the District's accounting records will reflect the action taken by the Board of Trustees on October 5, to provide for a remote learning teacher leader stipend for applicable secondary teachers, and to correct the salary account code for staff that was discovered after the 2020-2021 budget was officially adopted.

FISCAL INFORMATION:

The budget amendment presented will increase 2020-2021 General Fund revenues by \$110,000 and appropriations by \$401,000.

ATTACHMENTS:

2020-2021 Cross-Function Budget Amendment for the General Fund

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends the Board of Trustees approve the 2020-2021 General Fund budget amendment as presented on the following page.

**ALEDO INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
2020-2021 CROSS-FUNCTION BUDGET AMENDMENTS
As of October 19, 2020**

REVENUES

<u>Function/Description</u>	<u>Original Budget</u>	<u>Amendments</u>	<u>Amended Budget October 19, 2020</u>
57 Local Revenues	\$ 43,995,641	\$ -	\$ 43,995,641
58 State Revenues	16,684,966	-	16,684,966
59 Federal Revenues	310,000	-	310,000
79 Other Resources	8,000	110,000	118,000
Total Revenues	\$ 60,998,607	\$ 110,000	\$ 61,108,607

APPROPRIATIONS

<u>Function/Description</u>	<u>Original Budget</u>	<u>Amendments</u>	<u>Amended Budget October 19, 2020</u>
11 Classroom Instruction	\$ 34,118,008	\$ 151,000	\$ 34,269,008
12 Instructional Resources & Media Services	721,246	-	721,246
13 Curriculum/Instructional Staff Development	739,548	-	739,548
21 Instructional Leadership	881,113	-	881,113
23 School Leadership	3,275,481	(100,000)	3,175,481
31 Guidance, Counseling, & Evaluation Services	2,058,426	100,000	2,158,426
33 Health Services	587,127	-	587,127
34 Student (Pupil) Transportation	3,123,733	-	3,123,733
35 Food Services	3,000	-	3,000
36 Cocurricular/Extracurricular Activities	2,917,491	-	2,917,491
41 General Administration	2,662,941	-	2,662,941
51 Facilities Maintenance & Operations	7,100,935	-	7,100,935
52 Security & Monitoring Services	729,910	-	729,910
53 Data Processing Services	1,383,375	-	1,383,375
81 Facilities Acquisition & Construction	86,000	-	86,000
91 Chapter 41 Recapture Payment to State	305,000	-	305,000
99 Other Intergovernmental Charges	815,000	-	815,000
00 Other Uses	-	250,000	250,000
Total Expenditures	\$ 61,508,334	\$ 401,000	\$ 61,909,334



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: District Instructional Focus

PRESENTERS: Amber Crissey - Assistant Superintendent of Curriculum & Instruction, Walsh 2nd Grade Collaborative Team: Barbara Williams, Katelyn Patterson, Emily Kelley, Sarah Handley, Brittany Burns, AHS English II Collaborative Team: Katelyn Smith, Katelyn Mallory, Kristen Teaff, Jessica Claffey

BACKGROUND INFORMATION:

- During the 2020-2021 school year, AISD will work continue to focus efforts on building capacity as a Professional Learning Community (PLC) through engaging in PLC actions at each campus.
- The three big ideas that drive the work of the PLC process include:
 - Learning as our Fundamental Purpose
 - Building a Collaborative Culture Through High-Performing Teams
 - A Focus on Results
- At the campus and district level, PLC actions will be monitored and rated at the end of each grading cycle on an implementation continuum that corresponds to the three big ideas of a PLC.
- Data will be collected and analyzed in order to assess team and district level implementation of the three big ideas throughout the school year.
- The district-wide PLC goal related to a Focus on Results is:
 - By June 2021, 93% of the Aledo ISD collaborative teams district-wide will rate at the “Developing” level or higher on the PLC at Work at Continuum. This indicator on the PLC continuum states that collaborative teams will establish annual SMART goals and will assess progress toward reaching the goal.
- Collaborative teams across the district have established SMART goals for the 2020-2021 school year that support the district mission and vision.
- Two collaborative teams (Walsh, 2nd Grade and AHS, English II) will share their team SMART goals with the Board of Trustees and will discuss their process for establishing the goal and monitoring progress toward the goal.

FISCAL INFORMATION:

- None

ATTACHMENTS:

- Instructional Focus Presentation

ADMINISTRATIVE RECOMMENDATION:

- None



2020-2021 District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2020-2021

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*



Aledo ISD

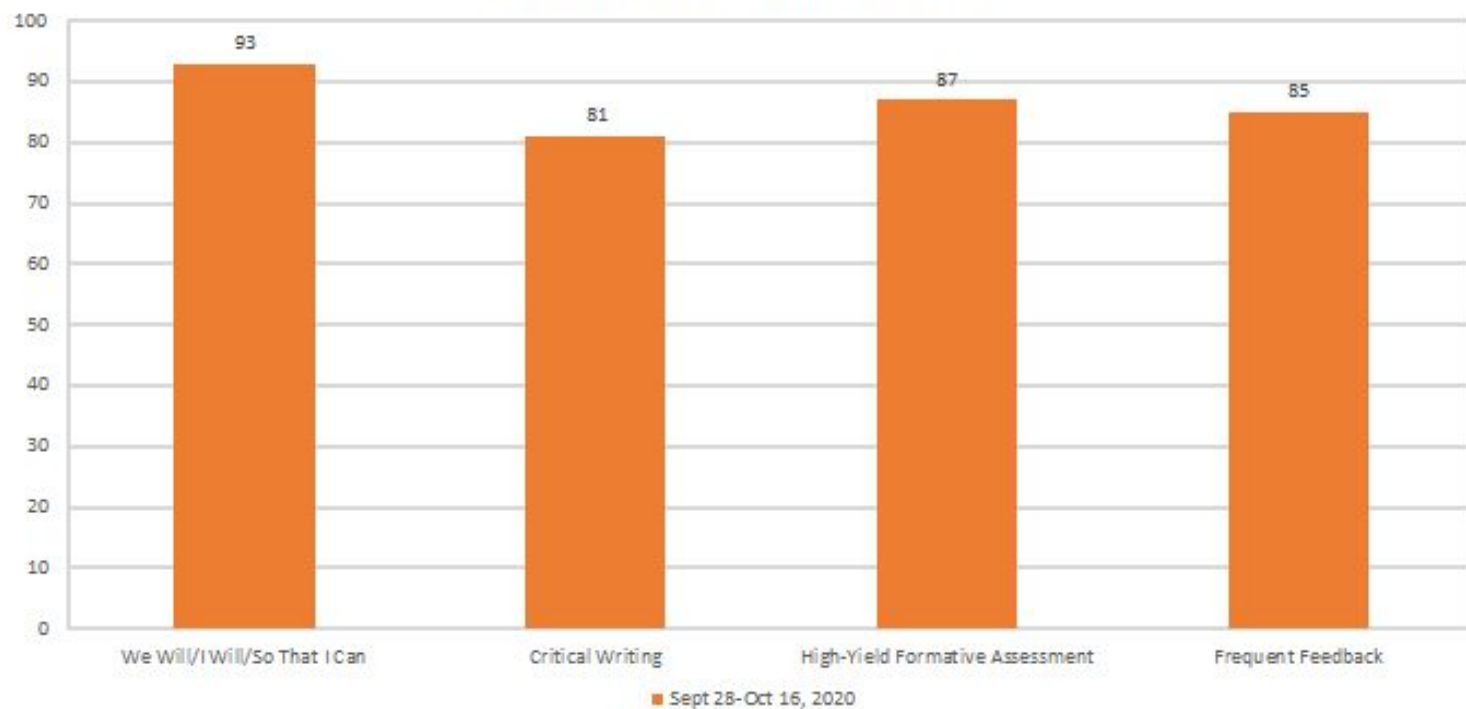
Instructional Focus Implementation

Reporting Period 1

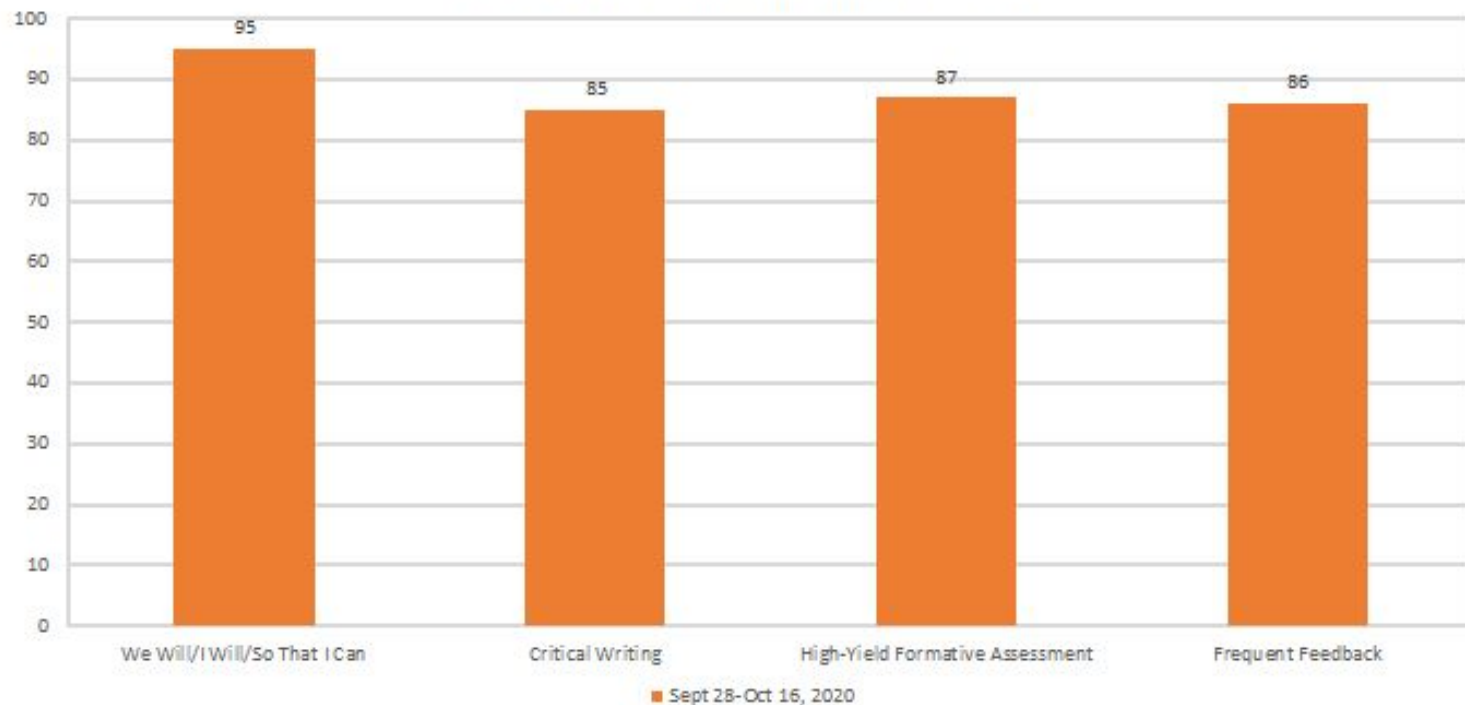
September 28-October 16, 2020



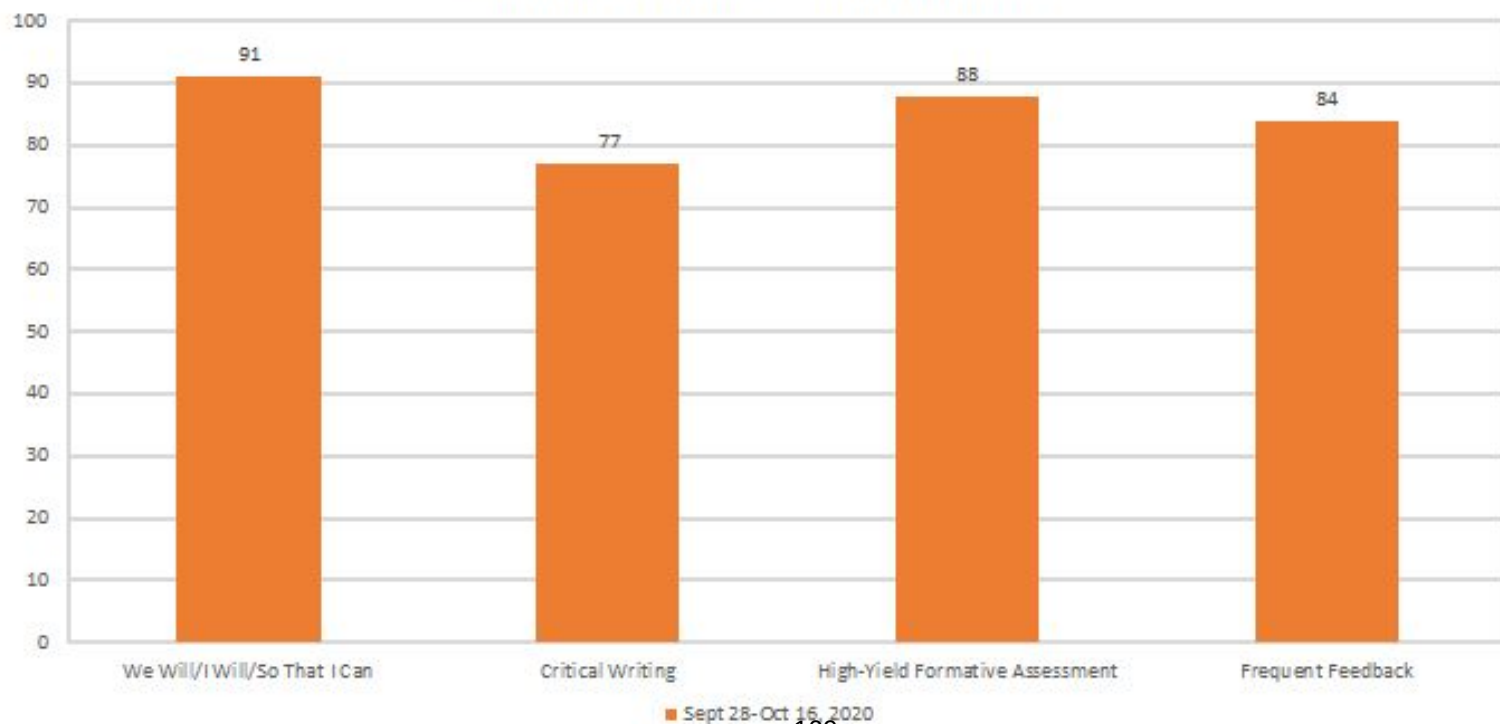
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors



Aledo ISD Secondary Growth by Look Fors



ALEDO ISD FOCUS DOCUMENT

2020-2021

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*



Aledo ISD is a PLC at work.



Focus on Learning



Collaborative Culture



Focus on Results



- **Goal Focus on Learning: 98%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number One by June 2021.
- **Goal Focus on Collaborative Culture 98%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Two by June 2021.
- ★ **Goal Focus on Results 93%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Three(part 1) by June 2021.
- **Goal Focus on Results 95%** of Collaborative Teams district wide will rate at the “Developing Level” in Big Idea Number Three (part 2) by June 2021.

FOCUS ON RESULTS

Focus on Results					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process. District Goal 93% of all teams will be at Developing by June 2021.	Goals have yet to be established at the district, school or team level.	Teams establish goals that do not require evidence of student learning	Teams have been asked to create SMART goals, but there is still confusion regarding the nature of and reasons for these goals. One or more teachers are unsure of how to establish goals based on improved student learning. Some attempt to articulate very narrow goals that do not require evidence of student learning Others present goals that are challenging to monitor.	All teams have established annual SMART goals as an essential element of their collaborative team process. 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.	Each collaborative team of teachers has established both an annual SMART goal and a series of short term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal. This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school. The recognition and celebration of efforts to achieve goals helps sustain the improvement process.



Walsh 2nd Grade Collaborative Team



Barbara Williams, Katelyn Patterson, Emily Kelley, Sarah Handley, Brittany Burns,
Sarah Flores, Sarah Restrepo

Now it's your turn!

If we seek and implement best practices, we have reason to believe we will achieve our team goal.

- Start with you current reality.
- Which assessments could we use to progress monitor?
- Assess the quality of your goal?
- What small...

Walsh 2nd Grade SMART Goal
2020 - 2021

Team Smart Goals	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our SMART Goal: Every student in 2nd grade will show one years growth on DRA by the end of the year.	Monitor each grading cycle and in running records	Emily Kelley Barbara Williams Katelyn Patterson Sarah Handley Brittany Burns	End of Year DRA	All students in 2nd grade will have grown 1 year as measured by DRA from the beginning of the year.

Walsh 2nd Grade SMART Goal Data

Student Name	BOY DRA									
	Comprehension Score	Comprehension Score Level	DRA2 Independent Level (Use zero for level A, use -1 for Pre A)	DRA2 Independent Level (Use zero for level A, use -1 for Pre A) Level	Fluency Score	Fluency Score Level	Fountas and Pinnell Level	Fountas and Pinnell Level Level		EOY F&P Reading Level Goal
	19	Independent	6	intervention	14	Independent	D	Intervention		18
	17	Instructional	18	intervention	12	Independent	J	Intervention		30
	15	Instructional	34	Advanced	16	Advanced	O	Advanced		40
	20	Independent	6	intervention	4	Intervention	D	Intervention		18
	23	Independent	16	intervention	13	Independent	I	Intervention		28
	13	Intervention	16	intervention	10	Instructional	I	Intervention		28
	24	Independent	14	intervention	12	Independent	H	Intervention		28
	22	Independent	14	intervention	13	Independent	H	Intervention		28
	19	Independent	30	Independent	15	Advanced	N	Independent		40
	9	Intervention	3	intervention	6	Intervention	C	Intervention		16
	24	Independent	34	Advanced	12	Independent	O	Advanced		40
	21	Independent	38	Advanced	15	Advanced	P	Advanced		40
	20	Independent	14	intervention	13	Independent	H	Intervention		28
	21	Independent	8	intervention	13	Independent	E	Intervention		18
	20	Independent	18	intervention	12	Independent	J	Intervention		30
	16	Instructional	12	intervention	12	Independent	G	Intervention		24
	22	Independent	30	Independent	13	Independent	N	Independent		40
	19	Independent	28	Independent	14	Independent	M	Independent		38



AHS English II Collaborative Team



Jessica Claffey, Katelyn Smith, Katelyn Mallory, Kristen Teaff

SMART Goal Determination Process

- Newly Assessed Genre of Composition
(Persuasive)
- District Problem of Practice: One Year's Growth
and Critical Writing
- Beginning of Year Common Writing Prompt Data

2020-21 SMART Goal

75% of students will score at least one 3 (out of 4) or higher on the TEA persuasive composition scoring rubric by May 2021

BOY Writing- Scored		
Score	Number	Percentage
8	8	2%
7	15	3%
6	70	14%
5	128	25%
4	222	44%
3	27	5%
2	21	4%
1	1	0%
0	12	7%

Monitoring Progress Towards Our Goal

- Curriculum focuses on persuasive writing techniques.
- Students will use the scoring rubric when composing persuasive essays.
- Teachers will offer rubric feedback on student writing throughout the year.
- Students will maintain their Digital Writing Portfolio.
- Team will compare End-of-Year essays to Beginning-of-Year scores to celebrate growth!

ALEDO ISD FOCUS DOCUMENT

2020-2021

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*





ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: 2019 Bond Update

PRESENTER: Tyler Boswell, Director of Construction and Facilities

BACKGROUND INFORMATION:

- On November 5, 2019, voters in Aledo ISD approved the District's 2019 Bond Proposal.
- Each month, at the regular meeting of the Board of Trustees, District staff and/or the design/construction teams for the 2019 Bond projects will discuss with the Board the work, timeline, and progress on the projects. In addition, the District will have a bond progress website, which will contain information about the projects and their progress, frequently asked questions, materials and minutes from meetings of the Bond Progress Committee, and other relevant information. The bond progress website will be continually updated with information for community members to access. The District and Bond Progress Committee hosted community meetings in the spring of 2020 at which community members shared their feedback about the bond projects with the architects and Bond Progress Committee prior to the completion of the design process.
- This evening we will update the Board of Trustees and Aledo ISD Community with the current status of implementation of the 2019 Bond Program.

FISCAL INFORMATION:

None

ATTACHMENTS:

2019 Bond Update for October 2020

ADMINISTRATIVE RECOMMENDATION:

None

Aledo ISD 2019 Bond Update



Board Meeting
October 19, 2020

Elementary School #6 (ES#6)



Elementary School #6 – Recent Events

- Approval of CSP 21-90420 for ES#6 awarding Satterfield & Pontikes Construction (S&P) the Phase 2 building package including all alternates at Special Called Board Meeting on 10/5/20
- Alternate #1 – Substantial Completion Date of 8/1/21
- Notice To Proceed Issued – 10/6/20
- Pre-Construction Meeting – 10/14/20
- Permit Issued – 10/14/20
- PO Issued – 10/14/20

Elementary School #6 (ES#6)



Elementary School #6 – Upcoming Events

- Groundbreaking Ceremony – 10/27/20 @ 5:00pm
- S&P Mobilization to Site
- Additional Grading Work
- Pier Drilling
- Water Well Drilling
- Foundations
- Retaining Walls

Schedule – Substantial Completion¹²⁶ – 8/1/21

Aledo Middle School (AMS)



AMS – Recent Events

- Phasing Meeting with Imperial Construction - 9/30/20
- Camera studies of existing plumbing - 10/13/20
- Bond Sub-Committee Meeting – 10/15/20

• AMS – Upcoming Events

- Continue with Design Meetings

On-Site Work

- Additional Sub-Surface Utility Easement (SUE) work needed

Schedule – Design Completion 12/10/20, Bids Due 1/19/21, Construction 2/16/21

Middle School #2 (MS#2)



MS#2 – Recent Events

- 90% Page Turn with All Departments 10/6/20 & 10/7/20
- Bond Sub-Committee Meeting – 10/15/20

MS#2 - Upcoming Events

- Continue with Design
- Prepping for Procurement

On-Site Work

- Geotechnical – Addition Studies Needed for Bid Accuracy
- Working with City of Fort Worth on permitting process

Schedule – Design Completion 10/30/20, Bidding 12/1/20, Construction 1/11/21

McAnally Conversion to Elementary School



McAnally – Schematic Design (SD) – Recent Events

- DD Kick-off Meeting with Consultants – 10/9/20
- SD Presentation to Board – TBD
- Pre-Development meeting with City of Aledo – TBD

On-Site Work

- Geotechnical Studies – In-process

Schedule

- Design Completion 3/21, Bidding 4/21, Construction 5/21

Vandagriff ES Conversion to Early Childhood



Vandagriff ES – Schematic Design (SD) – Recent Events

- SD Design Charrette – TBD

On-Site Work

- No new site work

Schedule

- Design Completion 3/21, Bidding 4/21, Construction 5/21

2019 Bond Update



Questions?



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Aledo ISD Legislative Priorities, 87th Legislative Session

PRESENTER: Legislative Subcommittee, Jessica Brown, David Lear, and Forrest Collins; Susan K Bohn, Superintendent

BACKGROUND INFORMATION:

At the August 20th, 2018 regular Board meeting, the Board of Trustees created the Board Legislative Committee. The committee provides reports about laws, policies, and activities by our state and federal lawmakers that may impact Aledo ISD. The committee has also worked to construct Aledo ISD's legislative priorities, and will lead the Board in identifying and participating in opportunities for Board members to advocate for the needs of AISD's students, staff, and community.

This is the first review of the Legislative Priorities by the Aledo ISD Board of Trustees. The Board Legislative Subcommittee expects to recommend approval of the Legislative Priorities at the Board's Regular Meeting on November 16, 2020.

FISCAL INFORMATION:

None

ATTACHMENTS:

None

ADMINISTRATIVE RECOMMENDATION:

Communication Item Only



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider Approval of 2020-2021 District Improvement Plan (DIP) and Campus Improvement Plans (CIP)

PRESENTER: Lynn McKinney, Deputy Superintendent

BACKGROUND INFORMATION:

On an annual basis, the district and each campus is required to develop a District and Campus Improvement Plan (DIP/CIP). This process is completed by developing a Comprehensive Needs Assessment (CNA) based on an extensive data review. The district and each campus utilizes a committee that consists of parents, community members, and elected staff members to develop and review the Comprehensive Needs Assessment. The district instructional focus drives the work of our plans, which are all aligned. The District and Campus Improvement Plans are monitored throughout the school year to track the progress for each identified strategy and goal, and those progress reports are shared with the Board of Trustees quarterly.

FISCAL INFORMATION:

The District and Campus Improvement Plans guide budget decisions based upon identified priorities, the need assessment, and goals.

ATTACHMENT: 2020-2021 District Improvement Plan and Campus Improvement Plans

ADMINISTRATIVE RECOMMENDATION:

Administration recommends approval of the 2020-2021 District and Campus Improvement Plans as developed by stakeholders and presented by Administration.

Aledo Independent School District

District Improvement Plan

2020-2021



Mission Statement

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Revised/Approved: October 19, 2020

Demographics

Demographics Summary

Aledo ISD is a Pre-K through grade 12 school district located in Parker and Tarrant Counties. There are ten campuses in the district consisting of five elementary campuses through grade 5; one intermediate campus, grade 6; one middle school, grades 7-8; one 9th grade campus, one high school, grades 10-12; and one alternative campus.

The district has three Title I campuses: Walsh Elementary, Coder Elementary, and McCall Elementary. Our total student enrollment for the 2019-2020 school year was 6,437. Our projected enrollment for 2020-2021 is 6,746. This shows a growth of 309 students.

The student population for the 2019-2020 school is ethnically represented as follows:

- African American – 1.46%
- Hispanic – 15.52%
- Caucasian – 77.92%
- Native American – .40%
- Asian – .70%
- Hawaiian/Pacific Islander 0.05%
- Two or more ethnicities – 3.95%.

For the 2019-2020 school year, 13.73% of the student population is Economically Disadvantaged, 2.67% is Limited English Proficient (LEP), 22.18% is At-Risk, 8.87% is Special Education, and 6.57% is Gifted and Talented. The district served 40 immigrant students during the school year. We served 23 homeless students, a decrease of 10 students from the previous year. The district also served 5 students in foster care.

There were 7 students reported as dropouts in the 2018-2019 school year.

During the 2019-2020 school year, the district had a total (full time and part-time) of 730 staff members to include teachers, professional support, campus administration, and central office administration- compared to 693 in 2018-2019. The turnover rate for teachers was 16% in 2019-2020.

Aledo ISD is ranked 8th in the Region 11 enrollment trend. The projected five-year growth is 25.7%. The district is ranked with other fast-growing districts such as Denton ISD, Northwest ISD, and Eagle-Mountain Saginaw ISD.

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Increased teaching staff to accommodate student enrollment rates
- Students are able to relate to content based on personal experiences provided outside of school

Needs:

- Continue planning for future district growth with regard to district facilities and staff
- Continue working on competitive salary scale across all positions
- Assess data from dropout rates for at-risk identification
- Use data to improve graduation rate and decrease our at-risk population

Student Achievement

Student Achievement Summary

Due to COVID-19 and the absence of 2020 STAAR/EOC data, Aledo ISD, Coder Elementary, Stuard Elementary, McCall Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school. Additional data sources include the following: Circle Progress Monitoring (PK), DRA (K-2), district math screener (K-2), Lexia (K-8), grade reports, teacher input, observations, RtI referrals, on-going skill assessments, Imagine Math (formerly Think Through Math), and Reflex Math.

Aledo ISD receives and expends the following federal grants to enhance student achievement:

Title I - \$283,830

- Homeless supplies and materials - \$2,838
- Instructional specialists & tutors @ McCall, Coder, Walsh - \$267,999
- Summer school personnel - \$12,993

Title 3 -

ESL - \$ 15,625

- Tutoring - \$9,625
- Supplies - \$5,000
- Professional learning for staff - \$1,000

Immigrant - \$5,275

- Curriculum and supplies

AISD Ratings

Entity	2020 Rating
Aledo ISD	Not Rated: Declared State of Disaster
Coder	Not Rated: Declared State of Disaster
Stuard	Not Rated: Declared State of Disaster

Entity	2020 Rating
McCall	Not Rated: Declared State of Disaster
Vandagriff	Not Rated: Declared State of Disaster
Walsh	Not Rated: Declared State of Disaster
McAnally	Not Rated: Declared State of Disaster
AMS	Not Rated: Declared State of Disaster
D9GC	Not Rated: Declared State of Disaster
AHS	Not Rated: Declared State of Disaster

Distinctions

There were no distinction designation due to COVID-19 and the absence of STAAR/EOC data.

Early Childhood Reading (Middle of the Year)				Early Childhood Math (Middle of the Year)			
Grade	Measure	% on Track at MOY		Measure	% on Track at MOY		
PK	CLI Engage	74%		CLI Engage	83%		
K	DRA	69%		District Screener	88%		
1	DRA	66%		District Screener	56%		
2	DRA	63%		District Screener	59%		

3-8 Benchmarks 2020					EOC Benchmarks 2020					
Grade	Reading	Math	Writing	Science	SS	Alg I	Eng I	Eng II	Bio	US His
3	87%	83%								
4	88%	86%	75%							
5	88%	91%		88%						
6	82%	93%				91%	89%	82%	No benchmark given	91%
7	89%	88%	79%							
8	83%	78%		85%	77%					
		Alg 100%								

Listed below is a partial listing of additional academic, athletic, and extracurricular achievements.

Class of 2020: 457 Graduates

- 2 National Merit Scholars
- 3 National Merit Hispanic Program Recipients
- 7 National Merit Commended Scholars
- 70 Advanced Placement Scholars
- 59% of students earned a score of 3, 4, or 5 on AP exams

Average SAT score is 1111

Average ACT score is 25

New Career & Technical Education (CTE) courses added in 19-20—AMS-Gateway to Engineering - Design & Modeling / Flight & Space (Project Lead The Way- PLTW-8th grade), DNG & AHS - Computer Maintenance, Intro Engineering Design (PLTW), Law Enforcement 1, AHS only- Aerospace(PLTW), Graphic Design 2, and Advanced Floral Design.

Partnered with Weatherford College to offer: Certified Nursing Aide (CNA) and Cosmetology (working toward an Applied Associates of Science Degree)

Health Science

- 18 students earned CNA
- 27 students earned an EKG Tech Certification
- 56 students earned a HIPAA Certification
- 56 students earned a Bloodborne Pathogens Certification
- 56 students earned a CPR / BLS Certification
- 51 students earned Adobe Photoshop Certification
- 6 students earned Adobe Illustrator Certification (low due to COVID)
- 84 students earned Microsoft Office Word Certification
- 42 students earned Microsoft PowerPoint Certification
- 15 students earned Tx State Floral Association Level 1 Knowledge Exam
- 2 students earned Cosmetology Operator License
- 1 Certified Veterinary Assistant (CVA)

HOSA - No HOSA competitions in 19-20 due to COVID

FFA

- \$17,000 awarded to senior students from Ag Backers Alumni for college
- \$36,000 in sale show animals and Ag Mech projects
- \$18,500 scholarships in Agriscience Fair Competitions

- Senior Creed speaking advanced to State (ALL CDE events canceled due to COVID)
- Individual Agriscience National Champion 2019
- Individual 2nd place Agriscience National Champion
- Individual National Finalist
- Horse Judging team placed 6th at Nationals

Robotics

- First time all 3 of our Robotics teams made it to Regionals
- Team 6566 placed 1st and 2nd out of 160 teams in Inspire for North Texas Region
- Team 6566 1st in Region advanced to State and World competition (state and world canceled due to COVID)
- Team 13811 won the 1st place Innovate Award at Regionals

Debate Team

- Policy Debate Team placed 1st, 2nd, and 3rd in District and advanced to the State Tournament

Art

- 2 students qualified for State in Visual Arts Scholastic Event (VASE)
- Kay Granger Congressional Art Competition: 3rd Place
- 1 student qualified for Texas Art Education Association State Capitol Show
- ATPI Rising Star Program- two students won 1st place in different categories

Choir

- 9 students qualified for region honor choirs
- Selected for the 2020 National Choral Festival
- 2020 National Choral Honors – 1 of 2 National winners in Open Class

Band

- UIL Marching Band Area Finalists 2019 (thirteenth appearance at the UIL State Area Championships)
- UIL Marching Band State Championships 2019 (seventh appearance at the UIL State Marching Championships)
- TMEA Area Honor Band Finalists (seventh appearance at the TMEA Area Honor Band Contest)
- TMEA Area 9 Student Qualifiers
- Music For All National Concert Band Festival 2020 Indianapolis, IA (Selected as one of the top concert bands in the Nation to perform)

One-Act Play advanced to Bi-District but was canceled due to COVID-19

Journalism

- ATPI Rising Star Program - Second Place
- Journalism Education Association/National Scholastic Press Association: Pacemaker Finalist
- Columbia Scholastic Press Association: National Silver Crown Winner
- Texas Association of Journalism Educators: State Bronze Star Winner

Academic UIL-all events canceled due to COVID

Athletics

- Football
 - 9th State Championship (State Record)
 - 23 Academic All-State
- Cross Country
 - Individual State Champion
 - Individual 2nd Place in State
 - 6th place State finish- Boys team
 - 5 Academic All-State
- Boys Basketball
 - 3- Academic All-State
- Girls Basketball
 - 3 – Academic All-State
- Girls Volleyball
 - 3 – Academic All-State

Student Achievement Strengths

Strengths

- Multiple student awards and honors
- AISD 100% Highly Qualified Staff
- District engaged in a fall and spring instructional rounds process. Growth was observed in the rigor, relevance, and learner engagement rubrics in the developed level or higher indicators.

- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four district look-fors

Needs

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL in all core areas
- Continue to provide professional development opportunities aimed at increasing student achievement
- Critical Writing across content area training
- Each student will make one-year growth in Reading and Math
- K-2 Balanced Literacy Training for Staff

District Culture and Climate

District Culture and Climate Summary

Due to the COVID-19 closure of our in-person learning beginning in March of 2020 several planned activities were not held during the spring semester.

The district is implementing multiple virtual opportunities as we begin the 2020-2021 school year for parental involvement as the campuses are currently closed to visitors.

Parent conferences, open houses, and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering kindergarten, elementary to intermediate, intermediate to middle school, and middle school to high school). Aledo ISD has three Title I campuses: Walsh, McCall, and Coder Elementary. Each Title I campus hosts special events for parents.

Student safety remains of paramount importance to Aledo ISD and has been demonstrated by:

Every campus completed the following drills in 2019-2020

1. Evacuation (fire) Drill once per month (Sept. - May)
2. Evacuation (reverse) Drill once per semester
3. Lockdown Drill once per semester
4. Severe Weather Drill once per semester
5. Shelter in Place once per semester

Elementary campuses emphasize character development through:

- Capturing Kids' Hearts Character Plus
-Vandagriff Elementary was recognized as a National Showcase School for Capturing Kids Hearts.
- Classroom lessons provided by the counselor
- Student Council
- WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment.

Secondary campuses emphasize character development via:

- McAnally, Aledo Middle School, and Daniel Ninth Grade Campus (DNGC) utilize Capturing Kids' Hearts.
- Aledo Middle School "Difference Maker" program recognizing students who make a positive impact on campus.
- DNGC- Rachel's Challenge, establishes a safe learning environment for students.
- Leading Ladies at DNGC and Aledo High School. McAnally Intermediate has adopted this program as Little Ladies.
- Also at the DNGC, the Top Cat Award is awarded to students who exemplify positive character traits.
- Aledo Middle School has a Teen Leadership course.

Aledo High School has a Peer Assistance Program where high school students work with elementary students and with special education students at

the high school.

- McAnally, Aledo Middle School, and the DNGC utilize WATCH D.O.G.S as well.

Safe and Drug-Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at all campuses. Below is a partial listing of activities at varied campuses in the district.

- Digital Citizenship Week (District-wide)
- Red Ribbon Week Activities (District-wide)
- National Night Out (District-wide)
- Prescription Drug Awareness Program (Bring in prescription drugs that have expired.)
- Drug and Alcohol Program (High School)
- Too Good for Drugs (Middle School)
- Vaping Awareness (Middle School and High School)
- Suicide Prevention
- P.S. It's My Body/Always Changing
- Shattered Dreams Program
- Texas School Drug Survey
- Project Celebration (Senior Class)
- Start with Hello (Sandy Hook Promise)

Community outreach activities include:

- Daddy Daughter Dance
- Mother/Son Activities (Nerf wars, movies, rollerskating)
- Musical performances
- Grandparent's Day
- Theatrical performances
- Book Fair
- Student artwork/schoolwork displayed in various buildings throughout the district
- Counselor Coffee Talks
- Parenting University
- Connections Mentorship Program
- Evening with the Arts (district-wide)
- STEAM Carnival
- Cowtown- Runner's Club
- PTO Food Drive
- College Fairs and community guest speakers
- Special Needs Expo for transition services for special education students
- SilverCats (Senior citizen/ student mentor program)

- Comfort Dog (help students social and emotional needs)
- High school student presence at elementary level

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. Its program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared, and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

District Culture and Climate Strengths

Strengths:

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Community, parents, and staff have high expectations for student achievement in all areas

- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO
- Expanded random drug testing to include tobacco usage (all UIL participants)

Needs:

- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students
- Continue to develop virtual opportunities for involvement during COVID-19

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo ISD staff is 100% highly qualified. Of the teaching staff, 74% hold a Bachelor's Degree, 25.5% hold a Master's Degree, and 0.2% have attained a Doctorate based on the 2019-2020 PEIMS Staff Summary data.

Listed below are the percentages of the teaching staff by years of experience:

Beginning – 2.25%
1 to 5 years – 23.0%
6 to 10 years – 20.0%
11 to 20 years – 34.75%
Over 20 years – 20.0%

The average years of teaching experience for Aledo ISD teachers was 12.5 years. Aledo ISD teachers have worked within the district for an average of 6.2 years. The professional and paraprofessional staff turnover rate for Aledo ISD for 2019-2020 was 6.5% for professionals and 31% for paraprofessionals with 34 staff members retiring or resigning. The turnover rate for teachers in the 2019-2020 school year was 16.0% with 63 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff which includes maintenance, transportation, and child nutrition was 22.0%.

District hiring procedures include: posting of positions on the district website, K-12 Job Spot, Indeed.com along with major and local Texas university job boards; an on-line application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. All campus and central office administration have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

New employees are involved in an induction program consisting of New Teacher Orientation and Just-In-Time trainings to support district initiatives, Texas Teacher Evaluation System (T-TESS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff members are required to receive annual compliance training as well as training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Thinking Map Training, Balanced Literacy, AP Institute Training, Texas Adolescent Literacy Academy, CPR, Technology Integration Training, ESL/TELPAS certification, and Aledo ISD New Teacher Mentor Program.

To support recruitment and retention, Aledo ISD provides daycare for ages four and up on district-wide professional learning days during the school year. In addition, teachers and other personnel have the opportunity to enroll in district-operated daycare for children ages three and four.

Staff members are recognized annually for years of service (increments of five years) with the district. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College. Beginning the 2019 -2020 school year the district began

The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to “Grow Greatness” within AISD. In the 2019-2020 school year, there were 524 nominations submitted.

Aledo ISD receives the following federal grants to enhance professional learning opportunities for all staff members:

- Title 2 - \$80,325 - Professional Learning Communities, Advance Placement, professional conferences, and training opportunities
- Title 3 - \$1,000 - ESL training
- Title 4 - \$20,985 - Capturing Kids Hearts Training

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff and paraprofessionals - 100% highly qualified for the 17th consecutive year
- 256 teachers (which is 70%) have acquired ESL certification
- 74.75% of the teachers have 6 or more years of experience
- Solid support programs for new teachers
- A variety of staff development opportunities

Needs:

- Increase in diversity of staff
- Evaluate and assess additional recruitment options for our campus-based positions
- Continue improving compensation based on market-rate averages to offer a more competitive pay scale
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2019-2020 school year, the following areas were identified as our district focus areas for the 2020-2021 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that includes the following:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond
- Professional Learning Community (PLC) - AISD is committed to engaging in the PLC process to ensure high levels of learning for all students.

To measure the implementation of the district instructional focus, the following instructional priorities will be measured in remote and in-person learning environments for the 2020-2021 school year:

- Framing the Lesson
- Critical Writing
- Formative Assessments
- Frequent Feedback

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

Strengths

- District developed Empower 2020, Virtual Summer Professional Learning Academy. Staff completed 1,904 courses totaling 5,720 professional learning hours during the summer of 2020.

- District developed the Return to Learn Transformation Team that consisted of 48 AISD staff members, which includes district, campus, and teacher leaders. The Return to Learn Transformation Team was responsible for the development of the AISD Asynchronous Instructional Plan.
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and trainings that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers.
- District hired 3 Early Literacy Specialists to support literacy instruction in grades K-2.
- District designated a Gifted and Talented (GT) Coordinator to support our Gifted and Talented Program.
- District provides on-going communication with all staff through a weekly C&I Newsletter that spotlights teacher implementation of the District Instructional focus, high yield instructional strategies, important information, and upcoming professional learning opportunities.
- District provides professional learning opportunities based on identified teacher needs.
- District provides the opportunity for staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that oversee the development of the district curriculum and district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- The district identified LMS Superusers at each campus to support teachers with the implementation of Seesaw and Canvas.
- District hired SPED personnel in order to move to a co-teach model. Extensive professional learning opportunities have been created to develop the District's co-teach practices.
- District hired Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers.
- Sped teacher was recognized as a model teacher for students with significant cognitive disabilities through adaptation and delivery of instruction through the use of the LMS (Unique Learning System).
- District hired Dyslexia personnel in order to meet the growing student population of students receiving dyslexia services.
- The district established instructional protocols and expectations for students receiving dysgraphia services.
- The district established processes to ensure progress monitoring of students receiving both dyslexia and dysgraphia services, as well as protocols for communication to parents regarding student progress.
- District hired an additional ESL teacher so that all campuses can support both co-teach and pull-out services for individual student needs.
- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest. CTE continues to refresh and revise their programs to meet the needs of its students and community.

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards-driven instruction.
- Continue to revise curriculum documents and continue to build capacity of district curriculum writing teams.
- Continue to strengthen the backward design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Continue to build leadership capacity in the Professional Learning Community (PLC) process.

- Continue to refine our district RTI process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add SPED teachers as our students receiving special education services continue to grow and to support a highly effective co-teach model.
- Add related service providers (such as Speech, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add Special Education Instructional Facilitators until we have one for each campus.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- Continue to strengthen the ESL program through program evaluation, goal setting, and monitoring student progress in both academics and English language proficiency.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- Continue to increase rigor, learner engagement, and relevance in all classrooms.
- Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Due to COVID-19 closure of our in-person learning beginning in March of 2020 several planned activities were not held during the 2020 spring semester.

The district is exploring and implementing multiple virtual opportunities as we begin the 2020-2021 school year for parental involvement as the campuses are currently closed to visitors.

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Advocats, “Connections” Mentoring Program, East Parker County Chamber of Commerce, Parent Connection/Volunteer Program, National Night Out, Runners’ Club, Cowtown Marathon, Grandparents’ Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Parent Teacher Organization (PTO), Beach Club, Veteran’s Day Program, AHS Career Fair, AHS College Fair, STEAM Carnival, Jumping Jamboree, Reading Day, Thanksgiving Trot, Heritage Day, Herdwise, Aledo Educational Foundation, field trips, individual Aledo Athletic Booster Clubs, Aledo Band Booster Club, District-Wide Effectiveness Improvement Committee (DWEIC), Bearcat Academy, Leading Ladies, Little Ladies, Coffee with the Counselors & Principals, Silvercats and the Lions Club.

A variety of opportunities exists for parent/community involvement in decision making through the District-Wide Effectiveness Improvement Committee (DWEIC), Campus Performance Improvement Committee (CPIC), Campus Leadership Teams, Student Health Advisory Committee (SHAC), Aledo ISD Technology Committee, and the Bearcat Growth Committee regarding bond elections.

The Aledo Education Foundation awarded approximately \$137,885.84 in grants to district teachers. In addition to the teacher written grants awarded, the Aledo Education Foundation provided over \$44,439.97 in disbursements to AISD for additional non-curricular programs.

Aledo ISD uses multiple formats to communicate district and campus information to parents: principal weekly newsletter, campus community night meetings, corresponding notes home via: students, Parent Link (communication alerts through phone), postings on campus marquees, email, district website, Bearcat Blast, Parent Portal (grades and attendance), Remind, Aledo ISD App and district and campus-level social media accounts.

The district benefits from a close working relationship with community organizations such as AdvoCats and the Center of Hope. Service projects, such as food and clothing drives, are conducted throughout the year at campuses to support these organizations as they actively serve the needs of families in our community. Local churches support the Snack Pack Program for students in Kindergarten through Grade 6 and provide mentorship opportunities. Multiple campuses have special projects that support the community through various fundraising events selected by their leadership.

Aledo ISD utilizes several dropout prevention strategies including; Circle of Friends, Garden Club, Horse Therapy (Herdwise), Guidance Lessons and Camp Hope. In addition, the district partners with the AdvoCats, Lions Club, Center of Hope, and local churches to further support at-risk students.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Aledo Runners Club, Back the Bearcats, Girl Scouts and Cub Scouts, Claymation Camp, Daddy-Daughter Dances, Mother-Son movie night, Robotics Camp, Ex-Students Association, Aledo Lions Club Youth Football & Basketball, Aledo Youth Football and Cheer Association, Campfire USA, City of Annetta City Council,

TAV Club Volleyball, Aledo Advocats/Run-Walk-Crawl, and Bearcat Bootcamp.

Parent and Community Engagement Strengths

Strengths:

- Parents are actively involved in their child's education
- Parent participation in specialized committees
- Community business partners actively support the mission of the district
- Aledo ISD employees volunteer regularly with summer enrichment programs throughout the community
- Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees
- Continue outreach activities for the senior citizens in our community

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the 17th consecutive year.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. AISD staff includes 74.7% teachers, 99% professional support, 70.3% educational aides, 39.2% campus administration, 0% central administrative staff, and 0% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus level. For the 2019-2020 school year, 174 new staff members (including 94 new teachers) were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2019-2020 school year was 19.1 students per teacher for all campuses.

The District-Wide Effectiveness Improvement Committee (DWEIC) and the Campus Improvement Committee (CIC) meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Some teachers use messaging applications such as Remind, Class Dojo, and Seesaw to communicate directly with students and parents at home. There has been an increase in the use of Google Classroom and to Canvas Learning Management as an educational platform across the district.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2019-2020 school year, 71 students participated in the program. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a BearCat Backers program, with approximately 27 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School.

District Context and Organization Strengths

Strengths:

- Involved parents and a community that supports the district and individual campuses

- Communication with parents and community via varied sources
- FIRST Superior financial rating for 17 consecutive years with a district score of 100%.
- Aledo ISD Induction Year Teacher Support Program
- Aledo Learning Center serves students who are at risk of dropping out –24 students graduated from ALC in 2019-2020

Needs:

- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning

Technology

Technology Summary

The Technology Department collaborates with Curriculum and Instruction to provide sound operational and instructional systems in order to support the academic development of all children. Our continual goal is to increase and upgrade the district's technology infrastructure, equipment, and instruction to increase student achievement for each campus and department.

Technology Strengths

Strengths

- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign-on) that streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- All professional staff members are required to complete a 3-hour technology training designed to create meaningful opportunities for integration in the classroom as well as a 3 hour blended learning training that will help teachers design instruction that combines technology and content. Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- The C & I department has continued to implement Future Ready Aledo, which focuses on leveraging technology to support the 4 C's, Creativity, Collaboration, Communication, and Critical Thinking.
- Wireless access points district-wide provide excellent coverage for portable devices
- Upgraded internet connection from 1 Gbps to 10 Gbps to stay ahead of increasing bandwidth requirements
- 70-inch interactive Promethean boards in every classroom.
- Every student receives digital citizenship instruction. AISD is a Common Sense District.
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, before and after school training opportunities.
- Strong supportive technology department at the District level.
- Access to technology.
- Continued use of Google Apps for Education by staff and students.
- Implementation of Cisco Webex platform district-wide to support remote learning and virtual professional development.
- In an effort to increase student access to technology the District has deployed devices directly to students as well as encouraged students to bring their own devices (BYOD) from home.
- Use KnowBe4 to provide District-wide cybersecurity training to educate and inform staff on potential cyber risks.

Needs:

- Strengthen 1:1 implementation plan
- More Technology Department staff to support 1:1 implementation
- Strengthen new teacher training for available technology/programs
- More Instructional Technology staff to support at the campus level
- More frequent technology refreshment cycle
- Provide equitable access to specialty apps such as Adobe Creative Cloud, AutoCAD, etc. to all learners.
- Strengthen our staff's cybersecurity awareness.

Priority Problem Statements

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

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

Problem Statement 1 Areas: 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
- 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
- RDA 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other 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: Aledo ISD will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, district-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL, Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 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: The Technology Department will receive an average grade of "A" based on grading system of closed help desk ticket surveys.

Evaluation Data Sources: Closed help desk tickets will receive an average grade of "A" by June 2021.

Summative Evaluation: None

Strategy 1: Each technology help desk ticket requester will receive a short customer satisfaction survey after each ticket is closed. Strategy's Expected Result/Impact: Technology help desk tickets will be addressed in a timely and effective manner resulting in an average grade of "A" by June 2021. Staff Responsible for Monitoring: Technology Help Desk Staff Director of Technology Chief Financial Officer	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2020-2021 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2020-2021 school year.

Summative Evaluation: None

Strategy 1: The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. 2) Transportation monitoring personnel and Chief Financial Officer will meet on a weekly basis to review data and make necessary adjustments to meet the established standard. 3) Weekly Transportation Department meetings will include a detailed review of issues including; *a bus being late three or more days for drop off or pick up *students not arriving in time to eat breakfast *any student's total wait time and ride time exceeding 75 minutes 4) Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. Strategy's Expected Result/Impact: Student total wait time and student 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 2021. Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Assistant Transportation Director Dispatcher/Route Coordinator Campus Administrators	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: The Communications Department will improve district and campus website accessibility by the end of the 2020-2021 school year.

Evaluation Data Sources: Training dates/documents for district webmasters on accessibility
Assessment of accessibility of our current and end of year web pages

Summative Evaluation: None

Strategy 1: Provide training to all campus webmasters and monitor campus website postings and progress to provide support for accessibility implementation on a weekly basis. Strategy's Expected Result/Impact: 100% of campus webmasters will complete required accessibility training session by October 2020. Weekly contact between the Director of Communications and each campus webmaster will occur from August 2020 through June 2021. Staff Responsible for Monitoring: Director of Communications Campus Webmaster	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

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

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: The Human Resources Department will enhance current communication methods with all staff through a weekly HR Update, a monthly non-campus based HR Corner, expansion of the HR Video Library to a minimum catalog of 14 videos, and continue twice weekly Facebook postings on the Aledo ISD Facebook Career page from August 2020 through June 2021.

Evaluation Data Sources: HR Corner postings
HR Video Library
Aledo ISD Facebook Career page postings

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: A. HR Corner will be generated and shared in weekly campus based staff communication B. HR Update will be generated and shared in a monthly newsletter for Maintenance, Police, Child Nutrition, IT, Transportation, and Administration Departments 2. Expand HR video library (currently 5 videos) by producing and posting a minimum of one HR video snippet each month from September 2020 through May 2021. Each video will assist employees in completing HR-related tasks. 3. Continue to post a minimum of twice a week on the Aledo ISD Careers Facebook page from August 2020 through June 2021. Current postings will be expanded to include staff celebrations and highlights. Strategy's Expected Result/Impact: 1. A. Provide HR information to principals every Thursday for "HR Corner" in weekly campus staff newsletters beginning the week of August 10th through May 25th. 1. B. Create and disseminate HR Update email monthly newsletter to all non-campus based staff beginning the week of August 10th through May 2021. 2. In each weekly HR department meeting, ideas will be collected for new video snippets for that month. The focus will be on frequently asked questions and HR issues that are timely and relevant. Department will then determine the area of focus for the month and will create video content to post to the growing library no later than the last day of each month beginning in September 2020 through May 2021. The HR Video Library will contain fourteen videos by June 2021. 3. Postings to Aledo ISD Careers Facebook page will occur twice a week from August 2020 through June 2021. Staff Responsible for Monitoring: Deputy Superintendent Executive Director of Human Resources Human Resources Staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 6: The Athletic Department will achieve 93% course passing rate for all athletes, at the end of each nine weeks reporting period, throughout the school year, by monitoring individual student grades by June 2021.

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

Summative Evaluation: None

Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed. Strategy's Expected Result/Impact: 93% of student athletes will pass all courses at the end of each nine weeks reporting period by June 2021. Staff Responsible for Monitoring: Athletic Director Head Coach/Assistant Coaches	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 7: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2021.

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

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Review the Instructional Planning Report data to identify the standards from 2017, 2018 and 2019, and develop instructional strategies to increase student performance with AP teachers. 2) AP teachers will meet quarterly to discuss the implementation of high yield instructional strategies being implemented to increase student performance. 3) Implement high yield instructional strategies of Framing the Lesson, Critical Writing, Frequent Feedback, and Formative Assessments focused on the identified standards, to increase student performance. Strategy's Expected Result/Impact: 1) Review multiple years of data to review the baseline data for comparison to July 2021 data with the AP teachers. 2) Quarterly meetings will document AP teachers' implementation of high yield instructional strategies being implemented to increase student performance. 3) District Look For data: Framing the Lesson, Critical Writing, Frequent Feedback, and Formative Assessments will be reviewed quarterly for all staff teaching AP courses. Staff Responsible for Monitoring: Executive Director of Student Services HS Instructional Specialists Campus Administration AP Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 8: Utilize the data generated by the SchoolDude system to actively and strategically manage the Maintenance Department and facilities in the District on a weekly basis from August 2020 through August 2021.

Evaluation Data Sources: SchoolDude System Key Performance Indicators monthly
SchoolDude Dashboard data daily by Director, weekly by Department

Summative Evaluation: None

Strategy 1: 1. Require all district users utilize the online system to request non-emergency maintenance work (instead of emails, phone calls). 2. Re-training of Maintenance Personnel to ensure that everyone is providing the correct level of detail in work order completion. 3. Conduct a weekly Maintenance Departmental meeting to review Dashboard summary of work orders. Strategy's Expected Result/Impact: 1. All maintenance personnel will require all district users utilize the online work order system to request non-emergency maintenance work beginning September 1, 2020 and continuing through August 2021. 2. Director of Maintenance, on a weekly basis, will review the dashboard summary of work orders for the week to determine the percentage of work order completion in a seven day window with a goal of 100% completion beginning August 21, 2020 through August 2021. Staff Responsible for Monitoring: Chief Financial Officer Director of Maintenance Director of Construction and Facilities General Foreman General Maintenance Lead Maintenance Secretary Maintenance Staff	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 9: The Child Nutrition Department will develop and implement a Cafeteria Evaluation Rating System of critical attributes of an exemplary cafeteria program.

Evaluation Data Sources: Cafeteria Evaluation Rating System (4 point scale): Customer Service, Kitchen Regulations, Kitchen Safety, Equipment, Serving Line, Food Appearance/Taste, Signage/Decor, Nutritional Promotions, and Staff Appearance

Summative Evaluation: None

Strategy 1: Director of Child Nutrition and/or Child Nutrition Supervisor will conduct a minimum of one unannounced cafeteria walk through each month, for each campus, utilizing the Cafeteria Evaluation Rating System. The rating results will be immediately reviewed with the campus cafeteria manager and will include suggestions for improvement as needed. Cafeteria walk throughs will begin in September 2020 and occur monthly through May 2021. Strategy's Expected Result/Impact: Each campus cafeteria will improve their overall rating each month, reaching a minimum of 80% compliance by May 2021. Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 10: Expand the utilization of the InTouch system to include fundraisers, paying fees, concession sales, ticket sales and collecting money for any purposes throughout the entire district to at least twenty-five groups and/or activities by June 2021.

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

Summative Evaluation: None

Strategy 1: 1. CFO will meet with all principals and directors to review the capabilities of the InTouch system and discuss possibilities of utilizing the system this school year. 2. Business office staff will work with identified groups and projects to set up the system as needed for each individual activity. Strategy's Expected Result/Impact: 1. No later than September 30, 2020 the CFO and Business Office Administrative Assistant will conduct a meeting with all principals and directors to review the capabilities of the InTouch system. A meeting will also be held with the campus secretaries by October 16, 2020. 2. Effective immediately, the Business Office will continue to identify appropriate activities/groups to utilize the system and assist in the set-up for each activity to include no less than twenty-five activities/groups by August 31, 2021. Staff Responsible for Monitoring: CFO Business Office Administrative Assistant Business Manager	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 11: District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications Lead Nurse	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 12: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

Strategy 1: 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff. Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. Staff Responsible for Monitoring: CFO Director of Construction and Facilities	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 13: 2019 bond program construction projects will be completed on time and within budget.

Evaluation Data Sources: Expenditure records for the 2019 bond program
Certificate of Occupancy for Aledo Elementary #6

Summative Evaluation: None

Strategy 1: 1. On-going meetings will be held to establish, monitor, and maintain a schedule of activities to ensure timely completion of the building. 2. Steps to shorten construction time to ten months includes early grading package, purchasing of long lead time items, and other activities which will be identified during the construction of the building. Strategy's Expected Result/Impact: 1. Continue the on-going meetings with engineers, architects, contractors, and AISD staff to establish, monitor, and maintain a schedule of activities to ensure timely completion of Elementary #6 through August 2021. 2. Steps to shorten construction time to ten months includes early grading package, purchasing of long lead time items, and other activities which will be identified during the construction of the building through August 1, 2021. Staff Responsible for Monitoring: Board of Trustees Superintendent CFO Director of Construction and Facilities	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

District Wide Effectiveness Improvement Committee - DWEIC

Committee Role	Name	Position
District-level Professional	Amber Crissey	Assistant Superintendent of C & I
District-level Professional	Susan Bohn	Superintendent
Classroom Teacher	Amber Wheeler	AHS Teacher
Classroom Teacher	Cathy Williams	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Lindsey Coomer	ALC Teacher
Classroom Teacher	Rachel Black	D9GC Teacher
Classroom Teacher	Kim Cox	D9GC Teacher
Classroom Teacher	Amanda Sudderth	AMS Teacher
Classroom Teacher	Paula Boldt	AMS Teacher
Classroom Teacher	Robert Summerhill	McAnally Teacher
Classroom Teacher	Kari Ward	McAnally Teacher
Classroom Teacher	Courtney Sawyer	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Lindsay Wright	Coder Teacher
Classroom Teacher	Stacey Israel	Coder Teacher
Classroom Teacher	Rebekah Getz	Stuard Teacher
Classroom Teacher	Katie Harbour	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Carol Rodgers	McCall Teacher
Classroom Teacher	Kelly Price	Walsh Teacher
Classroom Teacher	Gracyn Austin	Walsh Teacher
Non-classroom Professional	Ron Shelton	Stuard Principal
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Parent	Codye Weaver	Parent
Parent	Chrystal Bissett	Parent
Parent	Kelly Stevens	Parent

Committee Role	Name	Position
Business Representative	Carma Chisam	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	Shawn Callaway	Community Representative
Community Representative	Mindy Flowers	Community Representative
District-level Professional	Lynn McKinney	Deputy Superintendent

Aledo Independent School District

Stuard Elementary

Campus Improvement Plan

2020-2021



Mission Statement

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2020

Demographics

Demographics Summary

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

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

Demographics Strengths

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

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

Needs:

Continue working on closing the performance gaps of subgroups

Increase student writing opportunities across all content areas

Student Achievement

Student Achievement Summary

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

Student Achievement Strengths

Strengths

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

Needs

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

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

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

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

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

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

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

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Stuard participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse

School Culture and Climate Strengths

Strengths

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

been implemented throughout AISD.

Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

Strengths

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

Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

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

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

Needs:

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

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

Needs:

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

School Context and Organization

School Context and Organization Summary

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

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

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

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

School Context and Organization Strengths

Strengths:

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

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

Needs:

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

Technology

Technology Summary

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

Technology Strengths

Strengths:

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

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

Needs:

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia Data

Employee Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, 100 % of the time by June 2021 Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lessons Reviews

Summative Evaluation: None

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 2021 Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will implement Critical Writing in daily instruction Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing daily with fidelity, by June 2021 Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Teachers will provide students with frequent feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, 85% of the time by June 2021 Staff Responsible for Monitoring: Campus Admin, District Admin Supervising, Special Education, ESL Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams Will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams as Stuard will rate at the "Developing" level in indicator #1 by June 2021 Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals. Strategy's Expected Result/Impact: 98% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator #1 *Have established an annual SMART goal to assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal. Strategy's Expected Result/Impact: 93% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Indicator #1 *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, district assessments and state assessments. *Teams use the results to identify areas of success, areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative teams at Stuard will rate at the "Developing" level in indicator #1 by June 2021 Staff Responsible for Monitoring: Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus district wide every week and maintain documentaion. Strategy's Expected Result/Impact: 100%of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021 Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff.	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case, the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications Campus Administration Campus Nurse	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: 1. Stuard will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff. Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, Stuard will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. Staff Responsible for Monitoring: CFO Director of Construction and Facilities Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Advisory Committee

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

Aledo Independent School District

Vandagriff Elementary

Campus Improvement Plan

2020-2021



Mission Statement

“Inspiring students, Capturing hearts, Growing minds”

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vandagriff Elementary School is the oldest of five elementary schools in Aledo ISD with separate buildings built in 1937 (gym), the mid 50's (annex) and mid 60's (main building which has doubled in size with an addition in the 90's). The combination gives the campus a unique character for its 648 students. Currently the student population is 79% Anglo, 15% Hispanic/Latino, 2% Black or African American, <1% Asian, American Indian, Alaskan Native, Native Hawaiian/other Pacific Islander, 3% two or more races. 9% of our students are economically disadvantaged. 10% of students receive Special Education services and 1% receive ESL services. The overall attendance rate for 2019-2020 was 98%. Vandagriff's pupil to teacher ratio is 20.25 to 1. There are 52 faculty members including 32 homeroom teachers.

Vandagriff's motto is "Inspiring students, Capturing hearts, Growing minds." There is a successful balance between academics, the arts and extracurricular opportunities. When not under Covid-19 restrictions, we offer UIL, Student Council, Safety Patrol, Kid's Beach Club, Art Club, and Runner's Club. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Site-Based Committee meetings. The Site-Based Team is comprised of administrators, teachers, parents, and community and business members. Enrollment and attendance data and discipline referrals are studied as well.

Demographics Strengths

Strengths:

- Overall student achievement
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism (when not under Covid-19 restrictions)

Needs:

- Close achievement gap in math and reading for all students
- Maintain 98% or above attendance rate
- Improve overall writing performance with critical writing using Thinking Maps

Student Achievement

Student Achievement Summary

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under the new system, Vandagriff has been rated at the 'Met Standard' level in the areas of student achievement, student progress, closing performance gaps and postsecondary readiness in 2018 and prior years. Vandagriff also met 10 out of 10 Indicators of Performance Rates and 8 out of 8 Indicators for Participation Rates for a total of 18 out of 18 (100%) of the State System Safeguards. High achievement is a result of quality instruction and appropriate/timely intervention through consistent implementation of Response to Intervention (RtI) process. Due to Covid-19, there is no 2019-2020 accountability data.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T classes, while ESL and Special Education primarily consists of a co-teach model allowing for student growth and participation in the general education setting while more specific goals are achieved through an individual instruction setting. Teachers review student needs with the RtI process through the means of Collaborative Team meetings with a Professional Learning Community structure all while teachers actively implement Tier 1 interventions to all students. Before, and after school tutorials are provided with a primary focus on our Intervention and Extension time that our students receive daily. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use DRA to determine reading levels and all grades use Lexia to determine and support other literacy needs. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for economically disadvantaged, Special Education, English Learners, and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI process monitoring records.

Student Achievement Strengths

Strengths:

- High expectations for excellence
- Faculty devoted to learner-centered instruction
- Strong student counseling program

Needs:

- Need for professional learning focused on unique needs of under-performing student groups and balanced literacy.
- Need for continued technology training for staff with emphasis on student use, improving communication, and the district LMS.
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.
- Title 1 funding utilized for homeless student supplies-\$2838
- Title 2 funding utilized for professional learning-\$6,928
- Title 3 funding utilized as identified by campus ESL teachers in the following areas
 - ELL focused staff development-\$1000

216

- Supplemental materials and supplies-\$5000
- Tutors and intensified instruction- \$9625
- Immigrant funds to support new to country and within first three years in US schools-\$5.275
- Title 4 funding utilized for Capturing Kids Hearts-\$20,985

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Inspiring students, Capturing hearts, Growing minds”. Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. We use the Capturing Kids Hearts Philosophy; in order to capture a kid’s mind, you must first capture their heart. Vandagriff staff has been further trained with Capturing Kid’s Hearts through their Process Champions program, forming a partnership with colleagues and community to build trusting relationships. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported and the district provides an easy, anonymous online reporting platform for each campus. An iron-clad partnership with Aledo AdvoCats helps to strengthen the confidence of all of our students, but especially those who need assistance financially through the year for clothing, school supplies, field trips, and even spirit wear.

Parents are typically welcomed at Vandagriff. We have a high level of parental volunteerism and support. Efforts have been made to expand the involvement of fathers with the continued growth and integration of Watch D.O.G.S. (Dads of Great Students) program. Increased parental involvement on campus has been a positive and supportive experience for the students, staff and the campus as a whole, and we plan to continue to increase parental involvement when allowed, again.

Vandagriff has implemented school wide programs such as Calm Cats for students with anxiety and Phoebe the Therapy Dog to meet with students dealing with grief or divorced parents. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. The overall feedback during Meet the Teacher, PTO meetings and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs, our teacher and students are seen engaged in learning and enjoying the learning environment, all while meeting the needs of our district instructional plan.

All staff are required to complete the annual training through safe schools that includes, but is not limited to: Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Vandagriff Elementary participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children. P.S. It’s My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It’s program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R’s of personal safety: Recognizing, Resisting, and Reporting. Students always have access to the school counselor on a daily basis. As needs warrant, students also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, the campus counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program cited above, parent communication is shared and preview of student content is available. Additionally, follow-up information is

shared after the above programs are implemented with students. Information is also shared with parents related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol (when CoVID restrictions allow), and participate in community service projects throughout the year, such as the board game drive that supported the Aledo AdovCats Angel program. Students are reminded of their impact and positive influence at Vandagriff through attendance recognition as well as the Vandagriff Graduate Scholarship. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

School Culture and Climate Strengths

Strengths:

- Warm, friendly atmosphere.
- Safe community and school environment.
- Faculty committed to students
- Family involvement in school events
- Expansion of the Watch D.O.G.S. program to involve more fathers and male mentors on campus.

Needs:

- Expand participation of the under-represented parents and families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 52 professional staff members and 6 paraprofessional. All of the professional staff is fully certified.

We are no longer a Title 1 campus, however we still receive Title 2 allotments. In addition, the district receives Title 3 funds. Title 2 funds are used to support other professional development such as Capturing Kid's Hearts, Professional Learning Community with Solution Tree, and Science and Math conferences. Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special education staff and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD and Accommodations training and Technology training are provided by district personnel.

The district offers a wealth of training opportunities in the summer. Professional development offerings include Just in Time (JIT) trainings, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% fully certified professional and paraprofessional staff.
- Faculty collaboration and learning focus.
- District professional learning support.
- District training on district specific goals.
- *Capturing Kid's Hearts*, PLC, and Science and Math conference attendance.

Needs:

- Teacher training and development that supports under-performing students.
- Need for continued ESL certification for new teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and assessment at Vandagriff are TEKS-based. Vandagriff will intentionally design instruction for students through embedding district required components: We Will, I Will, So that I Can, HOT (Higher Order Thinking) questions, critical writing and purposeful academic discussion. English Language Proficiency Standards (ELPS) are used along with TEKS. The curriculum is aligned through scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the alignment of the district's curriculum as we are guided by a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instructional and individual progress and success, as well as, district level specialists in the areas of math, science, social studies and reading/ELA.

A Balanced Math approach is implemented in K-5 classes. This approach mirrors the Balanced Literacy/Guided Reading models and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental 5 initiative. Students are assessed to determine intervention groups that will be unitized during Intervention and Extension time daily. A variety of resources are being used to support the mathematics instruction that includes but are not limited to BUILD, Envision, IXL, Fast Focus, Imagine Math, and Reflex Math.

A Balanced Literacy approach is implemented in K-2 classes. Students are assessed to determine reading level and work towards progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Fountas and Pinnell materials, resources from Pearson, as well as the Daily 5 model and word work through Words Their Way.

Science and Social Studies are instruction strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as STEMscopes and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators.

Periodic assessments are given to students in grades 3-5 in math, reading, science and writing to determine mastery. DRA is given three times a year to students in K-2 and Lexia is used to identify student needs in reading and ELA, as well as the implementation of mClass. Students needing remediation are grouped for small group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, is a district-wide area of focus that our teachers use in all content areas to achieve higher levels of thinking, and critical writing for our students, as well as the implementation of high-yield formative assessments and frequent feedback.

Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of TEKS, district curriculum guides, assessment, and research-based interventions. Teachers and administrators meet weekly to collaborate what we are teaching, how we are teaching, what we do if our students don't learn and what we do if they did learn the content being taught. This information is then used to drive future instruction and identify students who need additional supports to include remedial instruction.

Strengths:

- Teacher participation in developing and alignment of the district curriculum and scope and sequence
- Assessment results are used to guide and inform instruction
- Collaborative Team meetings are used to identify strengths and weakness in instruction and drive future instruction

Needs:

- Research-based interventions for struggling students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

The Vandagriff Community has had a relatively stable population. The main constant from year to year is the high level of parent involvement. Pre-COVID restrictions, parents and other family members would sign-in every day for volunteer assignments and were ever-present in the cafeteria, on campus and in the workrooms. Parents and relatives would fill the cafetorium for each grade level performance and program.

Pre-COVID restrictions, the Watch D.O.G.S. program is active and growing. As a result, fathers and male mentors are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security as well as serve positive role models for our children, most especially for our neediest students.

The Vandagriff students, faculty and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. This year will honor our grandparents with a Grandparent's Day virtual poem and picture. With COVID restrictions, we will celebrate moms/sons, and daughters/fathers, AdvoCats Run/Walk/Crawl Fun Run, Family Night at Fort Worth Museum of Science and History, Curriculum Night and host a Scholastic Book Fair in creative ways.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership teams. We have a PTO district representative who leads monthly campus committee meetings.

Parent and Community Engagement Strengths

Strengths:

- LMS, teacher websites and parent email groups
- School wide weekly newsletter, Vanda Vision
- Utilization of social media
- Teacher of the Month- sponsored by Myser Orthodontics

Needs:

- Greater need to increase the involvement of underrepresented parents and families
- Encourage more volunteers in all areas of need

School Context and Organization

School Context and Organization Summary

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.

There are 32 homeroom teachers in grades K-5. The Special Education department has 3 full time teachers, three teacher assistants, one speech therapist, and two part-time educational diagnosticians. There are three specialty teachers: PE, Music and Art and 2 Dyslexia teachers, one part-time Gifted and Talented teacher, one part-time ESL teacher, and a PE aide. The support staff includes the principal, assistant principal, instructional specialist, early literacy specialist, special education instructional specialist, counselor, nurse, librarian, one PEIMS clerk and one secretary. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Site-Based Committee includes parents, business leaders and community representatives along with the administrators and teachers.

Teachers are organized into grade-level teams and a Site-Based Planning Team which functions as the foundation for school planning, collaboration, and site-based decision making. Beautification, Professional Learning Communities, Balanced Literacy, Student Council and Sunshine committees have been formed to ensure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as mentors to others and members of Response to Intervention (RTI) committees. Third, fourth and fifth grades work together in teams of two or three and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in general education classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessments, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

School Context and Organization Strengths

Strengths:

- Committed and engaged teachers and staff
- Learner-centered
- Student focus

Needs:

- Professional learning in support of all student groups.
- Improvement in WiFi accessibility and performance

Technology

Technology Summary

Training will continue to be a need as new programs and equipment are integrated at Vandagriff. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, teacher iPads and either five student iPads or five student Chromebooks, depending on the grade level. There is also 1 campus-wide cart of 30 Chromebooks. The technology department has worked diligently to ensure all students have a device to utilize.

The staff has embraced and integrated the Promethean board technology and software and all teachers use this on a daily basis. We have our own YouTube channel that we utilized for online morning announcements and attendance recognition, which the students view on the Promethean Boards in the classrooms. All teachers are using the Promethean Boards effectively. New strategies are shared with colleagues. Teachers record their proficiency level in the state Clarity BriteBytes system each year.

The LMS, Blackboard, Eduphoria Parent Link, Canvas, SeeSaw, Webex, Social Media (#growinggreatness), Google Sites for teacher websites, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. The LMS has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teaches to gather important progress data while reducing disruptions to instruction. Canvas and SeeSaw allow teachers to effectively teach asynchronously.

The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. The district Instructional Technology Specialist visits our campus at least one time per month to provide assistance and insight to teachers and their technology integration.

Technology Strengths

Strengths:

- Promethean Boards and software as well as iPad and/or Chromebooks in each classroom
- Utilization of iPads/Chromebooks
- A district committed to increasing technology integration
- Lessons planned with Promethean Board interaction
- Blackboard, Eduphoria, Google Drive, Twitter (#aledomindset), Instagram, Facebook and Assessment Programs
- LMS

Needs:

- Greater need for implementation and integration of student use and appropriate application of technology within instruction
- Need for student practice of appropriate digital citizenship
- Ongoing training for digital use of products and updates

Priority Problem Statements

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

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

Problem Statement 1 Areas: 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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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

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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

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
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, district-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams at Vandagriff Elementary will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 98% of collaborative teams will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Vandagriff Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement.

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

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

Summative Evaluation: None

Strategy 1: Campus police officer will check 100% of each door type every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: Campus Officer Campus Administration Campus Staff	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Vandagriff Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement.

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

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

Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the campus will provide required notice via email to all staff and families in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the campus will provide required notice via email to all staff and families in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Staff Responsible for Monitoring: Campus Administrators Campus Nurse	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Vandagriff Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement.

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

Evaluation Data Sources: Reports from the custodial app

Summative Evaluation: None

Strategy 1: 1. Vandagriff will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by campus staff. 2. Additional custodial staff members are being provided from 10:00 am to 2:00 pm at Vandagriff to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff. Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, Vandagriff will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by campus staff. 2. Beginning September 8, 2020 through May 2021, additional custodial staff members are being provided from 10:00 am to 2:00 pm to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. Staff Responsible for Monitoring: Campus Administrators CFO Director of Construction and Operations	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Stephanie Covington	Principal
Administrator	Shanna Smith	Assistant Principal
District-level Professional	Scott Kessel	Executive Director of Student Services
Classroom Teacher	Lauren Stockon	Teacher
Classroom Teacher	Cathy Remigio	Teacher
Classroom Teacher	Kim McCluer	Teacher
Classroom Teacher	Catherine Clay	Teacher
Classroom Teacher	Jessica Hull	Teacher
Classroom Teacher	Brittney Flores	Teacher
Paraprofessional	Nora Maloy	Paraprofessional
Non-classroom Professional	Lindsay Garrison	Counselor
Classroom Teacher	Michelle Pair	SpEd Inclusion Teacher
Parent	Tiffany Henn	Parent
Parent	Holly Gustavson	Parent
Business Representative	George Mason	Business Representative
Business Representative	Chelsea Alexander	Business Representative
Community Representative	Lacey Montes	Community Representative
Community Representative	Tom Rowe	Community Representative

Aledo Independent School District

Walsh Elementary

Campus Improvement Plan

2020-2021



Mission Statement

Ensuring High Levels of Learning for All Students

Show Greatness

Share Greatness

Grow Greatness

Vision

Aledo ISD Vision Statement:

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

Value Statement

At Walsh, we embrace the following **GREAT** core values:

Growth Mindset

Responsibility

Excellence

All Means All

Togetherness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our fourth year as a community school, educating all students in our area. Our current population at Walsh is 674 students with 47.8% female and 52.2% male. The breakdown of ethnicity is as follows: African American 2.8%, Other 7.0 %, Caucasian 70.6%, and 19.6% is Hispanic. Our economically disadvantaged population is 15.7%. The percent of students receiving special education services is 10.4% and our students receiving ESL services is 2.2%. Additionally, we have 3.2% of our students receiving GT services. Walsh is identified as a Title I school based on our demographics. Walsh is proud to have two campus administrators, one full-time counselor, one full-time instructional specialist, one part-time literacy specialist, one full-time campus library aide, forty-one full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, four full-time special education instructors and six instructional aides, as well as four part-time professional staff members.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development and create continuous high-quality work. Our state of the art facility has collaborative areas, thinking walls, innovative technology, an art classroom, maker space, and science labs to meet the needs of all our students.

Walsh gathered data from many sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

Demographics Strengths

- Walsh boasts a highly qualified faculty that focuses on the whole child.
- 86% of our core teaching staff are ESL Certified...100% of classroom teachers will be ESL certified by the end of the 2020-2021 school year.
- Walsh faculty focuses on continuously growing as a team to meet the needs of all students.
- Walsh culture and climate is rooted in collaboration, communication, creativity, and critical thinking.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Walsh attendance rate was at 96.18% for the 2019-2020 school year, a slight drop from the 2018-2019 school year. **Root Cause:** In addition to the pandemic, some parents still do not fully understand that a family vacation or other elective days count adversely toward school attendance.

Student Achievement

Student Achievement Summary

Walsh Elementary School believes that achievement, growth and success for all students is the main priority.

With collaboration, critical thinking, creativity, and communication, students have the opportunity to explore, analyze and apply their daily learning to real world situations. Growth for students is monitored through implementation of purposeful instruction, specific interventions, and continuous monitoring of student data throughout the school year.

As a campus, we have developed processes and instructional practices that engage students through high quality instruction. The Walsh 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.

Our data below demonstrates a continued need to ensure what we teach, how we teach the curriculum, and design instruction that embeds a balanced literacy approach to teaching. We will also focus on our district problem of practice, focusing on student progress. The data below indicates that while many of our growth and achievement indicators are within close range of the district, we do have opportunities for improvement, particularly in 4th and 5th grade ELAR as well as 5th grade Science.

3rd Grade ELAR Benchmark			4th Grade ELAR Benchmark			5th Grade ELAR Benchmark		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
87.47%	55.08%	35.64%	88.30%	61.49%	28.51%	88.10%	69.35%	39.31%
85%	53.75%	36.25%	83.52%	53.85%	28.57%	84.27%	64.04%	42.70%
3rd grade Math Benchmark			4th Grade Math Benchmark			5th Grade Math Benchmark		
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
82.91%	44.94%	20.04%	86.07%	63.41%	39.92%	90.54%	66.40%	48.29%
80.25%	49.38%	17.28%	83.70%	63.04%	39.13%	93.26%	60.67%	38.20%
			4th Grade Writing Benchmark					
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
Not Applicable			75.10%	46.44%	14.23%	Not Applicable		
			63.74%	32.97%	9.89%			
			May 2019 STAAR Science, Grade 5					
Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced	Approaches	Meets - Satisfactory	Masters - Advanced
Not Applicable			Not Applicable			87.73%	53.58%	27.61%
						88.37%	45.35%	18.60%

3rd Grade ELAR Benchmark				4th Grade ELAR Benchmark				5th Grade ELAR Benchmark			
Kindergarten BOY DRA2 Independent Level				Kindergarten MOY DRA2 Independent Level							
Advanced	Independent	Instructional	Intervention	Advanced	Independent	Instructional	Intervention				
1.68%	2.10%	8.60%	87.42%	9.15%	8.54%	51.42%	30.89%				
2.44%	1.63%	8.94%	86.18%	14.50%	8.40%	45.80%	31.30%				
1st Grade BOY DRA2 Independent Level				1st Grade MOY DRA2 Independent Level							
Advanced	Independent	Instructional	Intervention	Advanced	Independent	Instructional	Intervention				
4.85%	6.33%	8.44%	80.38%	17.68%	13.41%	10.98%	57.93%				
14.41%	8.11%	5.41%	72.07%	28.45%	12.93%	9.48%	49.14%				
2nd Grade BOY DRA2 Independent Level				2nd Grade MOY DRA2 Independent Level							
Advanced	Independent	Instructional	Intervention	Advanced	Independent	Instructional	Intervention				
4.58%	18.13%	11.95%	65.14%	18.18%	25.30%	19.76%	36.76%				
6.19%	18.56%	14.43%	59.79%	22.33%	27.18%	18.45%	32.04%				

Student Achievement Strengths

- Specific student intervention time (What I Need - WIN) 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 1 funds are utilized for an Instructional Specialist position on campus as well as additional tutoring for targeted students. The amount of Title 1 funds is \$89,601.
 - \$11,993 of Title 1 funds will be used for summer school.
- Title 2 funds will be used to provide Professional Learning for Walsh staff. \$8,313 is allotted for Title 2.
- Title 3 funds will provide continual support for English Learners in the following way:
 - \$9,625 for Tutoring/Intensified Instructional for English Learners
 - \$5,000 for Supplies for English Learners
 - \$1,000 for Professional Learning for ESL Staff
 - \$5,275 for Support for Students New to the Country or Within Their First 3 Years in US Schools.
- Title 4 funds of \$20,985 is available for Capturing Kids Hearts training.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our campus problem is inconsistent measures of student progress. Formative assessments still vary according to teacher. **Root Cause:** Last year was our first year of PLC Implementation. While we worked on shoring up the process, we did not achieve common formative assessments among all of our teams. Some teachers were resistant to the collective responsibility aspect of PLC.

Problem Statement 2 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

School Culture and Climate

School Culture and Climate Summary

As a campus, strong relationships among staff, students, and families are the foundation of our core values. Our newly developed core values are: Growth Mindset, Responsibility, Excellence, All Means All, and Togetherness (GREAT). Through the adoption of Capturing Kids' Hearts, teachers are able to "create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior." (<https://flippengroup.com/education/capturing-kids-hearts-1/>) Due to COVID, we are limited in our ability to have parent volunteers on campus. When restrictions are lifted, we look forward to this continued partnership. To promote a positive staff culture, we have partnered with Chance to Soar, a non-profit focused on promoting a collaborative team culture.

Walsh has developed a student recognition committee to ensure students are recognized in various ways and at various times across campus. The student recognition will also be tied to our campus core values. 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. Currently, students and staff are included in leading the pledges and announcements, safety patrol, and various community service projects throughout the school year. (Some of these opportunities are changing form in light of COVID restrictions.) This year we will implement a virtual student council that will assist with student recognition and achievement.

The Walsh staff is 100% highly qualified and works together to maintain a positive climate and culture.

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

A campus survey will be administered in January.

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

Walsh 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 when it is safe for additional adults to enter the building due to current status of COVID concerns and team with teachers for the growth of their students.

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

School Culture and Climate Strengths

- All staff work together to create a safe learning environment for students.
- Our Student Council facilitates projects that promote a positive school culture and climate.
- Capturing Kids Hearts has been implemented campus-wide to build relationships, with over 60% of staff trained in implementation.
- Our Campus Improvement Committee allows for feedback to improve Walsh Elementary School and includes the whole staff, business owners, community members and parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Safety of our students in light of COVID presents many concerns and considerations. **Root Cause:** COVID

Problem Statement 2: We are unable to host the PTO and parent volunteers on campus. **Root Cause:** COVID Restrictions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Walsh administration to recruit and retain highly qualified staff. All Walsh teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Walsh expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff is 100% highly qualified.
- Professional Learning is provided to develop new ideas that promote student success.
- A Teacher of the Month is selected by peers.
- Instructional Specialist and Early Literacy Specialist coach teachers and provide support regularly.
- New Teacher candidates are interviewed by a committee of teachers and come prepared to teach a sample lesson.
- Staff is provided with learning opportunities through relevant Just in Time training.
- Teachers will have opportunities to attend PLC training.
- Math and ELAR tutors support classroom instruction.
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

Needs:

- Climate of trust and respect
- Teachers are recognized 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 approximately \$8,313 allocated for Walsh.
- Additional certifications are needed for ESL.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Additional professional learning is needed to address the needs of struggling students. **Root Cause:** As a campus with high growth, we have many students coming from a wide variety of school settings, causing concern for consistent student growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Walsh 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 weekly 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 Walsh 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.
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- 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.
- Professionals at Walsh have incorporated Blended Learning Practices into multiple instructional models that maintain high levels of learning in the learning environment.
- Staff adaptability in the face of COVID-19 proves to be one of our greatest assets.

Needs:

- Ongoing professional development focused on high-level questioning and academic discussion
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research based intervention system for struggling learners and consistent enrichment opportunities for students meeting or above mastery
- Vertically aligned essential standards
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN
- Ongoing professional development for continued updates to Learning Management Systems and various supporting applications and websites

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Consistent Implementation of Curriculum **Root Cause:** Moving from from resource driven to standards driven

Parent and Community Engagement

Parent and Community Engagement Summary

Walsh believes that family and community involvement plays a vital role in the success of students. The campus is working strategically to connect with families in spite of COVID restrictions. Our families are very important to the educational process as well as to the safety and security of our school. We involve the community through our AISD app, weekly parent newsletter, Blackboard texts, Aledo and Walsh web pages, Walsh Elementary Facebook page, teacher web pages, and our PTO newsletter.

Parent and Community Engagement Strengths

Strengths:

- Active PTO
- StuCo
- Parent Representatives on SHAC and Campus Improvement Committee
- Kindergarten Meet The Teacher
- Virtual Fall Curriculum Night
- Facebook Live Events and Posts
- Virtual Choir
- Virtual Meet The Teacher and Tour
- Virtual Running Club and Race

Weaknesses:

Due to restrictions, the following events/activities are either limited in nature or on hold until restrictions are lifted:

- WatchDog Dads
- PTO Events
- Classroom Helpers
- Classroom Guest Speakers
- Cardboard Arcade
- Book Fairs
- Kindergarten Round Up
- Daddy Daughter and Mother Son Events
- Family Nights
- Food Drive

School Context and Organization

School Context and Organization Summary

Walsh 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. Walsh staff are actively involved in decision making. 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 in Collaborative Teams to discuss data and 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
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Needs:

- Implementation of School Wide Expectations and Positive Behavior System

Technology

Technology Summary

Walsh 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. Through the district's Return to Learn plan, parents are providing technology for their child(ren). The district provided devices are based on student need. Additional technology is expected to arrive in district in December, fulfilling remaining needs. Throughout the building, technology is available for teacher and student use, including a ten-foot interactive board for all to use. Our staff is trained in Blended Learning 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 professional learning and support is provided in an on-going process.

Technology Strengths

Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Professional learning provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of student ability to utilize devices independently **Root Cause:** Insufficient practice and implementation

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student failure and/or retention rates
- Student failure and/or retention rates
- Running Records results

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, campus-wide, 100% of the time, by June of 2021. Staff Responsible for Monitoring: Campus Administration, District Administration supervising: SpEd Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 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, So That I Can with fidelity by June 2021. Staff Responsible for Monitoring: Campus Administration, District Administration supervising: SpEd Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration, District Administration supervising: SpEd Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration, District Administration supervising: SpEd Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative teams will rate at the "developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 98% of collaborative teams campus wide will rate at the developing level on indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 100% of collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator #1: *Have established an annual smart goal and assess progress towards 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 teams SMART goal. Strategy's Expected Result/Impact: 100% of collaborative teams campus wide will rate at the developing level in indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 100% of Walsh collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator #1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team developed common assessments, district assessments, and state assessments *Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 100% of collaborative teams campus wide will rate at the "developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Walsh Elementary School 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 2021.

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

Summative Evaluation: None

Strategy 1: Campus police officer will check 100% of each door type at Walsh Elementary every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: Campus Police Officer Campus Administration All campus staff	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Walsh Elementary School 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: Campus communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Within twelve hours of being notified of a COVID positive case at Walsh, the campus will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the campus will provide required notice via email to all staff and families in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Campus Administrators Executive Director of Student Services Director of Communications Campus Nurse				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Walsh Elementary School 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: In an effort to mitigate the impact of COVID -19 at Walsh Elementary, the campus will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Ashlee Hammond	Assistant Principal
Classroom Teacher	Kelly Price	Teacher
Classroom Teacher	Sarah Limas	Teacher
Classroom Teacher	Michelle McGuire	Teacher
Classroom Teacher	Juliana Collie	Teacher
Classroom Teacher	Barbara Williams	Teacher
Classroom Teacher	Emily Kelley	Teacher
Classroom Teacher	Holly Monroe	Teacher
Classroom Teacher	Michelle Barrett	Teacher
Classroom Teacher	Kelly Stowe	Teacher
Classroom Teacher	Gracyn Austin	Teacher
Classroom Teacher	Melanie York	Teacher
Classroom Teacher	Bobby Taylor	Teacher
Classroom Teacher	Shae Segovia	Teacher
Classroom Teacher	Jessica Chambers	Teacher
Non-classroom Professional	Miranda Bauer	Instructional Specialist
Non-classroom Professional	Megan Settle	Counselor
Business Representative	Brooke Howerton	Parent/Business Rep
Community Representative	Trish Rodriguez	Community Member
Parent	Angela Artiaga	Parent
Business Representative	MJ Bentley	Business Representative
Parent	Kim Fickel	Parent
Business Representative	Margie Miller	Business Representative
Administrator	Holly Elgin	Principal

Aledo Independent School District

Coder Elementary

Campus Improvement Plan

2020-2021



Mission Statement

The mission of Coder Elementary School is to provide each individual a safe and nurturing environment, for social and academic growth, in preparation for the challenges ahead.

The mission of the Aledo Independent School District is "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

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of five elementary schools that serve students in Kindergarten through 5th grade. Coder is also home to Aledo ISD's only Pre-Kindergarten program that provides early intervention to 4 year old students prior to entering Kindergarten. Coder is also home to an Early Childhood program that serves children ages 3-5 who have been identified with special needs. These children are integrated with Aledo ISD employees' children that are receiving a preschool curriculum.

The school has a population of 534 students. In addition, we serve 13 childcare students, 23 Preschool Articulation and Language Service (PALS) students, and 3 walk-in speech students on our campus. The ethnic representation is 3 African American students, 117 Hispanic students, 391 White students, 1 Native American student, 2 Asian students, 0 Pacific Islander, and 20 students who are two or more races. 165 of the students at Coder are economically disadvantaged, 369 are non-economically disadvantaged, 39 students are English Language Learners (ELL), 98 students participate in Special Education, and 108 students fall into the at-risk category. The students of Coder Elementary have an attendance rate of 96.9% each day, and the staff is composed of teachers averaging 10 years of experience.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships has high instructional expectations and has a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students. Also, specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs
- Use data to decrease our at-risk population
- Respond to individualized needs for at-risk students

Student Achievement

Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in a learner-centered, and teacher-facilitated classroom. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. In addition, the use of instructional technology including SeeSaw and Canvas as Learning Management Systems has created an interactive learning environment focused on learning in the 21st Century.

Identified areas of improvement include aligning instructional goals with the state testing standards, using Common Assessments, Lexia, Imagine Math, Reflex raising the level of critical thinking through the use of Thinking Maps, Write from the Beginning and Beyond, and writing across content area, and further implementing high yield instructional strategies, known as the Fundamental 5, staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating Academic Discussion through Frequent Small-Group Purposeful Talk (FSGPT), and the use of High Level Questioning into core instruction time to ensure growth for all students, regardless of their current academic level.

Student Achievement Strengths

Strengths:

- Available assessment data including district common assessments and benchmarks, DRA, Imagine Math Skills, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, Imagine Math, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebook and iPads, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Imagine Math, Google Docs, Google Classroom, STEMscopes, and Classflow.
- Staff support all learners through mentoring, tutoring, and Just in Time Trainings.
- Professional Learning Communities and collaborative team meetings allow for specific planning or training to support all students.

Needs:

- Title 1 funding will be utilized to support student tutorials
 - Tutorials - \$11,667
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5, Pre-K, Kindergarten, ESL, and Dyslexia students as follows:
 - Summer school - \$11,993.
- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - \$1,000 Staff development for ESL staff with a focus on providing ongoing support for EL students. \$5,000 for supplemental materials for English Learners. \$9,625 for tutoring and intensified instruction for English Learners
- In addition, Title 3 funding will be utilized to support students who are new to the country or are within their first three years in U.S. schools.
 - Student support - \$5,275

School Culture and Climate

School Culture and Climate Summary

The mission of Coder Elementary School is to provide each individual with a safe and nurturing environment that promotes social and academic growth and prepares children for our changing society. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to achieve each year.

In an effort to ensure a speedy and efficient response in emergency situations, Coder will further emergency preparedness by following the recommended drill schedule, reviewing and reflecting on the successes and needs of each drill. This will allow staff the opportunity to problem solve through a variety of safety scenarios in order to equip them to handle emergency situations should they arise.

Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed to create a positive and encouraging school climate.

School Culture and Climate Strengths

Strengths:

- Families feel, by an overwhelming majority, that Coder is a great fit for the cultural and emotional needs of their student
- District and school wide safety procedures are in place and are regularly practiced by staff and students.
- Encourage student leadership through Student Council members and activities.
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment.
- Campus provides student support activities such as Dot Day, Back the Blue Day, Comfort Dog, Peace Class, #kindness on announcements, Family Game Night (scheduled, but not held due to quarantine), Hello Week, Cystic Fibrosis Walk (scheduled, but not held due to quarantine), etc.
- Implement strategic campus recognition of student successes by hosting power rallies, recognizing students on announcements and awarding students with spirit tags.

Needs:

- Execute campus and district initiated table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues.
- Title 4 funds in the amount of \$20,985 will be utilized for Capturing Kids Hearts training for Coder staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff of 40 teachers and 8 professional support staff members. An Instructional Specialist was added for the 2019-2020 school year. Additionally, an Early Literacy Instructional Specialist was added for the 2020-2021 school year. The Coder staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, balanced literacy, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5, Guided Reading, Shared Reading, and Interactive Read Alouds.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Collaborative teams are meeting once a week to give teachers time to collaborate on lesson planning, and to study student data and expectations.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff is 100% highly qualified.
- Staff attends research-based staff development in instructional practices, balanced literacy, Fundamental 5, and Thinking Maps, High Level Questioning, and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet campus and district goals.
- Ventures, a structured Interview process, is used at each interview.
- Teachers reported a higher than district average Staff-Leadership relationship, indicating there are high levels of trust, compassion, and support from campus administration.
- Flexibility in learning a new technology platform to teach remotely.

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$6,928 allocated for Coder.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities using Title II funding. There is \$89,300 allocated for an instructional specialist position to support Coder staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2019-2020 school year, the following areas were identified as our district focus areas for the 2020-2021 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- For the 2019-2020 school year, Coder Elementary showed the following progress:
 - 70% of K-2 students were on track to make a year's worth of growth in reading according to the middle of the year Diagnostic Reading Assessment (DRA).
 - 80% of 3rd grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 84% of 3rd grade reading students met approaching mastery standards on middle of the year district benchmarks.
 - 95% of 4th grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 95% of 4th grade reading students met approaching mastery standards on middle of the year district benchmarks.
 - 80% of 5th grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 88% of 5th grade reading students met approaching mastery standards on middle of the year district benchmarks.
- A Campus Instructional Specialist was added for the 2019-2020 school year to collaborate with teachers to improve the quality of instruction through facilitating Collaborative Team meetings to ensure high levels of teaching and learning.
- An Early Literacy Instructional Specialist was added for the 2020-2021 school year to support early literacy instruction across the PreK through 2nd grade levels.
- We met in CT meetings weekly to discuss student data and content development.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary with overall areas of reinforcement and refinement.
- Provided the opportunity for additional staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- Coder was an exemplar campus for the co-teach method.

- Coder teachers collaborated with horizontal teams during district wide quarantine.
- Learning Management System implemented in every grade level.

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards driven instruction.
- Continue to revise curriculum documents and continue to build capacity of district curriculum writing teams.
- Continue to strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to add EL teachers as our EL population continues to grow.
- Continue to increase rigor, learner engagement and relevance in all classrooms.
- Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.
- Provide technical support for students and parents.
- Teachers productively struggling to learn new technology during pandemic/quarantine.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents 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

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Currently, due to the COVID-19 restrictions, visitors are not allowed on campus. Once these restrictions are lifted, opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), Watchdogs, and special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Coder Campus Committee, PTO, District Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC).

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. In turn, the campus would like to build student leadership and support for community efforts through student council projects.

Parent and Community Engagement Strengths

Strengths:

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources.
- Multiple communication platforms are used to communicate with parents such as newsletters, notes, marquee, Parentlink phone calls, Facebook, and school/teacher website, Remind, Class Dojo, Twitter, Bloomz, ClassTag, Google Classroom, Seesaw and Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like the Center of Hope, AdvoCats, Snack Pack Buddies, Phoebe the Comfort Dog, and Connections Mentors.
- Student council is involved in service projects as a means of giving back to our community as well as social activities for the families.

Needs:

- We need to provide opportunities virtually for technology support, consistent communication, and virtual activities to encourage home/school/community connections.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary has been given a safe, secure, and up to date facility. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are expedited through the Eduphoria system, a processing system that allows staff to input maintenance requests. In alignment with campus instructional goals, Coder Staff wants to ensure good stewardship of monies by ensuring that all purchases are related to school goals. This will be accomplished through the use of teacher collaboration to identify sound instructional resources that could be purchased to support academic attainment. Teachers will also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. In addition, focus will be given to the goal of maintaining and prolonging the integrity of the facility. This feat will be accomplished by periodically checking the building for physical and technological needs and by further utilizing Eduphoria to meet maintenance and technology requests as needed.

School Context and Organization Strengths

Strengths:

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations.
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals.
- Coder has a safe and secure facility.
- Student Council promotes student leadership and creates opportunities for connections with a variety of community organizations.

Needs:

- To consistently clean and disinfect our campus environment to ensure good health for all.
- We need to remove all carpet from classrooms and replace it with linoleum and area rugs in order for an easier way to clean and disinfect.
- We need more classroom and hallway trash cans (2 in each room).
- We need an additional water bottle filling station for students.
- We need a water bottle filling station for teacher only use (in office or lounge).
- Teachers would like to be provided with basic office supplies at the beginning of the year from our budget. (staples, tape, paper clips, pens, binder rings, etc.)

Technology

Technology Summary

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another vestal for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP (Frontline), Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Reflex Math, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A-Z, WebEx and assorted "web apps" such as Twitter, Facebook, Parent Link, Bloomz, Dojo and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs. Through the district teachers received five ipads per classroom in grades prekindergarten through second grade and five chromebooks per classroom in grades three through fifth.

The usage of campus evaluation data is an essential goal for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, but they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will continue to seek out ways to further incorporate technology into daily lessons. Through the PTO, Education Foundation Grants, Go Fund Me, and parental support, classrooms have more than five ipads or five chromebooks in each classroom.

Technology Strengths

Strengths:

- Staff members are using automated internal systems to support academic achievement.
- Chromebooks and iPad carts available for check-out and multiple Chromebooks (3rd-5th grades) and iPads (PreK -2nd grades) were housed in carts within each classroom.

Needs:

- There is a lack of technology training and insufficient practice and implementation opportunity.
- Increase appropriate technology devices available to each classroom.

Priority Problem Statements

Problem Statement 1: After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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

- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance 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

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, district-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Coder Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2.

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

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

Goal 3: Coder Elementary 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: Coder Elementary communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Coder Elementary 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: In an effort to mitigate the impact of COVID -19 in Coder facilities, the Coder Elementary will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In the Comprehensive Needs Assessment I included the 8 components including:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Plan was developed August through September stakeholders developed and reviewed the plan.

2.2: Regular monitoring and revision

The plan will be monitored by stakeholders during the following months December, February, April, and June.

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

The plan will be presented at the October Board meeting for the board to review and accept. After the plan has been accepted it will be translated to both English and Spanish and posted on the Aledo and Coder websites.

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: IXL, MClass, Lexia, CBA, DRA, 504, Special Education ARDS, RTI, etc.

2.5: Increased learning time and well-rounded education

Students who are identified will receive instruction based on their needs.

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

Identified students will be served through RTI, 504, Special Education ARDS, small group instruction during a designated time (WIN).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Involvement Plan was reviewed and posted on the district website in June. Parent Involvement includes:

- Title 1 Parent Meeting
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - Virtual

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings are held throughout the year including:

- Title 1 Parent Meeting - Virtual
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - virtual

Other programs held within the school day and after school.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amy Sadler	Principal
Administrator	Jennifer Hoover	Assistant Principal
Classroom Teacher	Laura West	Kindergarten
Classroom Teacher	Jennifer Babcock	First Grade
Classroom Teacher	Brooke Hogue	Second Grade
Classroom Teacher	Stacey Israel	Third Grade
Classroom Teacher	Laura Andringa	Fourth Grade
Classroom Teacher	Olivia Young	Fifth Grade
Non-classroom Professional	Susan Stirewalt	Early Literacy Instructional Specialist
Non-classroom Professional	Mandy Fernihough	Counselor
Community Representative	Beth Harris	Community Member
Community Representative	Carmen McNair	Community Member
Parent	Christina Stuntz	Parent
Parent	Katie Schuster	Parent
Business Representative	Brett Webster	Business Owner
Business Representative	Michelle Parker	Business Owner
Paraprofessional	Shiloh Smith	Special Education Paraprofessional

Aledo Independent School District

McCall Elementary

Campus Improvement Plan

2020-2021



Mission Statement

The Mission of McCall Elementary is to provide each student a safe, positive, and nurturing environment where students, staff, and parents work together to embrace life-long learning.

The Aledo ISD Mission Statement:

Ensuring high levels of learning for all students

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCall Elementary proudly serves 667 students (as of December 2019) in Kindergarten through 5th grade and is located in Willow Park, TX. It is one of five elementary schools in Aledo ISD. The ethnic representation is 0.1% African American, 14.2% Hispanic, 81.3% White, 0.6% American Indian, 0.7% Asian, 0.0% Pacific Islander, and 3.0% two or more races. 16.2% of the students at McCall are economically disadvantaged, 4.2% are English Language Learners (ELL), 9.7% participate in Special Education, and 13.1% of the population falls into the at-risk category. The students of McCall Elementary have an attendance rate of 96.6% each day, and staff is composed of teachers averaging 12.8 years of experience. There is a successful balance between academics, the arts, and extracurricular opportunities. Students in grades 4 and 5 grade students have the opportunity to participate in Student Council. A positive and supportive community of parents and an active PTO continue to contribute to McCall's success. The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in various meetings. McCall Elementary can be described as a welcoming, friendly learning community that promotes many school/family/community partnerships, has high instructional expectations, and has a wide variety of opportunities for students. McCall is growing in student population and has students with varying levels of economic backgrounds. The McCall student pledge ends with the phrase "what begins here changes the world," and teachers truly believe that all students can learn and become life-long learners. Specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, formal and informal assessments, small group differentiated instruction, and teachers meeting weekly in Collaborative Teams.

Demographics Strengths

Strengths:

- 100% of core classroom teaching staff are ESL Certified and Highly Qualified
- The various student populations of McCall are supported not only through the academic instructional dedication of teachers but also through the social support provided by various community organizations and extracurricular opportunities after school
- High level of parental involvement

Needs:

- We need to continue to find ways to connect with our ELL families
- We need to continue planning for future growth in the district
- We need to continue reaching families of all children at our campus

Student Achievement

Student Achievement Summary

According to data from the state released in August 2019, McCall Elementary received an A in the School Overview, an A in Student Achievement, an A in School Progress, and an A in Closing the Gaps as based on state accountability results. The accountability rating for the campus was based on student performance on the state assessment in reading, writing, math, and science. Student groups included in accountability were All Students, Hispanic, White, and Economically Disadvantaged. McCall received distinctions in the areas of science, top 25% of Academic Growth, and post-Secondary Readiness. STAAR Data for the 2019-2020 school year is unavailable due to the cancellation of Spring STAAR administration.

McCall Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet the needs of the diverse learners. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to differentiate for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Based Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences, and improve their ability to write across content areas, as well as making a year's worth of growth will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. McCall Elementary staff will work together in collaborative teams each week to plan for interventions and extensions for students. Teachers will continue to use high yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, and others.)

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. The master schedule was developed to allow for intervention and student tutoring. Through the PLC at Work process, we are able to focus on the 4 questions:

1. What is it we want students to learn?
2. How will we know if each student learned it?
3. How will we respond if some students don't learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

During tutoring, our staff works to strengthen skills and close learning gaps.

Student Achievement Strengths

Strengths:

- Available assessment data, DRA, IXL, and Lexia reports are used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students. Support programs are in place that are designed to help supplement and/or extend learning including Special Ed Co-Teach, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, IXL, Write from the Beginning and Beyond, and Lexia
- Instructional resources such as the literacy library and media center are utilized daily across the campus
- Technology and software sources are utilized including Promethean Boards, student Chromebooks and iPads, IXL Math, Lexia, Canvas, Seesaw, STEMScopes, and ClassFlow
- Staff members support all learners through mentoring, tutoring, and Just In Time Trainings
- Weekly collaborative team meetings allow for specific instructional design and training to support all students

Title I funds will be utilized for:

- \$89,098 for an instructional specialist position and additional tutoring for students
- \$11,993 will be used for summer school

Title II funds in the amount of \$6,928 will be utilized for professional learning

Title III Funding will be utilized as students and staff needs are identified by campus ESL teachers in the following areas: \$9,625 Tutoring/Intensified Instruction for English Learners; \$5,000 Supplies for English Learners; \$1000 professional development for ESL staff.

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

Title IV funds in the amount of \$20,985 will be utilized for Capturing Kids Hearts

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, and ESL students in all core areas
- Continue to stress Critical Writing across all content areas through additional trainings
- Each student will make one year of growth in Reading and Math
- Continue to provide teacher training for the Co-teach Model

School Culture and Climate

School Culture and Climate Summary

Campus level teacher surveys were reviewed, along with parent and visitor informal feedback. Those surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems such as the weekly McCall Parent and Staff Memos, McCall Facebook Page, and Blackboard App communications have been put into place so that the participation percentages continue to increase, and participation in upcoming surveys will be strongly encouraged. Teacher surveys indicated that there was improved communication between campus administration and staff over the previous year.

School Culture and Climate Strengths

Strengths:

- District and school-wide safety procedures are in place and are regularly practiced by staff and students
- Student leadership and safety are encouraged through Student Council service projects and activities
- Watch DOGS and volunteers play a significant role in promoting school-wide expectations and building a warm and nurturing school environment. However, this program is limited due to current COVID safety protocols
- Campus provides student support activities such as Start with Hello, Comfort Dogs, Family Night at the Book Fair, etc. as available due to health restrictions
- Strategic campus recognition of student character qualities has been implemented by hosting informal breakfasts called McCall Character Cafe where parents are invited to celebrate their students (currently on hold due to COVID restrictions)

Needs:

- Encourage greater parent participation in the use of district provided online resources
- Continue working on consistency in campus procedures

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 41 teachers, 4 professional support staff members, an Instructional Specialist, one half-time Early Literacy Specialist, one Special Education Faciliator, and one Speech Pathologist. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. McCall staff members participate in professional learning activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, formative assessment, frequent feedback, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5 Training.

The committee reviewed the following:

- Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) and the requirement of maintaining 100% compliance.
- All teaching staff new to McCall will participate in district-wide Balanced Literacy training (K–2nd grade teachers), Write from the Beginning and Beyond training, and Thinking Maps training. Teachers with less than 3 years of experience are also required to have a campus mentor for 1 year.
- All teaching staff has obtained ESL certification.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% of teachers and staff members will attend district-wide staff development along with campus staff development offerings
- All grade level teachers are ESL certified
- Staff attends resaerch-based professional learning in instructional practices such as Balanced literacy, Fundamental 5, Thinking Maps, formative assessment, frequent feedback
- Teachers target instruction to meet campus and district goals
- Ventures, a structured Interview process, is used at each interview
- A committee consisting of administration and classroom teachers conduct interviews

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$6,928 allocated to McCall
- Increase in diversity of staff
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)
- Additional training in RtI procedures for both behavior and academic needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at McCall are TEKS-based. McCall teachers will intentionally design instruction for students through embedding district required components: We will/I will/So that I Can, HOT (higher order thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-yield formative assessment, frequent feedback, critical writing, and lesson framing in order to better align the campus instructional focus with the District Problem of Practice. The curriculum is aligned through the district scope and sequence. Interventions by support personnel such as the ESL teachers and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist also provides support in all areas.

A Balanced Literacy approach is implemented in all K-2 classes. Students are assessed to determine reading level and work towards progress in fluency and comprehension through small group guided reading, and writing and grammar skills are incorporated within the reading instruction. Phonics skills are taught using Fountas and Pinnell and Savvas materials. Grades 3-5 ELAR teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. Numerous metrics are utilized to provide evidence of student achievement such as common assessments, Lexia, IXL, and DRA. Feedback from these tools allow teachers to tailor instruction to the individual needs of students.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Meeting in Professional Learning Community Collaborative Teams to collaborate with a Focus on Learning, A Collaborative and Collective Responsibility, and A Results Orientation
- Teachers believe in the District Instructional Focus and implement the initiatives consistently
- All grade level teaching staff, with the exception of new teachers this year, have participated in Instructional Rounds, either as someone who is observed, or someone observing, at least once during each semester. Due to COVID restrictions, Instructional Rounds will not be conducted during the 2020-2021 school year
- 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

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically
- Continue to increase proficiency in writing across all grade levels and all content areas
- Continue to refine our campus RTI process
- Continue to increase rigor, learner engagement, and relevance in all classrooms
- Continue to refine extensions for students who have demonstrated proficiency

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents 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

Methods of parent communication and engagement include but are not limited to:

- Parent Link Messages - text and email
- Digital Marquee
- Weekly Principal's Newsletter
- Campus & Classroom Facebook and Twitter pages
- Classroom Newsletters and SeeSaw accounts
- Parent Portal (grades and attendance)

Parents are provided many opportunities to become active participants in their child's education, including but not limited to:

- Kindergarten Meet the Teacher
- Virtual Fall Curriculum Night/Spring Open House
- Virtual Choir Concerts
- Monthly Movie with a Message (Family Movie Link)
- Dyslexia Awareness Month
- Start with Hello Week
- Virtual Book Fair (fall and spring)
- Kindergarten Round-Up
- Parent Reps on School Health Advisory Committee
- Student Council Service Projects
- PTO Food Drive
- Aledo PTO
- Coffee with the Counselor (virtual)
- Virtual Book Club

These opportunities will not be available for the 2020-2021 school year due to the current COVID restrictions:

- Fall Family Fun Night
- WatchDog Program
- McCall Ball
- McCall Runners' Club
- AdvoCats Run Walk or Crawl\Mother/Son spring activity
- Breakfast with Buddies for Kindergarten (formerly Muffins with Mom/Donuts with Dad)
- Grandparents Day breakfast (held over 2 days)
- Volunteer Appreciation Breakfast
- GrandCats grandparents organization
- Parent Information Center outside front office

Parent and Community Engagement Strengths

Strengths:

- Strong PTO partnerships - volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects
- Strong WatchDOGS program - male assistant principal leading the way, currently N/A due to COVID restrictions
- Connections mentoring program
- NHS tutors from AHS help students each week in building math confidence
- McCall College Connections with graduates from prior year
- Breakfast Buddies with former McCall students meeting with assigned kids in grades 1-5 each week, currently N/A due to COVID restrictions

Needs:

- Improve and increase parental involvement for our ELL, Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have ensured that each campus is financially stable and has the funding necessary to support school endeavors. Their support, along with the use of Title I funding, has given McCall the means of purchasing instructional materials and supplies in order to provide a sound educational environment and meet the needs of the children here. Teachers also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. The facility is well maintained based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Eduphoria and School Dude system. During the Summer of 2020, McCall received new classroom furniture with flexible seating arrangements, storage, and teacher workstations as a result of the most recent bond election.

School Context and Organization Strengths

There is a strong partnership between campus and district leadership. Better planning and overall organization has been developed by campus administration this year. The district facilities/operations director has been an invaluable addition as student population continues to increase across the district

Needs:

- Continue looking for ways to improve home-school partnerships
- Continue to encourage campus staff to engage in positive communication, while maintaining transparency, when interacting with district representatives

Technology

Technology Summary

Ongoing training will continue to be a need as new programs and equipment are utilized at McCall. Opportunities for the integration of new technology applications and programs is both welcomed and supported. The district technology specialist is frequently on campus and provides support in a timely fashion.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, as well as a campus-wide cart of 30 Chromebooks.

All teachers are using Promethean Boards effectively in their classrooms. New strategies are shared with colleagues.

District laptops were all refreshed during the Summer of 2020 and the district has ensured a seamless transition for staff from their previous devices to the new laptops via Google Drive.

Blackboard, Eduphoria, Parent Link, Social Media (Facebook and Twitter with #growinggreatness and #mccallfamily), Canvas, SeeSaw, and improved assessment instruments have been integrated into our campus practice. Google has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

Due to the high level of technology integration and performance across the district, students and teachers have been able to implement and execute hybrid and remote learning successfully with minimal interruptions in service.

The Aledo ISD technology department has always been most helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. Our campus technician is timely and professional and is seen as a part of our school family.

Technology Strengths

Strengths:

- We have implemented a campus-wide initiative in using SeeSaw for grades Kindergarten through second grade as a communication platform and a student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.

Needs:

- Continue to narrow the focus of campus-wide communications
- Multiple student learning platforms has led miscommunication and confusion during remote/hybrid learning.
- On-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up
- Continue to train and support teachers in grades 3-5 with Canvas implementation

Priority Problem Statements

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, district-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of McCall Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

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

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

Performance Objective 2: McCall Elementary communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

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

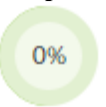
 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 3: In an effort to mitigate the impact of COVID -19 in the McCall facilities, the McCall Elementary will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In the Comprehensive Needs Assessment I included the 8 components including:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Plan was developed August through September stakeholders developed and reviewed the plan.

2.2: Regular monitoring and revision

The plan will be monitored by stakeholders during the following months December, February, April, and June.

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

The plan will be presented at the October Board meeting for the board to review and accept. After the plan has been accepted it will be translated to both English and Spanish and posted on the Aledo and McCall websites.

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: IXL, MClass, Lexia, CBA,

DRA, 504, Special Education ARDS, RTI, etc.

2.5: Increased learning time and well-rounded education

Students who are identified will receive instruction based on their needs.

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

Identified students will be served through RTI, GT, 504, Special Education ARDS, small group instruction during a designated time (WIN).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Involvement Plan was reviewed and posted on the district website in June. Parent Involvement includes:

- Title 1 Parent Meeting
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - Virtual

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings are held throughout the year including:

- Title 1 Parent Meeting - Virtual
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - virtual

Other programs held within the school day and after school.

Campus Planning Committee

Committee Role	Name	Position
Administrator	Jake Bean	Administrator
Administrator	Amy Sadler	Administrator
Classroom Teacher	Jennifer May	Kindergarten
Classroom Teacher	Stacey Utley	First Grade
Classroom Teacher	Julie Johnson	Second Grade
Classroom Teacher	Michelle Johnson	Third Grade
Classroom Teacher	Andrea Ferreira	Fourth Grade
Classroom Teacher	Lori Harbuck	Fifth Grade
Parent	Emery Harbuck	Parent
Parent	Aimee Baskin	parent
Paraprofessional	Cathie Deluane	Paraprofessional
Community Representative	Beth Harris	Community Member
Business Representative	Moore Mike	Business Owner
Classroom Teacher	Liz Garcia	DWEIC rep - third grade
Classroom Teacher	Carol Rodgers	DWEIC Rep - ESL
Community Representative	Edward Donnelly	Community Member
Business Representative	Matt Chappell	Business Owner

Aledo Independent School District
McAnally Intermediate School
Campus Improvement Plan
2020-2021



Mission Statement

McAnally Intermediate Mission: "Through collaboration and accountability, we will facilitate learning to empower students to become contributing members of society by establishing an academic community built upon meaningful relationships."

Aledo ISD Mission: "To ensure 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

McAnally has a current total of 541 students enrolled for the 2020-2021 school year. The student population is 75.4% White, 16.3% Hispanic, 1.5% African-American, .2% Native American, and 5.9% Two Races or more. The percentage of students receiving Special Education services is 8%, 4% of the student population receives ESL services, and 15% is the percentage of our Economically Disadvantaged student population. It should also be noted that the percentage of McAnally students receiving Section 504 services is 12%.

The McAnally Staff embraces the opportunity to know, value and inspire students in a unique setting as a single grade level campus. McAnally's overall attendance rate is currently at 97%.

The CNA and Campus Plan were developed through two rounds of team/committee revisions. The CNA was also presented for review to the Site Based Decision Making Committee on 9/24/20 for further edits/additions. Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, Instructional Focus Data. The previous year's needs assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall campus plan was finalized by the committee on September 29, 2020, and shared with the entire faculty for review and discussion.

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

Demographics Strengths

Strengths

- Enrollment was accurately projected.
- We have added SPED liasons to support students in Special Education.
- Our ESL teacher is on campus each day and pushes into ELAR classes to serve students identified in the ESL program.
- Our attendance rate is very good considering the pandemic and multiple modes of instruction.

Needs

- As a result of increased student enrollment, we must monitor the progress of specific student populations and the services they are receiving.
- As our demographics fluctuate we must ensure parent involvement that is representative of our population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Engagement of parents that represent the cross section of all of our student groups. **Root Cause:** Barriers to communication and opportunity.

Student Achievement

Student Achievement Summary

At McAnally Intermediate, academic achievement is a high priority and a crucial part of all implementations. In 2019-2020 the campus utilized content-specific departments to ensure that all instruction was aligned and high-quality. In the previous school year (2018-2019) the campus earned a 92% for student achievement, and has since focused efforts to continue the trend. Faculty, staff, parents and students value and maintain high standards for achievement, which was evident through the hard work they demonstrated.

New to the 2019-2020 school year was the implementation of Pre-AP Math. This opportunity allowed students to challenge themselves, explore math concepts beyond sixth grade, and work at a quicker pace. All students are provided with tutorials (including before and after school), pull-out remediation, intensive interventions, common summative assessments, and differentiated instruction. Collaborative teams identified student needs based on their common assessments and developed intervention plans for them to address their individual strengths and needs. During McCat time, teachers were able to work with students to re-teach material that was not mastered and provide extensions. Students were also working through Imagine Math and Lexia, which allowed them to work at their own pace to complete lessons at their own specific levels.

Teachers were able to see the benefits of these support systems through grade reports, observations, participation, and the spring benchmark.

Student Achievement Strengths

Strengths:

- Overall "Approaches" percentages remain high.
- New district programs, Lexia and Imagine Math, have helped to aid in progress monitoring. This year we will utilize IXL to determine student levels and differentiate instruction.
- McCat Time provides built in tutoring time used for extension, intervention, and tutorials.

Needs:

- Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged student STAAR performance is notably lower than All Students.
- Continual support for English Learners is needed.
- Closing the achievement gap using data to lead instruction to allow for differentiation.
- Continuing student growth from their current level of achievement.
- Increase percentages at the "Meets" and "Masters" level(s).

Funding:

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: Staff development with a focus on serving ESL students (\$1000), supplemental materials (\$5000), and tutoring/intensified instruction for ELL students (\$9625).
- Title III Immigrant funds (\$5, 275) to support students who are new to the country or within their first three years in US schools.
- Title I funding will be utilized to provide services to students in the following areas: Homeless student supplies (\$2838).
Title I funding will be utilized to supplement Summer School offerings for students with Dyslexia as follows: Summer school personnel, summer school transportation,

summer school materials (\$11993).

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

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Lack of progress at the meets and masters level for student subgroups. **Root Cause:** Last year was our first year of implementation for PAP Math.

School Culture and Climate

School Culture and Climate Summary

McAnally Intermediate strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character and behavior. McAnally has adopted positive behavior intervention supports or PBIS. We continued with the norms set from last year for our common areas based on the model of students being ready, respectful, and responsible each day. Students are reminded of this expectation every day, and norms were addressed with all students at the beginning of the year. Teachers also had students create norms/social contracts in every class, so that students have ownership of behavior. Students and teachers have also been placed into five teams. Students are given points for displaying the desired behaviors, and the winning team chooses a reward each week for Friday. Students also are recognized by each team at the end of every grading period in an event called Celebration Friday. The PBIS process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals.

McAnally Intermediate is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students during daily 55 minute McCat periods.

The Sandy Hook Promise's Start With Hello week has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. The guidance program consists of small group lesson, monthly SEL lessons and initiatives to ensure students do not feel isolated or alone. A student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students.

Our teachers work together to maintain a safe, enjoyable learning environment for students. Administration completes 10 walk throughs each week, provides instant feedback to teachers, and posts weekly data in the staff newsletter. Administration regularly meets with teacher team leaders and department leaders to get feedback from all teachers in order to ensure teachers are heard and the climate remains positive.

Furthermore, McAnally is taking steps to ensure that the following steps are implemented to fulfill board policy FFG (local).

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previous student content is available. Additionally, follow-up information is shared after the

above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

School Culture and Climate Strengths

Strengths

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- PBIS model (ready, respectful, responsible).
- Team system where students earn points for positive behaviors.
- Encouragement of parents/family support of students – Heritage Day, Spelling Bee, Art Shows, Band and Music programs, UIL, Curriculum Night, weekly parent newsletter, and social media communication.
- Student organizations such as Student Council and Student Ambassadors facilitate projects and programs that promote a positive school culture.
- Teachers know and understand their curriculum, are motivated, innovative and use technology on a regular basis.
- Teachers are flexible, trust administration and are willing to take risks.

Needs

- Need new staff training on Capturing Kids' Hearts.
- Campus based student and staff survey needed for this school year.
- Involving virtual learners in campus clubs and activities.
- Continue to grow our campus unity and work collectively.
- Plan for acclimating returning students to F2F as well as new to the district students throughout the year “Welcome Committee.”
- Ongoing review of the programs we are implementing and their effectiveness.

Funding

- Title IV funding (\$20,985) will be allocated for staff members to receive training in Capturing Kids' Hearts. **Note: Dollar amount represents funds shared between all AISD campuses.*

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student engagement in clubs and activities is limited and students are restricted to interaction within their team. **Root Cause:** COVID-19 restrictions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McAnally Intermediate School is a small learning community made of up 40 faculty and staff members. This year we hired 14 new staff members including teachers, paras, and a new Principal. All Teachers have a Bachelor's Degree. Seven teachers also have their Master's Degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings after school. Administration intentionally plans activities and events to facilitate the building of new relationships and ensure the campus is a Professional Learning Community. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA on a rotational basis, as well as other professional learning opportunities. Additionally, teachers are encouraged to participate in district level professional learning opportunities such as "just in time" training. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

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

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

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- The majority of our teaching staff is experienced in 6th grade, and multiple new to campus teachers have taken leadership roles.
- The implementation of a new hiring protocol allows our hiring committee to find the best candidate for every position.

Needs

- Teachers are leaving the profession at a higher rate each year, leading to noticeable turnover the last two years at McAnally.
- With the turnover, a majority of our teachers need to be trained in Capturing Kids Hearts.

Funds

- Title II funds (\$5,542) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and campus need.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff burnout is a very real concern. **Root Cause:** Current COVID-19 restrictions have required extended work hours and multiple modes of instruction requiring extra planning time. Furthermore, teachers and staff rely on support from each other through team building and whole staff development which has not been possible due to current COVID-19 restrictions on large group gatherings .

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McAnally Intermediate is working to meet the goals of the District 2020-2021 Focus Document. Teachers are actively incorporating critical writing, high yield formative assessment, frequent feedback, and the Fundamental Five strategies to ensure all students meet at least one year of academic growth. Teachers have specifically written goals this year to maximize their personal growth on the rigor/relevance and TTESS rubrics to plan for high quality instruction in the classroom.

Teachers are receiving district and campus professional development through "Just in Time" trainings and instructional support through our instructional specialists. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Teachers work together to develop common formative and summative assessments to be used to guide instruction, intervention, and extension during their McCat Time.

Curriculum, Instruction, and Assessment Strengths

Strengths

- The campus is implementing inclusion within the ELAR and Math classrooms.
- Daily Impact Walks and T-TESS walk-throughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a variety of electives such as Art, Band, Music, and Technology for a well-rounded education.

Needs

- The schedule allows for teachers to accomplish all of the PLC at Work tasks outside of school hours.
- Uniform district issued technology and reliable internet sources to aid in virtual student engagement.
- Improved training and support for virtual classroom management.
- More planning time within the work day for teachers.

Funds

- Title II funds (\$5,542) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and campus need.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CT occurring outside the school day is a stressor and limits team planning time. **Root Cause:** Due to COVID-19 restrictions and concerns, our scheduling team decided to prioritize student health in our schedule. We chose to team our students, and force each team to take electives, lunch, and PE at unique times, so that students would not cross paths with other teams. A side effect of this was the elimination of daily common planning time for each content. CT was forced outside of the school day, which has limited our content time together.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement are an integral part of success for our campus. McAnally is very fortunate to receive a great amount of support in this area. McAnally welcomes the opportunity to engage all stakeholders in the learning process. Parents have many opportunities to be involved in their children's education. Due to COVID-19 restrictions many of our traditionally community engagement activities have been limited or shifted to virtual events. We hope to continue providing opportunities through: Student Council, Advocats, PTO, Aledo Education Foundation, virtual book fairs, Heritage Days (virtual), Virtual McCat Camp, Virtual Curriculum Night, and parent volunteer opportunities outside of school. We are focusing many efforts on increasing communication with parents and community through social media, the marquee, the parent newsletter, the campus website, and Parent Link. Teachers are also utilizing their web pages, Canvas, Remind and other resources to keep parents informed.

Parent and Community Engagement Strengths

Strengths

- Parent eNewsletter provides detailed information to keep parents well-informed on a weekly basis.
- Posting information on the McAnally website and social media pages.
- Involvement in the PTO.
- Business partnerships including Myser Orthodontics.

Needs

- More education for parents on the LMS.
- Parent involvement considering COVID-19 restrictions.
- Parent communication streamlined into one place.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent volunteer access to the building has increased teacher and staff work load. **Root Cause:** Current Covid-19 restrictions.

School Context and Organization

School Context and Organization Summary

McAnally has embraced the opportunity to build relationships and make a positive impact on the lives of our students before they enter middle school. We recognize students for positive behavior and accomplishments.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus also has a Guiding Coalition composed of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

McAnally operates off of a seven period schedule. In addition to their four core classes and P.E., students are able to choose courses in band, art, choir, music, and technology. McAnally consists of collaborative teams built by content area. Teachers teach five classes and have only one subject area for which to prepare. There is also an RTI period built into the day called McCat time where students can receive extra support and enrichment.

McAnally students are provided extracurricular opportunities through U.I.L., Spelling and Geography Bees, Book Fairs, Art Show, Band Programs, Choir Programs, McAnally Student Council, Hoops for Heart, and team activities each week for the winning team and for everyone at the end of each grading period. High participation rates in these areas provide our students with an opportunity to have fun and find their passions in life.

The McAnally Staff communicates through a variety of ways. Communication methods between staff and parents include the weekly parent newsletter, Parent Link system, Google Sites, school telephones, school e-mail, Facebook page, Instagram, Twitter, and Parent Portal. Due to current COVID-19 restrictions, McAnally also conducted a Virtual McCat Camp and a Virtual Curriculum Night in which virtual interaction provides parents with the opportunity meet the staff and engage in an overview of the district curriculum focus.

School Context and Organization Strengths

Strengths

- Student choice with electives.
- Team point systems builds unity within teams.
- McAnally Guiding Coalition for staff voice.
- McCat Time for extra help for students.
- Co-teaching in ELAR and Math.

Needs

- Campus parent survey.
- Campus student survey.
- Unified communication platform.
- Identify ways to keep students engaged and making academic progress.

Technology

Technology Summary

McAnally is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students either bring their own device or have a chromebook checked out from the district. Teachers also have access to mirroring software, which allows teacher the ability to integrate BYOD learning activities into instruction. Software programs such as Lexia, IXL, Eduphoria, Stemscores, Web 2.0 Tools and apps, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The campus also has seven laptops per team for students to check out if theirs are broken or not charged. The building has a library with Promethean Board and a classroom with computers available for coding and robotics. We also have a STEAM Studio giving students access to innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs. To provide consistency in apps and equity, the campus would like to have district issued one-to-one devices.

Technology Strengths

Strengths:

- Single sign-on and a streamlined WIFI access process have made student access much easier.
- Students have consistent and wide access to technology resources for their educational use.
- Security technology has effective coverage throughout the campus.
- Modules are in Canvas for students to utilize when absent and for re-teach

Needs:

- One hundred percent of teachers are not integrating the technology that is available.
- Lack of STEAM integration across content areas; resulting in the STEAM Studio being underutilized.
- Continued professional development on technology resources.

Problem Statements Identifying Technology Needs

Problem Statement 1: Increasing teacher use of highly effective technology/STEAM tools. **Root Cause:** We are not a 1-1 campus yet, which limits teacher desire to plan technology into their lessons.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, campus-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
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 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

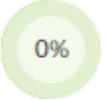
Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, school-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 98% of Collaborative Teams school-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 98% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	0%	0%	0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 93% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of McAnally collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

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

Goal 3: McAnally Intermediate School 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: Campus communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

Strategy 1: Strategy 1Edit Remove	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications Lead Nurse				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: McAnally Intermediate School 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: In an effort to mitigate the impact of COVID -19 at McAnally Intermediate, the campus will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Josh Jenkins	Principal
Parent	Heather Scott	Parent
Parent	Reagan Forman	Parent
Community Representative	Kristi Siddons	Community Member
Community Representative	Danelle Weaver	Community Member
Business Representative	Christi James	Business Owner
District-level Professional	Mercedes Mayer	Director of Communications AISD
Non-classroom Professional	Kira Buck	Librarian
Classroom Teacher	Elizabeth Shifflett	Teacher
Classroom Teacher	Cheryl Lucas	Teacher
Classroom Teacher	Dawn Hinkle	Teacher
Classroom Teacher	Kate Thomas	Teacher
Classroom Teacher	Glen Porter	Teacher
Classroom Teacher	Kathy Marconi	Teacher
Business Representative	Sarah Myser	Business Owner

Aledo Independent School District

Aledo Middle School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Aledo ISD Mission Statement: Ensuring high levels of learning for all students.

Aledo Middle School Mission Statement: The mission of AMS is to provide all students the opportunity to develop their full potential; to inspire critical thinking, collaboration, and creativity; and to be effective communicators in a global society.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

"Be the Difference"

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Comprehensive Needs Assessment

Revised/Approved: September 25, 2020

Demographics

Demographics Summary

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. Our current student enrollment is 1094 students in grades 7 and 8. The campus staff is comprised of the following members: three campus administrators, 56 general education teachers, six special education teachers, one full time ESL teacher, one part time ESL teacher, two counselors, two instructional specialists, one part-time special education counselor, one part-time intervention counselor, one campus librarian, one diagnostician, one part-time speech therapist, one nurse, one special education instructional facilitator, four office staff paraprofessionals, one school resource officer, one athletic trainer, three special education paraprofessionals, and one ISS paraprofessional.

For the 2020-2021 school year, the student population at Aledo Middle School is 48% female and 52% male. The ethnic breakdown for the current school year is as follows: African American-1.6%; Asian-0.5%; American Indian-0.4%; Two or More Races-5%; White-75.1%; and Hispanic-17.6%. Currently, our economically disadvantaged population is 17.1%. The percent of students receiving special education services is 9% and the percentage of students receiving ESL services is 4.2%.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced by our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2019-2020 school year was 97.73%. This is a .93% increase from the 2018-2019 school year.

During the first few weeks of the 2020-2021 school year, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during Professional Learning Days (August 2020). During this time, instructional staff members reviewed academic, disciplinary, and campus survey data to begin setting campus goals for the upcoming year. In August and September, through weekly Collaborative Team meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted a beginning of the year survey soliciting both strengths and needs of AMS. The Site Based Decision Making (SBDM) Committee worked together virtually to revise the campus plan based on the campus comprehensive needs assessment from September 25 to September 28, 2020. The plan was then shared with the AMS faculty for review and discussion.

The plan will be monitored, reviewed, and revised (if needed) in December, February, and April. Summative evaluation of the plan will be conducted in June.

Demographics Strengths

Strengths:

- AMS has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to shared vision and goals.
- According to the beginning of the year survey, 98% of staff feel that campus administration acts on faculty concerns and recommendations and 94% of staff feel there is a sense of unity throughout the campus.
- The campus saw a .93% increase in our attendance rate.

Needs:

- Class sizes are increasing and campus facilities have exceeded functional capacity and are approaching maximum capacity.
- As our student population has grown, we have added additional staff members - several of these teachers travel throughout the day and share multiple classrooms.
- AMS Administration and Counseling Staff will monitor needs of homeless students.
 - Title 1 for homeless student supplies (\$2,838)
- AMS Administration and ESL teachers will monitor needs of students who are new to the country or within their first 3 years in US schools.
 - Title III Immigrant funds (\$5,275)

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. Due to COVID-19 and the absence of 2020 STAAR/EOC data, Aledo Middle School received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designed intervention and extension for students around essential standards.

AMS strives to provide high quality daily instruction. Students are encouraged to become self-directed and take ownership in their learning as they prepare for high school and beyond. Student conferences are held regarding grades, study habits, and overall academic performance. Failure rates are monitored each grading cycle by campus administration and counselors.

Failure Report for 2019-2020

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7 th Grade	14%	9.1%	10.9%	5.2%
8 th Grade	15.8%	24.8%	27%	10.9%

Student Achievement Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Report Cards, and Email.
- Increased use of WebEx to host events such as Curriculum Night.
- Continued staff support is offered for all students throughout the school day.
- All students are offered support through Bearcat Base (Content Mastery).
- CAT Time offered daily to provide intervention and extension.
- Eduphoria is beneficial in tracking student progress from year to year.

Needs:

- After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.
- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - Professional learning focused on high yield instructional strategies and instructional programming for ELL students (\$1000)
 - Supplemental materials (\$5000)
- Students not showing mastery will be provided summer school opportunities.

- Title I funds (\$11,993)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Potential discrepancy between assessment and instruction; extended school closure contributing to "COVID slide".

School Culture and Climate

School Culture and Climate Summary

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. AMS is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

Aledo Middle School's climate is one that fosters relationships, rigor, relevance, and collaboration. Campus morale is positive, but intentional work is being done to provide support, grace, and guidance as teachers are under an increased amount of stress due to changes in instructional delivery, protocols, and other factors surrounding COVID-19. Despite the unique challenges this year has presented, AMS continues to work to build capacity as a Professional Learning Community committed to ensuring high levels of learning for all students. Teachers meet weekly in collaborative teams to design instruction, intervention, and extension centered around essential standards.

AMS is committed to providing exceptional experiences that empower learners for life. Such experiences are provided both inside and outside of the classroom. Students are provided opportunities to participate in Fine Arts, Academics, Athletics, and Student Organizations. The counseling program provides weekly guidance lessons through the Friday Fifteen, Aim for Success, Signs of Suicide (SOS), Play it Safe, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. A Student Leadership Team has also been established as an additional communication link between students and staff and makes recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

Please note the following regarding required trainings:

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is share and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

School Culture and Climate Strengths

Strengths:

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through PTO and AdvoCats.
- Administer staff survey at the campus level to obtain feedback.
- Continue staff and student recognition programs (Difference Makers, commUNITY Champions, and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition.
- Sunshine Committee activities.

Needs:

- There is a need to continue to build a sense of community between AMS staff and families.
- New staff in need of Capturing Kids' Hearts Training.
 - Aledo ISD has designated Title 4 funds (\$20,985) for Capturing Kids Hearts training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to a high employee retention rate, Aledo Middle School is predominantly composed of experienced teachers. The experiences and wisdom that come with being a veteran teacher, enable the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Teachers meet weekly in grade level, departmental Collaborative Teams to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including "Just in Time" training. Campus level professional learning stems from discussions regarding gaps in instructional practice.

Teachers are evaluated under the T-TESS appraisal system. Through this system, teachers receive feedback from 2 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. Each year teachers set professional learning goals through the T-TESS system. This year, goals were intentionally set around descriptors from the Rigor, Relevance, and Learner Engagement ICLE rubrics. In addition to goals set through T-TESS, teachers are also working to achieve SMART Goals set forth by their Collaborative Teams. Professional staff not evaluated through T-TESS meet monthly with campus administration to discuss progress toward professional goals and evaluative tasks.

In an effort to continue to refine instructional practices and meet the goals of our instructional focus, campus administrators are conducting 10 Daily Impact Walks per week. Data collected from these walks is shared with staff members through Collaborative Team meetings.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% Highly Qualified Teachers
- High Staff Retention Rate
- Campus survey data indicates positive morale and supportive climate

Needs:

- As the student body becomes more diverse, we need to reflect that diversity in our staff.
- Continued professional learning for staff centered around campus instructional goals.
 - Title II Allotment for AMS (\$9,698)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional work at AMS is driven by our Aledo ISD 2020-2021 Instructional Focus. Teachers continue to plan collaboratively around content standards and design instructional tasks according to the depth of the standards. Teachers are consistently implementing Thinking Maps and elements of the Fundamental Five including Critical Writing and Focused Small Group Purposeful Talk. Teachers are also working to develop meaningful tasks that are both rigorous and relevant. This year, teacher teams are working collaboratively to develop common formative assessments centered around essential standards in order to create a guaranteed and viable curriculum for all learners. Similarly, teachers are working to provide prescriptive feedback regularly. Lastly, the District has been aggressive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we work to build both student and teacher capacity in Canvas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Teacher team developed YAG for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Ongoing development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.
- Instructional focus on authentic implementation of Thinking Maps.
- Daily student centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion, and critical writing.
- Use of shared drives to facilitate resource sharing, data disaggregation, and collaboration.
- Continued use of Lexia as a supplemental tool for supporting academic growth in Reading and Writing.
- Implementation of IXL as a supplemental tool for supporting academic growth in Math.

Needs:

- Continued professional learning needed regarding high quality formative assessments.
- Continued professional learning needed regarding effective feedback.

Parent and Community Engagement

Parent and Community Engagement Summary

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO and AdvoCats.

AMS has also built strong partnerships with community businesses to support teachers and students.

AMS has partnered with Brookshire's of Aledo to recognize an Employee of the Month each month.

Parent and Community Engagement Strengths

Strengths:

- Information on campus web-page and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be involved at AMS.
- Ascender/Parent Portal allows parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Students and parents receive a weekly update from the principal via email and social media.
- Student participation in community service projects through Student Council, NJHS, and Athletics.

School Context and Organization

School Context and Organization Summary

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through our Guiding Coalition, Department Chairs, and Instructional Team Leads. The Site Based Decision Making (SBDM) Committee works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population. Teacher input is valued in the process of curriculum development and implementation of instructional strategies that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, Student Council, National Junior Honor Society, Robotics and Aerospace, UIL Academics, Agriculture/FFA, Cheerleading, and Dance.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Weekly Parent Newsletter from Principal, Phone, and Text messaging, class web-pages, Google Classroom, Remind, Parent Portal, Facebook, Twitter, and Instagram.

School Context and Organization Strengths

Strengths:

- Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.
- Staff is surveyed informally throughout the year.
- Campus web-page is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.
- Collaborative Team Meetings are conducted weekly.
- Open door policy with administrators.
- Extracurricular activities are increasing each year at AMS.

Needs:

- Feedback from students is limited to informal, daily communication, stressing the need for a formal student feedback system.

Technology

Technology Summary

Aledo Middle School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, laptop, and iPad. In the past, each classroom was also equipped with at least 5 student devices and teachers had access to carts for whole-class use. However, due to COVID-19 those devices have been distributed to individual students. While many students are able bring their own devices, there are still several students that do not have access to devices for daily instruction. Also, transitioning from Google Classroom to Canvas warrants additional training and resources for both teachers and students.

Technology Strengths

Strengths:

- AMS staff is open and willing to obtain training for the implementation of new technology in the classroom.
- District Instructional Technologist available to assist with technology implementation and lesson planning.
- Satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.
- Implementation of student BYOD.

Needs:

- Critical need for all students to have access to devices for daily instruction.
- Continued professional learning regarding Canvas implementation and best practices.
 - Title II Allotment for AMS (\$9,698)
- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.

Priority Problem Statements

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

Root Cause 1: Potential discrepancy between assessment and instruction; extended school closure contributing to "COVID slide".

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Goals

Revised/Approved: September 28, 2020

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. Strategy's Expected Result/Impact: Teachers will utilize high yield formative assessments to obtain daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence 100% of the time. Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo Middle School will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 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 2021. Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo Middle School will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time.

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence 85% of the time, by June 2021. Staff Responsible for Monitoring: Principal Assistant Principals	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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: 100% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

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

Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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. Strategy's Expected Result/Impact: 100% of AMS collaborative teams will rate at the "Developing" level on Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 100% of collaborative teams at AMS will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 100% of Aledo Middle School collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 100% of collaborative teams at AMS will rate at the "Developing" level in indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at AMS every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: All Campus Staff Campus Police Officer Assistant Principals Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed. Strategy's Expected Result/Impact: 93% of student athletes will pass all courses at the end of each nine weeks reporting period by June 2021. Staff Responsible for Monitoring: Athletic Coordinator Coaching Staff Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Nurse Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

Strategy 1: 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff. Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. Staff Responsible for Monitoring: Assistant Principals Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Mandy Musselwhite	Principal
Administrator	Alyssa Seay	Assistant Principal
Administrator	Michael Diaz	Assistant Principal
Administrator	Lynn McKinney	Deputy Superintendent
Parent	Ryan Isaacs	Parent
Parent	Don Bainbridge	Parent
Community Representative	Sarah Myser	Community Member
Business Representative	Jonathan Williams	Business Representative
Classroom Teacher	Lynn Richter	Classroom Teacher
Classroom Teacher	Rickie Hartmann	Classroom Teacher
Classroom Teacher	Kristie Vandergriff	Classroom Teacher
Classroom Teacher	Paula Vidaurri	Classroom Teacher
Classroom Teacher	Selecia Watson	Classroom Teacher
Classroom Teacher	Matt Adams	Classroom Teacher
Non-classroom Professional	Jennie Andrews	Librarian

Aledo Independent School District
Daniel Ninth Grade Campus
Campus Improvement Plan
2020-2021



Mission Statement

Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

The start of something great!

**We believe that our campus will provide the start of something great for our students –
the start of a great high school journey and a great future.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth-grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 512. The ethnic breakdown is as follows: African American 3.51%; Caucasian 75.78%; Hispanic 15.42%; other 5.27%. Sixteen percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 8.2%, and we currently have nine students receiving English Language (EL) services. The campus has 28 full-time instructional professional staff members and shares an additional 15 instructional professional staff members with AHS and/or AMS. We also have access to the AHS instructional professional staff for students to take CTE and Fine Arts electives.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth-grade students during their pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students, including academic, behavioral, social, and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state of the art facility has innovative technology that is being integrated into instruction in all classrooms.

The CNA and Campus Plan were developed over a series of two workshops (9/22/2020, 9/29/2020). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, Instructional Focus Data. The previous year's assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus plan was finalized by the committee on September 29, 2020, and shared with the entire faculty for review and discussion.

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

Demographics Strengths

Strengths:

- Small Learning Community Concept (one grade level) allows campus to implement innovative programs and initiatives.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.

Needs:

- Parent engagement within the Hispanic and Economically Disadvantaged populations are low.
- Daniel Ninth Administration and Counseling Staff will monitor needs of homeless students.
 - Title 1 for homeless student supplies (\$2,838)
- Daniel Ninth Administration and ESL teachers will monitor needs of students who are new to the country or within their first 3 years in US schools.
 - Title III Immigrant funds (\$5,275)

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Due to COVID-19 and the absence of 2020 STAAR/EOC data, Daniel Ninth Grade Campus received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designed intervention and extension for students around essential standards.

Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during I-30 Flex. Teachers work to build relationships with their students so they know their strengths and needs.

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

Student Achievement Strengths

Strengths:

- The campus has developed a systematic approach to providing a targeted intervention and extension program during I-30.
- After school tutorial program staffed by a certified teacher and student tutors is open to all students
- Daniel Ninth Grade Campus provides all freshmen with the opportunity to take the PSAT at no cost to students.
- The campus is taking a proactive approach in addressing student academic needs and growth, etc. through collaborative team meetings, common formative assessments, common summative assessments, etc.
- The campus is building collective responsibility through an intentional focus on sharing students, interventions, etc.

Needs:

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - Professional learning focused on high yield instructional strategies and instructional programming for ELL students (\$1000)
 - Supplemental materials (\$5000)
 - Students not showing mastery will be provided summer school opportunities.
 - Title I funds (\$11,993)

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

School Culture and Climate

School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character, and behavior. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students.

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The guidance program provides academic seminars, Too Good for Drugs Program, Signs of Suicide (SOS) Program, Start with Hello Program, guidance lessons, small group counseling, and a character education program. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. A Student Leadership Team will be established as an additional communication link between students and staff to make recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

Please note the following regarding required trainings:

For staff:

All staff is required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared, and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

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

School Culture and Climate Strengths

Strengths:

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- Faculty are trained and implement the Capturing Kids' Hearts Process.
- Campus focuses on learning for all students as evidenced by a redefined focus and implementation of I-30 Flex.
- Teachers are flexible and are willing to take risks.
- Student organizations such as Leading Ladies, Student Ambassadors, and Student Council facilitate projects and programs that promote a positive school culture.

Needs:

- Refinement of systems to manage the instructional responsibilities required of teachers in this new educational landscape. Teachers feel overextended and are at-risk for
- New staff in need of Capturing Kids' Hearts training. Seven teachers will attend the training in 2020-2021 using designated title 4 funds (\$20,985)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Daniel Ninth Grade Campus is a small learning community made of up 43 faculty and staff members. The average number of years of experience for teachers at Daniel Ninth is 13.8 years. All teachers have a Bachelor's Degree and are fully certified to teach their assigned courses. Ten teachers also have a Master's Degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Administration intentionally plans activities and events to facilitate the building of new relationships and ensure the campus is a Professional Learning Community. Professional learning is a big part of the campus culture and is incorporated regularly through learning lunches, book studies, etc. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA and PAP conferences on a rotational basis. Additionally, teachers are encouraged to participate in district-level professional learning opportunities such as "Just in Time" training. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

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

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

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- The Capturing Kids' Hearts training has created a staff that focuses on student relationships and that builds high-performing teams within their classrooms.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- The implementation of a new hiring protocol allows a team to observe and interview applicants to find the best candidate for every position.
- Salary increases have resulted in a higher level of competitiveness which enables us to recruit high-quality candidates.

Needs:

- The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.
- The campus is lacking enough teachers to provide high quality, equitable remote instruction.

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

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth grade campus is working to support the District Instructional Focus for the 2020-2021 school year. Teachers are implementing Thinking Maps and the Fundamental 5 strategies to address the District Problem of Practice which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor and relevance as they plan instructional opportunities for students.

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

Teachers continue to refine their skill levels to fully integrate the use of technology into instruction by including Promethean Boards, Teacher iPads, student devices, WebEx, Eduphoria, Canvas, and other applications. The District has been responsive and proactive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we work to build both student and teacher capacity in our Learning Management System. Teachers have been trained in Marzano's High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, and Blended Learning that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The campus is implementing inclusion within the English I, Algebra I, and Biology I classrooms.
- Daily Impact Walks and T-TESS walkthroughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a high number of courses and endorsement pathways for students.
- Use of shared drives to facilitate resource sharing, data disaggregation, Collaborative Team Agendas, meeting minutes, and common lessons.
- Implementation of IXL and Lexia as a supplemental tool for supporting academic growth in Math and Reading.

Needs:

- Continued professional learning needed regarding high-quality formative assessments.
- Continued professional learning needed regarding effective feedback.

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. While the campus is currently closed to visitors due to COVID-19 the school encourages participation by providing various opportunities for involvement such as parent/student orientation, STEAM Carnival, An Evening with the Arts, Bearcat Alley, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter, and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

Additionally, we hosted a virtual Parent Fish Camp Event, Open House Parent Informational Meeting, and weekly parent newsletters provide direct resources for parents to best support their students academically at home.

Parent and Community Engagement Strengths

Strengths:

- Parent eNewsletter provides detailed information to keep parents well-informed on a weekly basis.
- Ascender/Parent Portal allows students and parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide community service opportunities for students.

Needs:

- Social distancing protocols have been an obstacle to engaging with parents within our school community. Emails, newsletters, and web chats are the main source of connection and we are experiencing a deficit in relational community-building.

School Context and Organization

School Context and Organization Summary

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds, and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals, and the faculty as a whole. A Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. They are given a voice as they play a vital role in curriculum writing and program selection and implementation. Core content areas meet weekly in collaborative teams to engage in work that directly impacts student learning. The campus has embraced the PLC at Work process in an effort to ensure high levels of learning for all students.

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

School Context and Organization Strengths

Strengths:

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Staff updates are shared weekly which includes a calendar of events and other relevant “need to know” information.
- Frequent feedback from staff is used to identify areas for refinement and explore creative solution-focused systems.
- Students have a wide variety of CTE courses to explore.
- Staff members offer high-interest and relevant clubs and activities (for example; Coding, STEAM Studio, Science Labs, Beyond our Borders Student Outreach club, Leading Ladies, Student Council, HOSA, Book Club, Ted Talk Tuesdays, etc.)

Needs:

- Students and parents have limited knowledge regarding career pathways and endorsements.

Technology

Technology Summary

Daniel Ninth Grade Campus is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, a Laptop Computer, and a Teacher iPad. Previously, each classroom was also equipped with at least five student devices and teachers had access to mobile Chromebook carts for whole-class use. However, due to COVID-19, those devices have been distributed to individual students. While many students are able to bring their own devices, there are still several students that do not have access to devices for daily instruction. Also, transitioning from Google Classroom to Canvas has been a learning curve for both teachers and students and additional training is on-going.

Software programs such as Odysseyware, Eduphoria, Planbook.com, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis.

Teachers all have individual web pages through the Blackboard campus website and utilize the Canvas Learning Management System to incorporate blended learning strategies into the instructional design.

The campus has one mobile Chromebook cart, two computer labs, three science labs, a lecture hall, Distance Learning Equipment, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio giving students access to innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

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

Technology Strengths

Strengths:

- Students and teachers are becoming increasingly familiar with navigating digital learning tools.
- The majority of students have a personal (or district-provided) device to utilize on a daily basis.
- Teachers are continuously learning and applying new technology skills to improve instruction.

Needs:

- Critical need for all students to have access to devices for daily instruction.
- Continued professional learning regarding Canvas implementation and best practices.

Priority Problem Statements

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

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

Problem Statement 1 Areas: 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
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leader, Curriculum Specialist	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Daniel Ninth Grade will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 1: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: 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 2021. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Teachers will ensure that students have dedicated space for daily critical writing to occur. Strategy's Expected Result/Impact: Students will have a consistent place to house their critical writing and Thinking Maps as needed. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: New teachers will participate in a Fundamental 5 book study. Strategy's Expected Result/Impact: Teachers will read and discuss the Fundamental 5 strategies to ensure common understanding for effective implementation of the Lesson Frame, Critical Writing, and FSGPT. Staff Responsible for Monitoring: C&I Department	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time by June 20-21.

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

Summative Evaluation: None

Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 85% Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence 85% of the time, by June 2021. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

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

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery. Strategy's Expected Result/Impact: 98% of Collaborative Teams at Daniel Ninth Grade Campus will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions. Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Collaborative Teams will identify prerequisite skills and knowledge for their subsequent courses. Strategy's Expected Result/Impact: Identification of prerequisite skills will enable vertical alignment and help teachers identify essential standards. Staff Responsible for Monitoring: Campus Administration Curriculum Specialists	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning. Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. Strategy's Expected Result/Impact: Team collaboration will be focused on student learning. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Collaborative Teams will assign various roles and responsibilities within each team. Strategy's Expected Result/Impact: Teams will work interdependently. Staff Responsible for Monitoring: Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal. Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will utilize a data analysis protocol to ensure a focused on results and student growth. Staff Responsible for Monitoring: Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration				
	Reviews			
	Formative			Summative
Strategy 4: Collaborative Teams will be recognized when they accomplish their SMART Goal. Strategy's Expected Result/Impact: Celebrating success will enhance campus culture and reinforce intentional work. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration	Dec	Feb	Apr	June
				
	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams. Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of collaborative teams at Daniel Ninth Grade Campus will rate at the "Developing" level in indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Campus police officer and security personnel will check 100% of each door type at Daniel Ninth Grade Campus every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: All Campus Staff Campus Police Officer Assistant Principals Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed. Strategy's Expected Result/Impact: 93% of student-athletes will pass all courses at the end of each nine weeks reporting period by June 2021. Staff Responsible for Monitoring: Athletic Coordinator Coaching Staff Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will be trained in how to utilize the Ascender Student Portal so they can monitor their own progress. Strategy's Expected Result/Impact: Student responsibility will increase. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: A system will be developed to facilitate teacher communication with coaches when an athlete is struggling. Strategy's Expected Result/Impact: Partnership between teachers and coaches to ensure student success. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Ensure teachers are current on APSI training, PreAP teacher training, and alignment with AP standards and objectives. Strategy's Expected Result/Impact: Highly trained teachers providing quality advanced instruction. Staff Responsible for Monitoring: Campus Administration AP Teachers	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2: Establish a Quarterly AP Teacher Collaborative meeting. Strategy's Expected Result/Impact: Teachers share best practices, establish consistency within the Advanced Academic Program. Staff Responsible for Monitoring: Campus Administration District Advance Academics Coordinator	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3: Assist teachers in becoming AP Graders. Strategy's Expected Result/Impact: Teachers become more familiar with the assessments. Staff Responsible for Monitoring: Campus AP Coordinator	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4: AP Teachers will provide various review sessions, mock assessments, etc. Strategy's Expected Result/Impact: Increased student performance on AP exams Staff Responsible for Monitoring: AP Coordinator	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: To increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide, communication will occur in a timely manner.

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

Summative Evaluation: None

Strategy 1: Include access to the COVID dashboard in weekly parent communication. Strategy's Expected Result/Impact: Parents will have easy access to the COVID numbers. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Send notification of positive tests to all required recipients within 12 hours of receiving information. Strategy's Expected Result/Impact: Timely communication builds trust and keeps all informed. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3: Within twenty-four hours of being notified of a COVID positive case, the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Strategy's Expected Result/Impact: 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carolyn Ansley	Principal
Classroom Teacher	Estee Diaz	Teacher
Classroom Teacher	Valerie Redding	Teacher
Classroom Teacher	Niki Heimke	Teacher
District-level Professional	Earl Husfeld	AISD Chief Financial Officer
Non-Classroom Staff	Karen Taylor	Library Aide
Parent	Jennifer Kirkpatrick	Parent
Business Representative	Dr. Ali Kovach	Business Representative
Community Representative	John Flores	Community Representative
Business Representative	Janet Coble	Business Representative
Parent	Ashley Everett	Parent
Community Representative	Susan King	Community Representative

Aledo Independent School District

Aledo High School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Aspire to Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

Strengths

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

421

Needs

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

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

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

Student Achievement Strengths

Strengths

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

Needs:

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

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

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

Problem Statements Identifying Student Achievement Needs

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

other co-teach models are underutilized.

Problem Statement 2 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

School Culture and Climate

School Culture and Climate Summary

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

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

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

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For each of the student programs cited above, parent communication is shared, and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

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

School Culture and Climate Strengths

Strengths

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

Needs

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

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

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

Problem Statements Identifying School Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

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

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

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

Staff Quality, Recruitment, and Retention Strengths

Strengths

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

Needs

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

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

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

Curriculum, Instruction, and Assessment Strengths

Strengths

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

Needs

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

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs 429

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

Parent and Community Engagement Strengths

Strengths

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

Needs

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

Problem Statements Identifying Parent and Community Engagement Needs

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

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

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

School Context and Organization

School Context and Organization Summary

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

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

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

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

School Context and Organization Strengths

Strengths

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

Needs

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

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

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

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

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

Technology Strengths

Strengths

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

Needs

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

Problem Statements Identifying Technology Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leader, Curriculum Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

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

Strategy 6: Teachers will ensure that students have dedicated space for daily critical writing to occur. Strategy's Expected Result/Impact: Students will have a consistent place to house their critical writing and Thinking Maps as needed. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect the consistent implementation of frequent feedback. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Daily Impact Walk Data will be shared with the campus and departments each month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: An Instructional Focus section will be included in the weekly Bearcat Bulletin to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6: Collaborative Teams will breakdown common assessment data to identify specific skills and concepts to target for intervention. Strategy's Expected Result/Impact: Students will receive specific feedback regarding the mastery of specific standards. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery. Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2021. Staff Responsible for Monitoring: Campus Principal, Curriculum Specialist, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Collaborative Teams will utilize a data analysis protocol to analyze common assessment data. Strategy's Expected Result/Impact: Teachers will have a clear understanding of what knowledge and skills students are mastering throughout the course. Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions. Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Collaborative Teams will identify prerequisite skills and knowledge for their subsequent courses. Strategy's Expected Result/Impact: Identification of prerequisite skills will enable vertical alignment and help teachers identify essential standards. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning. Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. Strategy's Expected Result/Impact: Team collaboration will be focused on student learning. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Members. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Collaborative Teams will assign various roles and responsibilities within each team. Strategy's Expected Result/Impact: Teams will work interdependently. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

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

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

Summative Evaluation: None

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

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

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

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

Summative Evaluation: None

Strategy 1: Campus Police Officer will conduct campus walk-throughs each day to check interior and exterior doors. Strategy's Expected Result/Impact: 100% of checked, unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: Campus SRO	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus Administrators will check interior doors as they conduct Daily Impact Walks and/or are moving about the building. Strategy's Expected Result/Impact: Doors will be locked and needs will be made evident. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Exterior doors will be strategically scheduled to be unlocked during high traffic times. Strategy's Expected Result/Impact: Fewer students will prop doors open. Staff Responsible for Monitoring: Campus Administration, Campus SRO Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Each Head coach will monitor individual student performance every 3 weeks to ensure students are passing all courses. Corrective action will be determined as needed. Strategy's Expected Result/Impact: Ninety-three percent of student-athletes will pass all courses at the end of each nine-week reporting period during their competitive season by June of 2021. Staff Responsible for Monitoring: Head Coaches, Athletic Director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: A system will be developed to facilitate teacher communication with coaches when an athlete is struggling. Strategy's Expected Result/Impact: Partnership between teachers and coaches to ensure student success. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Students will be trained in how to utilize the Ascender Student Portal so they can monitor their own progress. Strategy's Expected Result/Impact: Student responsibility will increase. Staff Responsible for Monitoring: Campus Administration, Campus PEIMS Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Ensure teachers are current on APSI training, PreAP teacher training, and alignment with AP standards and objectives. Strategy's Expected Result/Impact: Highly trained teachers providing quality advanced instruction. Staff Responsible for Monitoring: Campus Administration, AP Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Establish a Quarterly AP Teacher Collaborative meeting. Strategy's Expected Result/Impact: Teachers share best practices, establish consistency within the Advanced Academic Program. Staff Responsible for Monitoring: Campus Administration, District Advance Academics Coordinator, Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Assist teachers in becoming AP Graders. Strategy's Expected Result/Impact: Teachers become more familiar with the assessments. Staff Responsible for Monitoring: Campus AP Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Establish an AP Campus Coordinator to oversee advanced academics, AP goal-setting, and progress. Strategy's Expected Result/Impact: A unified AP program that is aligned and goal-oriented Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: AP Teachers will provide various review sessions, mock assessments, etc. Strategy's Expected Result/Impact: Increased student performance on AP exams Staff Responsible for Monitoring: AP Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Train all Activity Account-Holders in the fundraising handbook including expectations for collecting money. Strategy's Expected Result/Impact: Less cash will be collected on campus. Staff Responsible for Monitoring: Campus Principal, Principal's Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Develop intentional communication for parents and staff regarding the use of In-Touch as a means for student payment. Strategy's Expected Result/Impact: Increase in awareness and use of the system. Staff Responsible for Monitoring: Campus Principal, Campus Webmaster Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: A system for campus COVID tracking and notification will be developed. Strategy's Expected Result/Impact: Timelines will be met and documentation will be available regarding COVID tracking and communication Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Include access to the COVID dashboard in the weekly parent communication. Strategy's Expected Result/Impact: Parents will have easy access to the COVID numbers. Staff Responsible for Monitoring: Campus Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Send notification of positive tests to all required recipients within 12 hours of receiving information. Strategy's Expected Result/Impact: Timely communication builds trust and keeps all informed. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Strategy's Expected Result/Impact: 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Improvement Committee

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

Aledo Independent School District

Aledo Learning Center

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Ensuring high levels of learning for all 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. We also support students who are expectant parents or who are currently parenting students. 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, Edgenuity, 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 2020-2021 ALC Comprehensive Needs Assessment was conducted during the month of September. Staff were given this time to suggest additions, edits and revisions to the plan. A meeting was held on September 28, 2020 to review changes with our Campus Advisory Team. Team members were also allowed to suggest additions at this meeting. The team submitted the final ALC Campus Plan on September 30, 2020.

The plan will be monitored by the campus principal and the Campus Advisory Team during the months of December, February, April and June. Meetings will be held throughout the school year to update the plan.

Demographics

Demographics Summary

Staff: The ALC staff consists of nine staff members, which include one of each of the following; principal, ELAR teacher, Science teacher, Math teacher, Social Studies teacher, DAEP teacher, paraprofessional, campus secretary, and a part-time counselor. This school year there are two special education teachers from AHS who spend one period a day on our campus; one in English and one in Math.

Enrollment: We had 41 students enrolled at the Aledo Learning Center during the 2019-2020 school year. Listed below is a breakdown of our enrollment.

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

11–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).

13–Students graduated on the Foundation Graduation Plan (22 credits).

19–Students were scheduled to return to ALC for the 2020-2021 school year.

3–Students withdrew from the ALC during the 2019-2020 school year.

Attendance Rate: In the 2019-2020 school year we had an attendance rate of 77.2%. This is a 5.2% decrease from the previous school year. District letters are mailed to parents when a student has excessive unexcused absences or an abundance of excused absences. 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. Several truancy cases were filed during the school year.

1st Six Weeks – 84.44%

2nd Six Weeks – 76.77%

3rd Six Weeks – 75.66%

4th Six Weeks – 71.94%

5th Six Weeks – not taken due to COVID

6th Six Weeks - not taken due to COVID

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2019-2020 school year was as follows:

Caucasian – 31 students or 75%

Hispanic – 6 students or 15%

African American – 2 students or 5%

Native American - 2 students or 5%

Gender: Male students – 19 and Female students – 22 students

Special Program Participation: The Aledo Learning Center provided services to nine Special Education students, 4 ESL students, and nine 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 32 students in attendance during the 2019-2020 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 minimal. The majority of referrals were written for non-participation, breaking classroom rules, vaping and THC usage. 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: 47 (six repeaters) students were placed in DAEP during the 2019-2020 school year.

1-elementary student (male)

1-intermediate student (1 female)

9-middle school students (1 female and 8 males)

36-AHS/ALC/DNG students (7 females and 29 males)

DAEP Ethnicity Breakdown:

Caucasian - 36 students or 76%

Hispanic - 6 students or 13%

African American - 5 students or 11%

Special Programs DAEP Breakdown:

Special Education - 5 students

504 - 5 students

ESL - 2 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, highly qualified and SIOP trained.
- We had 24 graduates.
- High population of at-risk graduates.
- ALC and DAEP students are provided one on one instruction daily.

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 on 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 identify student learning styles, and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a daily FLEX schedule, which includes a 35 minute core content remediation period. Due to COVID, the ALC 2019 accountability rating was not awarded by TEA. Also, due to COVID, spring 2020 EOC assessments were waived.

End of Course exams in 2019-2020 (Fall Only Due to COVID)

- 71% EOC US History Pass Rate, 5 out of 7 Students Passed (2 Masters)
- 100% EOC Algebra Pass Rate, 2 out of 2 Students Passed
- 75% EOC Biology Pass Rate, 3 out of 4 Student Passed
- 50% EOC English II Pass Rate, 2 out of 4 Students Passed
- 0% EOC English I Pass Rate, 0 out of 3 Students Passed

3 students graduated under Individual Graduation Committees.

In reviewing the testing results for the 2019-2020 year, we realized the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain our passing rate in Algebra and improve our passing rate in English I, English II , Biology and US History. 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.

DAEP End of Course exams in 2019-2020 (Fall Only Due to COVID)

Below are the results for students assigned to DAEP when fall EOC's were administered.

- 75% EOC US History Pass Rate, 3 out of 4 Students Passed
- 100% EOC Algebra Pass Rate, 1 out 1 Student Passed
- 100% EOC Biology Pass Rate, 1 out of 1 Student Passed
- 50% EOC English II Pass Rate, 1 out of 2 Students Passed
- 100% EOC English I Pass Rate, 1 out of 1 Student Passed

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.
- 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.
- Implemented IXL for Math remediation.
- Counseling guidance lessons are conducted on Fridays during FLEX.

Needs

Title III funding will be utilized as follows:

- Tutoring/Intensified Instruction for English Learners-\$9,625
- Supplies for English Learners-\$5,000
- Professional Development for ESL staff-\$1,000
- Immigrant-\$5,257

Title I funding for will be utilized as follows:

- Homeless-\$2,838
- Summer School-\$11,993

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 environment, 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 and 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.

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is share and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

School Culture and Climate Strengths

Strengths

- 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.
- Celebration of each student on the day that they graduate.
- Recognition of every credit that a student earns.
- Students have a feeling of acceptance.
- Staff develop strong relationships with students which helps to lead to student achievement.
- Principal sends a weekly newsletter to parents.
- Principal sends a weekly newsletter to staff.
- Teachers email a weekly progress report to parents every Friday.
- Due to class size, students are more likely to ask questions when they need help.
- Students can work at their own pace with a daily goal set for themselves.

Needs

- Full-time counselor.
- Increase parent/guardian and community involvement.
- Students need to take ownership of their learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center did not have to replace any staff member for the 2020-2021 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.
- Teacher attendance is above average.
- Staff are committed to building relationships with students that encourage students to seek help from them (both academically and emotionally).

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 takes an active approach to designing and implementing lessons to meet individual student needs. The self-paced 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.

All teachers submit goals to the principal at the beginning of the school year and focus on achieving these goals throughout the year.

All of the ALC teachers are participants in the collaborative team. They meet weekly to update their goals and review assessment data. Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, Lexia results, IXL 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, Edgenuity, 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 monthly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- Lexia and IXL are used to screen ELAR and math which allows teachers to pinpoint areas of remediation.
- Teachers are provided professional learning in areas related to District/campus goals.
- Campus is able to provide instruction to in-person and remote students with fidelity.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 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 student's education. We encourage a team of school personnel, parents and the student to be involved with meeting the educational needs of the student. Weekly Progress Reports are emailed to parents every Friday 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. Due to COVID, the Aledo ISD Connections Mentoring Program is on hold until we can have visitors back on campus. Christ Chapel also assist our campus with food and personal hygiene needs. Our Aledo ISD PTO also supports our staff through monthly treats and provides monetary resources for our students.

The principal sends a weekly newsletter to parents and students. The campus counselor sends a monthly newsletter to parents and students and keeps her website updated with timely information.

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 student'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.
- Curriculum Night is held at the start of each school year.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.

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 approximately \$2000.00 in Title II funding for professional development. The principal attended the Texas Association of Alternative Education conference. The principal also attended the PLC and RtI institutes, along with one teacher.

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 newsletter to staff and a weekly newsletter to parents and students.
- 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.
- The staff is in regular contact with both in-person and remote learners and their parents.

Needs

- Increase the number of students graduating on 26 credit Foundation Plan with an endorsement.
- Increase learner engagement of remote learners.

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

Strengths

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculums.
- Staff can communicate with parents and students via WebEx. Remote learners receive instruction from teachers through WebEx, as well.

Needs

- Some students are unable to work on course work at home due to lack of stable internet services.

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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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

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) and TELPAS Alternate results
- 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
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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 daily evidence of high yield formative assessments, 100% of the time, by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks
Weekly Teacher Lesson Plans
Student Journals

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction. 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, district-wide, 100% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, the ALC collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: None

Strategy 1: Strategy 1 Collaborative Team 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: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Team Campus Administration Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Professional Learning Community Actions

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

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

Summative Evaluation: None

Strategy 1: Strategy 1 Collaborative Team will: 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. Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, the ALC collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1.

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

Summative Evaluation: None

Strategy 1: Strategy 1 Collaborative Team will: 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. Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, the ALC collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2.

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

Summative Evaluation: None

Strategy 1: Strategy 1 Collaborative Team will: Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation. Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021. Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: The ALC 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: Campus and District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district/campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day. Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The ALC 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: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

Strategy 1: Strategy 1 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff. Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. Staff Responsible for Monitoring: CFO Director of Construction and Facilities	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ 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	Andee Smyer	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 19, 2020

AGENDA ITEM: Consider All Matters Incident and Related to the Issuance and Sale of Aledo Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020-A, Including the Adoption of an Order Authorizing the Issuance of Such Bonds and Establishing Procedures and Delegating Authority for the Sale and Delivery of Such Bonds

PRESENTER: Earl Husfeld, Chief Financial Officer

BACKGROUND INFORMATION:

- Periodically Aledo ISD staff and the District's financial advisory firm, BOK Financial Securities, Inc. (BOK), review the District's financial and debt position to ensure the District is taking advantage of current market conditions.
- Based upon these current market conditions, the District is able to realize a financial savings by "refinancing" or "refunding" a portion of the District's outstanding bonds at a lower interest rate.
- As discussed with the Board of Trustees during the October 5 board meeting, the following memorandum, Review of Potential "Taxable" Refunding Opportunities, was prepared by BOK and provides explanation and insight into the savings available to the District and the preliminary financing plan to achieve these savings.
- To ensure the most advantageous timing of the bond sale, the Board of Trustees is being asked to approve a Parameters Bond Order (the Order). The Order delegates the ability to approve the issuance of the bonds to the District's Superintendent and/or Chief Financial Officer if certain parameters are met as specified in the Order.
- Although the recommended parameters for this bond sale are different, the District has used this method many times in prior years with bond refinancings and sales.
- Also provided for your review is a copy of the Order prepared by the District's bond attorneys, McCall, Parkhurst, & Horton L.L.P.

FISCAL INFORMATION:

Included in the memorandum from BOK Financial Securities, Inc.

ATTACHMENTS:

Memorandum from BOK Financial Securities, Inc. and Parameters Bond Order

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends the Board of Trustees move to Adopt an Order Authorizing the Issuance and Sale of Aledo Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020-A as presented.



Review of Potential “Taxable” Refunding Opportunities

Tuesday, September 29, 2020



Savings from District's Debt Management Practices

- ❑ Aledo Independent School District (“AISD” or the “District”) has actively deployed various debt management practices to lower the borrowing costs of taxpayers. Such actions have reduced the cost of voter-approved bonds and provided AISD taxpayers with more than \$34.6 million of direct savings since year 2006!

- ❖ \$ 27,253,426 – Bond Refundings and Prepayment of Bonds

- ❖ \$ 7,352,011 – Lower Interest Rates from Prudent Use of Variable Rate Bonds

\$ 34,605,437 – Total Savings to Taxpayers



Savings from District's Debt Management Practices

- **Bond Refundings and Prepayment of Bonds:** 8 bond refunding programs at a lower interest rate and prepayment of \$7.51 million of existing bonds – \$27.25 million of savings in future interest costs.

Summary of Interest Cost Savings – Bond Refunding Programs / Prepayment of Bonds			
Issue / Description	Series Refunded / Redeemed	Par Amount Refunded / Redeemed	Total Savings
Unlimited Tax Refunding Bonds, Series 2006	1998	\$ 23,035,000	\$ 1,172,515
Unlimited Tax Refunding Bonds, Series 2007	1998	7,520,000	988,788
Unlimited Tax Refunding Bonds, Series 2012	2001, 2005-A	8,519,919	1,075,426
Unlimited Tax Refunding Bonds, Series 2013-A	2005-A	8,985,000	2,344,653
Unlimited Tax Refunding Bonds, Taxable Series 2013-B	2005-A, 2006	17,010,000	2,204,602
Unlimited Tax Refunding Bonds, Series 2014	2005-A	9,330,000	1,866,979
Unlimited Tax Refunding Bonds, Series 2015	2005-A, 2006, 2008	13,195,000	3,502,667
Unlimited Tax Refunding Bonds, Series 2016	2008	56,615,000	12,467,671
Total - Bond Refunding Programs at a Lower Interest Rate	---	\$ 144,209,919	\$ 25,623,301
Prepayment of Series 2007 Bonds - February 2018	2007	\$ 1,275,000	\$ 552,750
Prepayment of Series 2007 Bonds - February 2019	2007	2,240,000	588,600
Prepayment of Series 2007 & 2012 Bonds - February 2020	2007, 2012	3,995,000	488,775
Total - Prepayment of Bonds Prior to Scheduled Maturity	---	\$ 7,510,000	\$ 1,630,125
Totals	---	\$ 151,719,919	\$ 27,253,426



Summary of the District's Outstanding Callable Bonds

- ❑ The District currently has \$237,900,000 of existing bonds eligible to be repaid or refinanced prior to maturity, as summarized in the table below.

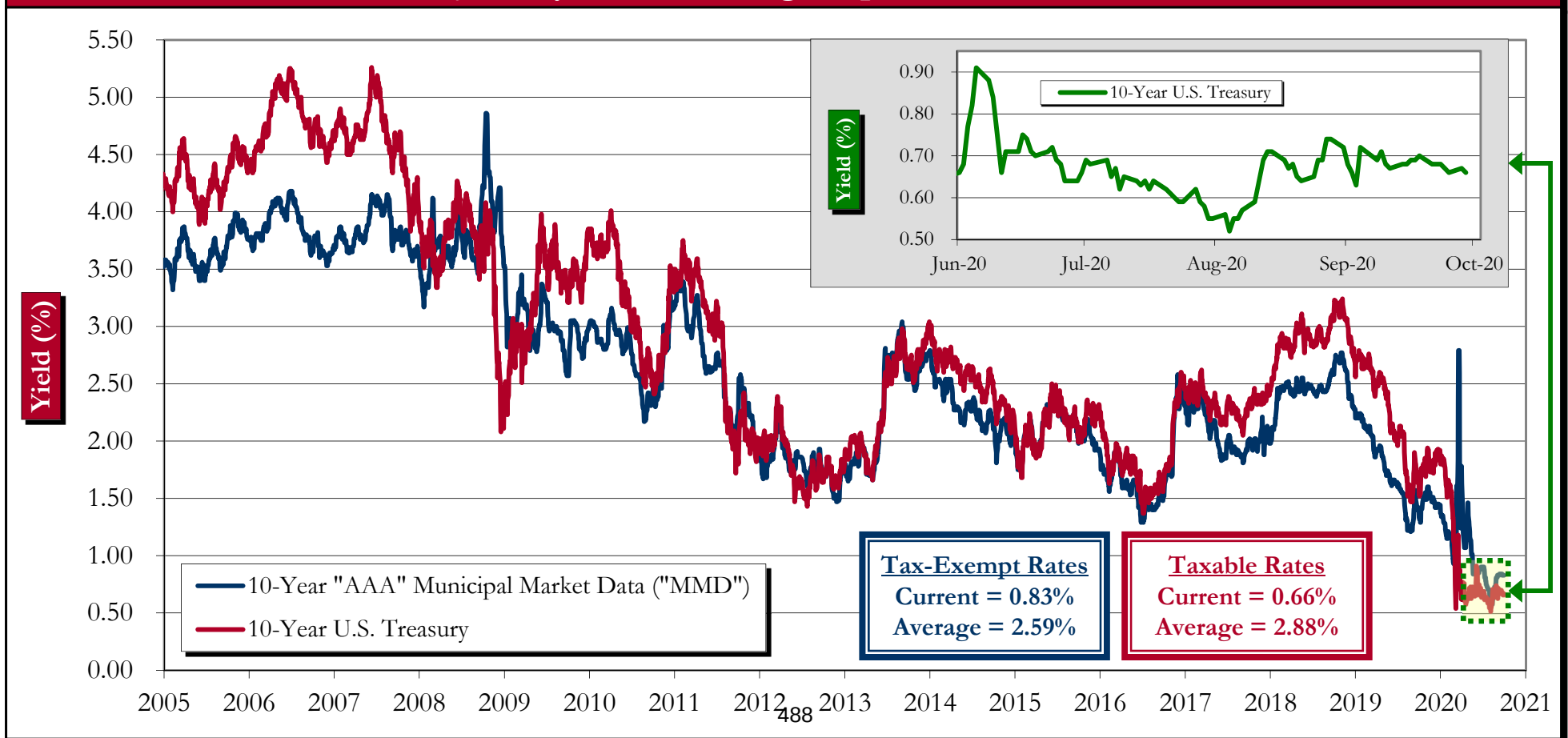
Aledo ISD - Summary of Callable Bonds Outstanding - As of August 31, 2020						
Issue Description	Call Date	Principal Amount Outstanding	Principal Amount Callable	Callable Maturities	Final Maturity	Coupons: Callable Maturities
Unlimited Tax Refunding Bonds, Series 2012	02/15/2022	\$ 4,979,913	\$ 4,230,000	2023 - 2025	2025	3.500%
Unlimited Tax Refunding Bonds, Series 2013-A	02/15/2023	8,710,000	8,580,000	2024 - 2031	2031	2.880% - 3.500%
Unlimited Tax Refunding Bonds, Taxable Series 2013-B	02/15/2023	9,820,000	4,970,000	2024 - 2032	2032	2.630% - 3.690%
Unlimited Tax Refunding Bonds, Series 2014	02/15/2023	6,905,000	5,675,000	2031 - 2033	2033	3.500% - 4.000%
Unlimited Tax Refunding Bonds, Series 2015	02/15/2025	12,280,000	12,230,000	2026; 2029; 2033-35	2035	2.990% - 5.000%
Unlimited Tax School Building Bonds, Series 2015-A	02/15/2025	42,330,000	28,295,000	2026-34; 2036-45	2045	3.125% - 5.000%
Unlimited Tax Refunding Bonds, Series 2016	02/15/2026	53,440,000	53,440,000	2036 - 2043	2043	4.000% - 5.000%
Unlimited Tax Refunding Bonds, Series 2019	02/15/2028	11,680,000	6,840,000	2029 - 2034	2034	4.000% - 5.000%
Unlimited Tax School Building Bonds, Series 2020	02/15/2029	133,590,000	113,640,000	2030 - 2050	2050	3.000% - 5.000%
Unlimited Tax School Building Bonds, Series 2001	Non-Callable	2,573,362	---	---	2032	---
Totals	---	\$ 286,308,275	\$ 237,900,000	---	---	---



“Taxable” Vs. “Tax-Exempt” Interest Rates

- Both tax-exempt and taxable interest rates continue to hover around their historical lows, primarily due to the economic uncertainty caused by the COVID-19 pandemic, potentially providing an opportunity for Aledo ISD to complete a refunding of its existing bonds at a lower interest rate.

Overview of 10-Year Tax-Exempt and Taxable Interest Rates January 1, 2005 Through September 29, 2020





Refunding Considerations

❑ “Tax-Exempt” Versus “Taxable” Refundings

■ Definitions:

- **Advance Refunding:** For purposes of certain tax and securities laws and regulations, a refunding in which the refunded issue remains outstanding (within a designated escrow account) for a period of more than 90 days after the issuance of the new refunding bonds.
- **Current Refunding:** A refunding transaction where the municipal securities being refunded will all mature or be redeemed within 90 days or less from the date of issuance of the new refunding bonds.

- As a direct result of “The Tax Cuts and Jobs Act of 2017,” Aledo ISD may no longer complete a so-called advance refunding of its outstanding bonds on a “tax-exempt” basis, limiting the District’s ability to lock-in today’s interest rates.
- In lieu of a “tax-exempt” advance refunding, AISD may complete a “taxable” advance refunding of its bonds or, alternatively, wait to complete a “tax-exempt” current refunding.
- Based upon the District’s existing debt portfolio, except for the Taxable Series 2013-B Bonds, a refunding of Aledo ISD’s existing callable bonds must be completed on a “taxable” basis.



Refunding Considerations

☐ State-Mandated “Par-to-Par” Test and Capital Appreciation Bonds

- Pursuant to existing State law, Aledo ISD may not issue new bonds in a “par amount” that exceeds the “par amount” of the bonds being refunded.
- In order to comply with this State mandate and based upon the coupon structure of “taxable” securities demanded by potential investors, a “taxable” refunding may require the use of Capital Appreciation Bonds (“CABs”), something the District has historically tried to avoid given the higher cost associated with such bonds.

☐ Opportunity Cost of Advance Refundings (i.e. “Negative Arbitrage”)

- As previously experienced with “tax-exempt” advance refundings, there are inefficiencies in the escrow account to repay AISD’s refunded bonds until their redemption date since short-term investment rates generate less investment income than is permitted under Federal tax law (i.e. “Negative Arbitrage”).
- Please note, “Negative Arbitrage” does not change the savings summarized herein as it is not an “actual” cost – It is solely an opportunity cost.



Refunding Considerations

❑ Refunding Matrix:

- As an alternative to the historical guideline used by many municipal issuers of 3%-5% of Present Value Savings, the refunding matrix below may be helpful as a general guideline for evaluating bond maturities for a potential refunding, while considering the “Negative Arbitrage” applicable to the particular existing bond maturity.

Refunding Matrix – Required Minimum Percentage of Present Value Savings			
Years After Call Date	Years to Call Date		
	0 – 2	3 – 6	7 – 10
0 – 3	1.0%	2.0%	4.0%
4 – 7	2.0%	3.5%	5.0%
8 – 12	4.0%	6.0%	8.0%
13 – 20	5.0%	7.0%	9.0%
20-plus	5.0%	8.0%	10.0%
“Negative Arbitrage” may not exceed 50% of the Present Value Savings.			

- Based upon the above matrix, a refunding that produces in excess of 3% Present Value Savings and a ratio of “Negative Arbitrage to Present Value Savings” of less than 50% should be considered, but evaluated in its totality given certain byproducts of advance and/or “taxable” refundings.



“Taxable Refunding Monitor” – Callable Bonds Next 5 Years

- ❑ On the next few pages, we have examined potential refunding candidates within Aledo ISD’s existing debt portfolio that have a call date on or prior to February 15, 2025 (i.e. the next 5 years).

Summary of Savings and Negative Arbitrage by Maturity									
Bond Series	Refunded Maturity	Coupon	Bonds Eligible to be Refunded	Call Date	Present Value Savings (Dollars)	Present Value Savings (Percent)	Estimated Negative Arbitrage	Negative Arbitrage as a Percentage of Savings	Savings Efficiency Percentage
Series 2012	2/15/2023	3.500%	\$ 1,435,000	2/15/2022	\$ 23,038	1.61%	\$ 5,299	23.00%	81.30%
Series 2012	2/15/2024	3.500%	1,485,000	2/15/2022	59,558	4.01%	8,118	13.63%	88.00%
Series 2012	2/15/2025	3.500%	1,310,000	2/15/2022	85,317	6.51%	7,932	9.30%	91.49%
			\$ 4,230,000						
Series 2013-A	2/15/2024	3.000%	\$ 45,000	2/15/2023	\$ 146	0.32%	\$ 450	309.43%	24.42%
Series 2013-A	2/15/2025	3.000%	50,000	2/15/2023	1,172	2.34%	555	47.38%	67.85%
Series 2013-A	2/15/2026	3.000%	50,000	2/15/2023	1,588	3.18%	830	52.26%	65.68%
Series 2013-A	2/15/2027	PCAB	838,990	2/15/2023	39,197	4.67%	16,178	41.27%	70.78%
Series 2013-A	2/15/2028	3.500%	1,725,000	2/15/2023	120,125	6.96%	40,542	33.75%	74.77%
Series 2013-A	2/15/2029	3.500%	1,785,000	2/15/2023	144,478	8.09%	45,849	31.73%	75.91%
Series 2013-A	2/15/2030	3.500%	2,290,000	2/15/2023	206,029	9.00%	63,805	30.97%	76.35%
Series 2013-A	2/15/2031	3.500%	1,965,000	2/15/2023	187,185	9.53%	58,999	31.52%	76.03%
			\$ 8,748,990						

Notes:

- 1.) Highlighted maturities produce at least 3% present value savings and have a “Negative Arbitrage to Present Value Savings” ratio of less than 50%.
- 2.) Savings Efficiency Percentage equals present value savings/(present value savings + negative arbitrage).



“Taxable Refunding Monitor” – Callable Bonds Next 5 Years

Summary of Savings and Negative Arbitrage by Maturity

Bond Series	Refunded Maturity	Coupon	Bonds Eligible to be Refunded	Call Date	Present Value Savings (Dollars)	Present Value Savings (Percent)	Estimated Negative Arbitrage	Negative Arbitrage as a Percentage of Savings	Savings Efficiency Percentage
Series 2013-B	2/15/2024	2.630%	\$ 125,000	2/15/2023	\$ (35)	(0.03%)	\$ 1,245	---	---
Series 2013-B	2/15/2025	2.830%	125,000	2/15/2023	2,523	2.02%	1,385	54.90%	64.56%
Series 2013-B	2/15/2026	2.930%	125,000	2/15/2023	3,721	2.98%	2,073	55.70%	64.23%
Series 2013-B	2/15/2027	3.030%	2,005,000	2/15/2023	90,991	4.54%	37,666	41.40%	70.72%
Series 2013-B	2/15/2028	3.130%	2,070,000	2/15/2023	108,718	5.25%	48,419	44.54%	69.19%
Series 2013-B	2/15/2029	3.690%	65,000	2/15/2023	5,939	9.14%	1,674	28.18%	78.02%
Series 2013-B	2/15/2030	3.690%	100,000	2/15/2023	10,199	10.20%	2,793	27.38%	78.50%
Series 2013-B	2/15/2031	3.690%	105,000	2/15/2023	11,425	10.88%	3,160	27.66%	78.33%
Series 2013-B	2/15/2032	3.690%	250,000	2/15/2023	28,709	11.48%	8,067	28.10%	78.06%
\$ 4,970,000									
Series 2014	2/15/2031	4.000%	\$ 405,000	2/15/2023	\$ 53,021	13.09%	\$ 12,239	23.08%	81.25%
Series 2014	2/15/2032	3.500%	4,340,000	2/15/2023	433,172	9.98%	139,709	32.25%	75.61%
Series 2014	2/15/2033	4.000%	930,000	2/15/2023	141,052	15.17%	31,142	22.08%	81.91%
\$ 5,675,000									
Series 2015	2/15/2026	PCAB	\$ 1,507,483	2/15/2025	\$ (29,183)	(1.94%)	\$ 47,038	---	---
Series 2015	2/15/2029	PCAB	1,477,781	2/15/2025	52,040	3.52%	74,945	144.01%	40.98%
Series 2015	2/15/2033	4.000%	3,595,000	2/15/2025	290,015	8.07%	224,634	77.46%	56.35%
Series 2015	2/15/2034	5.000%	3,780,000	2/15/2025	602,381	15.94%	257,485	42.74%	70.06%
Series 2015	2/15/2035	5.000%	4,845,000	2/15/2025	816,214	16.85%	350,680	42.96%	69.95%
\$ 15,205,264									

Notes:

- 1.) Highlighted maturities produce at least 3% present value savings and have a “Negative Arbitrage to Present Value Savings” ratio of less than 50%.
- 2.) Savings Efficiency Percentage equals present value savings/(present value savings + negative arbitrage).



“Taxable Refunding Monitor” – Callable Bonds Next 5 Years

Summary of Savings and Negative Arbitrage by Maturity

Bond Series	Refunded Maturity	Coupon	Bonds Eligible to be Refunded	Call Date	Present Value Savings (Dollars)	Present Value Savings (Percent)	Estimated Negative Arbitrage	Negative Arbitrage as a Percentage of Savings	Savings Efficiency Percentage
Series 2015-A	2/15/2026	4.000%	\$ 610,000	2/15/2025	\$ (6,622)	(1.09%)	\$ 18,325	---	---
Series 2015-A	2/15/2027	4.000%	560,000	2/15/2025	6,066	1.08%	19,247	317.27%	23.97%
Series 2015-A	2/15/2028	4.000%	570,000	2/15/2025	12,410	2.18%	24,745	199.40%	33.40%
Series 2015-A	2/15/2029	3.125%	645,000	2/15/2025	4,281	0.66%	30,178	704.94%	12.42%
Series 2015-A	2/15/2030	3.125%	455,000	2/15/2025	5,698	1.25%	23,188	406.94%	19.73%
Series 2015-A	2/15/2031	3.250%	465,000	2/15/2025	9,882	2.13%	25,693	260.00%	27.78%
Series 2015-A	2/15/2032	3.250%	350,000	2/15/2025	8,350	2.39%	20,791	248.99%	28.65%
Series 2015-A	2/15/2033	3.375%	515,000	2/15/2025	19,946	3.87%	31,745	159.16%	38.59%
Series 2015-A	2/15/2034	3.400%	300,000	2/15/2025	12,158	4.05%	19,743	162.39%	38.11%
Series 2015-A	2/15/2036	5.000%	1,945,000	2/15/2025	340,705	17.52%	149,032	43.74%	69.57%
Series 2015-A	2/15/2037	5.000%	2,040,000	2/15/2025	366,301	17.96%	164,928	45.03%	68.95%
Series 2015-A	2/15/2038	5.000%	2,155,000	2/15/2025	410,255	19.04%	178,761	43.57%	69.65%
Series 2015-A	2/15/2039	5.000%	2,255,000	2/15/2025	450,631	19.98%	191,793	42.56%	70.15%
Series 2015-A	2/15/2040	5.000%	1,930,000	2/15/2025	401,411	20.80%	168,195	41.90%	70.47%
Series 2015-A	2/15/2041	5.000%	2,025,000	2/15/2025	395,322	19.52%	189,148	47.85%	67.64%
Series 2015-A	2/15/2042	5.000%	1,400,000	2/15/2025	294,369	21.03%	130,769	44.42%	69.24%
Series 2015-A	2/15/2042	5.000%	730,000	2/15/2025	153,493	21.03%	68,187	44.42%	69.24%
Series 2015-A	2/15/2043	5.000%	2,240,000	2/15/2025	503,867	22.49%	209,230	41.52%	70.66%
Series 2015-A	2/15/2044	5.000%	3,465,000	2/15/2025	829,036	23.93%	323,652	39.04%	71.92%
Series 2015-A	2/15/2045	5.000%	3,640,000	2/15/2025	921,760	25.32%	339,998	36.89%	73.05%
\$ 28,295,000									

Notes:

- 1.) Highlighted maturities produce at least 3% present value savings and have a “Negative Arbitrage to Present Value Savings” ratio of less than 50%.
- 2.) Savings Efficiency Percentage equals present value savings/(present value savings + negative arbitrage).



Potential “Taxable” Advance Refunding Opportunity

- ❑ Based upon prevailing market conditions and the “Taxable Refunding Monitor,” the table below summarizes Aledo ISD’s outstanding bonds (the “Bonds to be Refunded”) which generate sufficient savings based upon prevailing market conditions to be considered for a potential “taxable” refunding program.

“Taxable” Refunding – Summary of Bonds to be Refunded						
Issue Outstanding	Principal Amount To Be Refunded	Maturity Amount To Be Refunded	Maturities To Be Refunded	Interest Rate	Redemption Date	Redemption Price
Unlimited Tax Refunding Bonds, Series 2012 ^(A)	\$ 4,230,000	\$ 4,230,000	02/15/2023 – 2025	3.50%	02/15/2022	100.0%
Unlimited Tax Refunding Bonds, Series 2013-A	8,435,000	8,435,000	02/15/2027 – 2031	3.45%	02/15/2023	100.0%
Unlimited Tax Refunding Bonds, Taxable Series 2013-B	4,595,000	4,595,000	02/15/2027 – 2032	3.18%	02/15/2023	100.0%
Unlimited Tax Refunding Bonds, Series 2014	5,675,000	5,675,000	02/15/2031 – 2033	3.62%	02/15/2023	100.0%
Unlimited Tax Refunding Bonds, Series 2015	8,625,000	8,625,000	02/15/2034 – 2035	5.00%	02/15/2025	100.0%
Unlimited Tax School Building Bonds, Series 2015-A	23,825,000	23,825,000	02/15/2036 – 2045	5.00%	02/15/2025	100.0%
Totals	\$ 55,385,000	\$ 55,720,000	---	4.57%	---	---
^(A) Please note, the February 15, 2023 maturity of the Series 2012 Bonds is being refunded to reduce the impact of Capital Appreciation Bonds within the “taxable” refunding structure herein.						



Potential “Taxable” Advance Refunding Opportunity

- ❑ The table below summarizes the savings currently available to Aledo ISD by refunding a portion of its existing bonds on a “taxable” basis (net of all costs).

“Taxable” Refunding – Summary of Potential Savings Available	
Description	Summary Of Results
Principal Amount of Bonds to be Refunded	\$ 55,385,000
Maturity Amount of Bonds to be Refunded	55,720,000
Interest Rate on the Bonds to be Refunded	4.57%
“All-In” True Interest Cost on the Refunding Bonds	2.10%
Escrow Yield	0.31%
Total Debt Service Savings	\$ 11,369,883
Average Annual Savings (Years 2021/22 – 2044/45) (i.e. 24 Years)	473,745
Present Value Debt Service Savings (@ All-In TIC)	8,746,348
Present Value Savings as a Percentage of the Redemption Amount of the Bonds to be Refunded	15.74%
Opportunity Cost of Advance Refunding (i.e. “Negative Arbitrage”)	\$ 3,120,226
“Negative Arbitrage” as a Percentage of Present Value Savings	35.67%
Maturity Amount of Capital Appreciation Bonds Needed (Fully Matures By February 15, 2025)	\$ 6,955,000
Current Refunding Alternative – Estimated Rate Movement to Provide Same Dollar Savings (February 15, 2025 Call Date – Series 2015 and Series 2015-A Bonds Only)	0.88%



Use of a “Parameters Bond Order” for Approval of a Refunding Bond Sale

- ❑ As previously utilized for Aledo ISD’s prior bond sales, the District’s Board of Trustees may adopt a “Parameters Bond Order” to complete the sale of its Unlimited Tax Refunding Bonds, Taxable Series 2020-A (the “Taxable Series 2020-A Bonds”). The “Parameters Bond Order” authorizes AISD’s Administration to approve the refunding bond sale if each of the established parameters is met.
- ❑ The Board of Trustees will consider a “Parameters Bond Order” at its Monday, October 19, 2020 Board Meeting and the following is a representative listing of the primary parameters we recommend for the Taxable Series 2020-A Bonds:
 - 1) The District achieves a savings (net of all costs) of at least \$10,000,000;
 - 2) Maximum principal amount to be issued – \$55,385,000;
 - 3) Maximum “All-In” True Interest Rate (must not exceed) – 2.50%;
 - 4) Final maturity of the Taxable Series 2020-A Bonds – February 15, 2045; and
 - 5) Sale must be completed prior to April 17, 2021 (i.e. 180 days).
- ❑ Unless each parameter listed above can be achieved, the Taxable Series 2020-A Bonds will not be issued until additional direction is received from the District.



Preliminary Timetable – Taxable Series 2020-A Bonds

- ❑ The preliminary timetable for the implementation of the proposed Taxable Series 2020-A Bonds is summarized below.

October 2020							November 2020							December 2020							January 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
																					31						



Board Meeting



Closing – Receipt of Funds

Preliminary Timetable – Taxable Series 2020-A Bonds	
Date*	Action Necessary
October 5, 2020	Board Meeting – Discuss potential “Taxable” Refunding Program.
October 19, 2020	Board Meeting – Consider “Parameters Bond Order” authorizing the issuance of Aledo ISD’s Unlimited Tax Refunding Bonds, Taxable Series 2020-A (the “Taxable Series 2020-A Bonds”).
November 13, 2020	Completion of all actions necessary to complete the “Taxable” Refunding Program.
To Be Determined.	Bond Sale – Pricing of the Taxable Series 2020-A Bonds pursuant to specified parameters and the District’s Administration approves the necessary legal documents – Interest rates and savings locked-in at this time.
December 17, 2020	Closing – The “Taxable” Refunding Program is completed and Aledo ISD begins paying the lower interest rate on the Taxable Series 2020-A Bonds.
* Preliminary, subject to change.	



Questions



CERTIFICATE FOR ORDER

THE STATE OF TEXAS
COUNTIES OF PARKER AND TARRANT
ALEDO INDEPENDENT SCHOOL DISTRICT

We, the undersigned officers of the Board of Trustees (the "Board") of the Aledo Independent School District (the "District"), hereby certify as follows:

1. The Board convened in a regular meeting on October 19, 2020, at the designated meeting place, and the roll was called of the duly constituted officers and members of the Board, to wit:

Hoyt Harris, President	Jessica Brown, Trustee
Jennifer Loftin, Vice President	Jennifer Taylor, Trustee
Forrest Collins, Secretary	Julie Turner, Trustee
David Lear, Trustee	

and all of said persons were present except _____, thus constituting a quorum. Whereupon, among other business the following was transacted at said meeting: a written

ORDER AUTHORIZING THE ISSUANCE OF ALEDO INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020-A; ESTABLISHING SALE PARAMETERS; LEVYING AN ANNUAL AD VALOREM TAX AND PROVIDING FOR THE SECURITY FOR AND PAYMENT OF SAID BONDS; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

was duly introduced for the consideration of the Board. It was then duly moved and seconded that said Order be passed; and, after due discussion, said motion, carrying with it the passage of said Order, prevailed and carried, with all members of the Board shown present above voting "Aye," except as noted below:

NAYS: _____ ABSTENTIONS: _____

2. A true, full and correct copy of the aforesaid Order passed at the meeting described in the above and foregoing paragraph is attached to and follows this Certificate; said Order has been duly recorded in the Board's minutes of said meeting; the above and foregoing paragraph is a true, full, and correct excerpt from the Board's minutes of said meeting pertaining to the passage of said Order; the persons named in the above and foregoing paragraph are the duly chosen, qualified, and acting officers and members of the Board as indicated therein; that each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance, of the time, place and purpose of the aforesaid meeting, and that said Order would be introduced and considered for passage at said meeting, and each of said officers and members consented, in advance, to the holding of said meeting for such purpose; and that said meeting was open to the public, and public notice of the time, place, and purpose of said meeting was given all as required by the Texas Government Code, Chapter 551.

3. The Board has approved and hereby approves the Order; and the President and the Secretary of the Board hereby declare that their signing of this certificate shall constitute the signing of the attached and following copy of said Order for all purposes.

SIGNED AND SEALED ON OCTOBER 19, 2020.

Secretary, Board of Trustees

President, Board of Trustees

(District Seal)

**ORDER OF BOARD OF TRUSTEES
of
ALED0 INDEPENDENT SCHOOL DISTRICT**

AUTHORIZING THE ISSUANCE OF

**ALED0 INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BONDS,
TAXABLE SERIES 2020-A**

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ORDER AUTHORIZING THE ISSUANCE OF ALEDO INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020-A; ESTABLISHING SALE PARAMETERS; LEVYING AN ANNUAL AD VALOREM TAX AND PROVIDING FOR THE SECURITY FOR AND PAYMENT OF SAID BONDS; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

**THE STATE OF TEXAS
COUNTIES OF PARKER AND TARRANT
ALEDO INDEPENDENT SCHOOL DISTRICT**

WHEREAS, Aledo Independent School District (the "Issuer") has previously issued, and there are presently outstanding, bonds of the Issuer payable from ad valorem taxes levied and to be levied, assessed and collected within the Issuer, without legal limit as to rate or amount; and

WHEREAS, the Issuer now desires to refund all or part of the bonds described in Schedule I attached hereto, collectively, the "Eligible Refunded Obligations", and those Eligible Refunded Obligations designated by the Pricing Officer in the Pricing Certificate, each as defined below, to be refunded are herein referred to as the "Refunded Obligations"; and

WHEREAS, all the Refunded Obligations mature or are subject to redemption prior to maturity within 20 years of the date of the bonds hereinafter authorized; and

WHEREAS, Chapters 1207, Texas Government Code ("Chapter 1207"), authorizes the Issuer to issue refunding bonds and to deposit the proceeds from the sale thereof, and any other available funds or resources, directly with a place of payment (paying agent) for the Refunded Obligations, and such deposit, if made before such payment dates, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Refunded Obligations; and

WHEREAS, the Board hereby finds and determines that it is in the best interests of the Issuer to issue the bonds hereinafter authorized (the "Bonds") for the purposes stated, and to delegate to the Pricing Officer (hereinafter designated) the authority to act on behalf of the Issuer in selling and delivering the bonds and setting the dates, price, interest rates, interest payment periods and other procedures relating thereto, as hereinafter specified, with such information and terms to be included in one or more pricing certificates (the "Pricing Certificate") to be executed by the Pricing Officer, all in accordance with the provisions of Section 1207.007, Texas Government Code; and

WHEREAS, the Bonds are being issued and delivered pursuant to Chapter 1207, Texas Government Code, as amended, and other applicable laws; and

WHEREAS, it is officially found, determined and declared that the meeting at which this Order has been adopted was open to the public, and public notice of the date, hour, place and

subject of said meeting, including this Order, was given, all as required by the applicable provisions of Tex. Gov't Code Ann. ch. 551;

NOW, THEREFORE BE IT ORDERED BY THE BOARD OF TRUSTEES OF ALEDO INDEPENDENT SCHOOL DISTRICT:

Section 1. RECITALS, AMOUNT, PURPOSE AND DESIGNATION OF THE BONDS. (a) The recitals set forth in the preamble hereof are incorporated herein and shall have the same force and effect as if set forth in this Section.

(b) The bonds of the Issuer are hereby authorized to be issued and delivered in the maximum aggregate principal amount hereinafter set forth for the public purpose of providing funds to refund a portion of the Issuer's outstanding indebtedness payable from ad valorem taxes, and to pay the costs incurred in connection with the issuance of the Bonds.

(c) Each bond issued pursuant to this Order shall be designated (unless otherwise provided in the Pricing Certificate): "ALEDO INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BOND, TAXABLE SERIES 2020-A", or such other designation, to be determined by the Pricing Officer in the Pricing Certificate, and initially there shall be issued, sold, and delivered hereunder fully registered Bonds, without interest coupons, payable to the respective registered owners thereof (with the initial bond(s) being made payable to the initial purchaser as described in Section 12 hereof), or to the registered assignee or assignees of said bonds or any portion or portions thereof (in each case, the "Registered Owner"). The Bonds shall be in the respective denominations and principal amounts, shall be numbered, shall mature and be payable on the date or dates in each of the years and in the principal amounts or amounts due at maturity, as applicable, and shall bear interest to their respective dates of maturity or redemption, if applicable, prior to maturity at the rates per annum, as set forth in the applicable Pricing Certificate.

Section 2. DEFINITIONS. Unless otherwise expressly provided or unless the context clearly requires otherwise in this Order, the following terms shall have the meanings specified below:

"Bonds" means and includes collectively the Capital Appreciation Bonds and Current Interest Bonds initially issued and delivered pursuant to this Order and all substitute Capital Appreciation Bonds and Current Interest Bonds exchanged therefor, as well as all other substitute bonds and replacement bonds issued pursuant hereto, and the term "Bond" shall mean any of the Bonds.

"Capital Appreciation Bonds" shall mean the Bonds, on which no interest is paid prior to maturity, maturing in the years and in the principal amounts set forth in the Pricing Certificate.

"Compounded Amount" shall mean, with respect to a Capital Appreciation Bond, as of any particular date of calculation, the original principal amount thereof, plus initial premium, if any, and plus all interest accrued and compounded to the particular date of calculation, as determined in accordance with Section 3(c) hereof.

"Current Interest Bonds" shall mean the Bonds, on which interest is paid semiannually, maturing in each of the years and in the principal amounts set forth in the Pricing Certificate.

"Issuance Date" shall mean the date of delivery of any series of Bonds to the initial purchaser or purchasers thereof against payment therefor.

"State" shall mean the State of Texas.

Section 3. DELEGATION TO PRICING OFFICER. (a) As authorized by Section 1207.007, Texas Government Code, each as amended, the Superintendent of Schools and/or the Chief Financial Officer of the Issuer are each individually hereby authorized to act on behalf of the Issuer in selling and delivering the Bonds (of which officers, the officer executing each Pricing Certificate shall be hereinafter referred to as, and shall for all purposes be, the "Pricing Officer"), determining which of the Eligible Refunded Obligations shall be refunded and carrying out the other procedures specified in this Order, including the date or dates of the Bonds, any additional or different designation or title by which the Bonds shall be known, the price at which the Bonds will be sold, the years in which the Bonds will mature, the principal amount to mature (with respect to the Current Interest Bonds) or the amount due at maturity (with respect to the Capital Appreciation Bonds) in each of such years, the rate of interest to be borne by each such maturity, the interest payment and record dates, the price and terms, if any, upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the Issuer, as well as any mandatory sinking fund redemption provisions, whether the Bonds of any series shall be issued on a tax-exempt basis or on a taxable basis, whether the Bonds of any series shall be designated as "qualified tax-exempt obligations" as defined in section 265(b)(3) of the Code, approving modifications or additions to the Rule 15c2-12 continuing disclosure undertaking, and all other matters relating to the issuance, sale, and delivery of the Bonds and the refunding of the Refunded Obligations, including without limitation establishing the redemption dates for and effecting the redemption of the Refunded Obligations, determining any amounts to be contributed to the refunding by the Issuer and obtaining the Permanent School Fund guarantee for the Bonds, if available, and/or procuring municipal bond insurance and approving modifications to this Order and executing such instruments, documents and agreements as may be necessary with respect thereto, if it is determined that such insurance would be financially desirable and advantageous, all of which shall be specified in the applicable Pricing Certificate, provided that:

(i) the aggregate original principal amount of the Bonds shall not exceed \$55,385,000;

(ii) no Bond shall mature after February 15, 2045;

(iii) the true interest cost for the Bonds shall not exceed 2.50%; and

(iv) the refunding must produce actual debt service savings of at least \$10,000,000, with such savings to be net of any Issuer contribution to the refunding.

(b) In establishing the aggregate principal amount of the Bonds, the Pricing Officer shall establish an amount not exceeding the amount authorized in Subsection (a) above, which shall be sufficient in amount to provide for the purposes for which the Bonds are authorized and to pay costs of issuing the Bonds. The delegation made hereby shall expire if not exercised by the Pricing Officer by April 17, 2021. The Pricing Officer may determine to issue one or more series of Bonds and may exercise the authority granted herein on one or more dates to effectuate the issuance of multiple series of Bonds if multiple series are issued and, if multiple series are issued, each separate series may close on separate dates or on the same date, as determined by the Pricing Officer. The Bonds shall be sold at such prices, with and subject to such terms as set forth in one or more Pricing Certificates.

(c) The Bonds or one or more series may be issued as Current Interest Bonds or Capital Appreciation Bonds, or a combination thereof, as set forth in the applicable Pricing Certificate. The Bonds of one or more series may be sold by public offering (either through a negotiated or competitive offering) or by private placement. If the Bonds of one or more series are sold by private placement, the applicable Pricing Certificate shall so state, and the applicable Pricing Certificate may make changes to this Order to effect such private placement of such Bonds, including the provisions hereof that pertain to the book-entry-only procedures (including eliminating the book-entry-only system of registrations, payment and transfers) and to the provisions of Section 15 hereof relating to the Rule 15c2-12 undertaking (including eliminating or replacing such undertaking with an agreement to provide alternative disclosure information).

(d) In the event any of the Bonds are issued as Capital Appreciation Bonds, the Pricing Certificate shall have attached thereto a schedule which sets forth the rounded original principal amounts at the Issuance Date for the Capital Appreciation Bonds and the Compounded Amounts thereof (per \$5,000 payment at maturity), including the initial premium, if any, as of each date and commencing on the date set forth in such schedule.

(e) It is hereby found and determined that the refunding of the Refunded Obligations is advisable and necessary in order to restructure the debt service requirements of the Issuer, and that the debt service requirements on the Bonds will be less than those on the Refunded Obligations, resulting in a reduction in the amount of principal and interest which otherwise would be payable. The Refunded Obligations are subject to redemption, at the option of the Issuer, and the Pricing Officer is hereby authorized to cause all of the Refunded Obligations to be called for redemption on the respective date or dates consistent with the parameters set forth above, and the proper notices of such redemption to be given, and in each case at a redemption price of par, plus accrued interest to the date fixed for redemption. In furtherance of authority

granted by Section 1207.007(b), Texas Government Code, each Pricing Officer and the President of the Board are each further authorized to enter into and execute on behalf of the Issuer with the escrow agent or deposit agent named therein, an escrow agreement or deposit agreement, as shall be approved by the Pricing Officer or the President of the Board, which escrow agreement or deposit agreement will provide for the payment in full of the Refunded Obligations (the "Escrow Agreement"). In addition, the Pricing Officer is authorized to purchase such securities with proceeds of the Bonds, to execute such subscriptions for the purchase of the United States Treasury Securities, State and Local Government Series and to transfer and deposit such cash from available funds, as may be necessary or appropriate for the escrow or deposit fund described in the Escrow Agreement.

(f) In satisfaction of Section 1201.022(a)(3)(B), Texas Government Code, the Board hereby determines that the delegation of the authority to the Pricing Officer to approve the final terms of the Bonds set forth in this Order is, and the decisions made by the Pricing Officer pursuant to such delegated authority and incorporated into the applicable Pricing Certificate will be, the most advantageous reasonably available, and the Pricing Officer is hereby authorized to make and include a finding to that effect in the applicable Pricing Certificate.

Section 4. CHARACTERISTICS OF THE BONDS. (a) Registration, Transfer, Conversion and Exchange. The Issuer shall keep or cause to be kept at the designated office of the bank named in the Pricing Certificate as the paying agent/registrar for the Bonds (the "Paying Agent/Registrar"), books or records for the registration of the transfer, conversion and exchange of the Bonds (the "Registration Books"), and the Issuer hereby appoints the Paying Agent/Registrar as its registrar and transfer agent to keep such books or records and make such registrations of transfers, conversions and exchanges under such reasonable regulations as the Issuer and Paying Agent/Registrar may prescribe; and the Paying Agent/Registrar shall make such registrations, transfers, conversions and exchanges as herein provided within three days of presentation in due and proper form. The Paying Agent/Registrar shall obtain and record in the Registration Books the address of the registered owner of each Bond to which payments with respect to the Bonds shall be mailed, as herein provided; but it shall be the duty of each registered owner to notify the Paying Agent/Registrar in writing of the address to which payments shall be mailed, and such interest payments shall not be mailed unless such notice has been given. The Issuer shall have the right to inspect the Registration Books during regular business hours of the Paying Agent/Registrar, but otherwise the Paying Agent/Registrar shall keep the Registration Books confidential and, unless otherwise required by law, shall not permit their inspection by any other entity. The Issuer shall pay the Paying Agent/Registrar's standard or customary fees and charges for making such registration, transfer, conversion, exchange and delivery of a substitute Bond or Bonds. Registration of assignments, transfers, conversions and exchanges of Bonds shall be made in the manner provided and with the effect stated in the FORM OF BOND set forth as **Exhibit A** of this Order. Each substitute Bond shall bear a letter and/or number to distinguish it from each other Bond.

(b) Authentication. Except as provided in Section 4(e) hereof, an authorized representative of the Paying Agent/Registrar shall, before the delivery of any such Bond, date and manually sign said Bond, and no such Bond shall be deemed to be issued or outstanding unless such Bond is so executed. The Paying Agent/Registrar promptly shall cancel all paid Bonds and Bonds surrendered for conversion and exchange. No additional ordinances, orders or resolutions need be passed or adopted by the governing body of the Issuer or any other body or person so as to accomplish the foregoing conversion and exchange of any Bond or portion thereof, and the Paying Agent/Registrar shall provide for the printing, execution and delivery of the substitute Bonds in the manner prescribed herein. Pursuant to Subchapter D, Chapter 1201, Texas Government Code, the duty of conversion and exchange of Bonds as aforesaid is hereby imposed upon the Paying Agent/Registrar, and, upon the execution of said Bond, the converted and exchanged Bond shall be valid, incontestable, and enforceable in the same manner and with the same effect as the Bonds which initially were issued and delivered pursuant to this Order, approved by the Attorney General of the State (the "Attorney General"), and registered by the Comptroller of Public Accounts of the State (the "Comptroller").

(c) Payment of Bonds and Interest. The Issuer hereby further appoints the Paying Agent/Registrar to act as the paying agent for paying the principal of and interest on the Bonds, all as provided in this Order. The Paying Agent/Registrar shall keep proper records of all payments made by the Issuer and the Paying Agent/Registrar with respect to the Bonds, and of all conversions and exchanges of Bonds, and all replacements of Bonds, as provided in this Order. However, in the event of a nonpayment of interest on a scheduled payment date, and for thirty (30) days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be 15 days after the Special Record Date) shall be sent at least five (5) business days prior to the Special Record Date by United States mail, first-class postage prepaid, to the address of each registered owner appearing on the Registration Books at the close of business on the last business day next preceding the date of mailing of such notice.

(d) Substitute Paying Agent/Registrar. The Issuer covenants with the registered owners of the Bonds that at all times while the Bonds are outstanding the Issuer will provide a competent and legally qualified bank, trust company, financial institution or other agency to act as and perform the services of Paying Agent/Registrar for the Bonds under this Order, and that the Paying Agent/Registrar will be one entity. The Issuer reserves the right to, and may, at its option, change the Paying Agent/Registrar upon not less than 50 days written notice to the Paying Agent/Registrar, to be effective not later than 45 days prior to the next principal or interest payment date after such notice. In the event that the entity at any time acting as Paying Agent/Registrar (or its successor by merger, acquisition, or other method) should resign or otherwise cease to act as such, the Issuer covenants that promptly it will appoint a competent and legally qualified bank, trust company, financial institution, or other agency to act as Paying Agent/Registrar under this Order. Upon any change in the Paying Agent/Registrar, the previous

Paying Agent/Registrar promptly shall transfer and deliver the Registration Books (or a copy thereof), along with all other pertinent books and records relating to the Bonds, to the new Paying Agent/Registrar designated and appointed by the Issuer. Upon any change in the Paying Agent/Registrar, the Issuer promptly will cause a written notice thereof to be sent by the new Paying Agent/Registrar to each registered owner of the Bonds, by United States mail, first-class postage prepaid, which notice also shall give the address of the new Paying Agent/Registrar. By accepting the position and performing as such, each Paying Agent/Registrar shall be deemed to have agreed to the provisions of this Order, and a certified copy of this Order shall be delivered to each Paying Agent/Registrar.

(e) General Characteristics of the Bonds. The Bonds (i) shall be issued in fully registered form, without interest coupons, with the principal of and interest on such Bonds to be payable only to the Registered Owners thereof, (ii) may be redeemed prior to their scheduled maturities (notice of which shall be given to the Paying Agent/Registrar by the Issuer at least 35 days prior to any such redemption date), (iii) may be transferred and assigned, (iv) may be converted and exchanged for other Bonds, (v) shall have the characteristics, (vi) shall be signed, sealed, executed and authenticated, (vii) the principal of and interest on the Bonds shall be payable, and (viii) shall be administered and the Paying Agent/Registrar and the Issuer shall have certain duties and responsibilities with respect to the Bonds, all as provided, and in the manner and to the effect as required or indicated, in the FORM OF BOND set forth as **Exhibit A** of this Order. The Bonds initially issued and delivered pursuant to this Order are not required to be, and shall not be, authenticated by the Paying Agent/Registrar, but on each substitute Bond issued in conversion of and exchange for any Bond or Bonds issued under this Order the Paying Agent/Registrar shall execute the Paying Agent/Registrar's Authentication Certificate, in the FORM OF BOND set forth as **Exhibit A** of this Order.

(f) Book-Entry-Only System. Unless the Bonds are sold by private placement, the Bonds issued in exchange for the Bonds initially issued to the purchaser specified herein shall be initially issued in the form of a separate single fully registered Bond for each of the maturities thereof. Upon initial issuance, the ownership of each such Bond shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company of New York ("DTC"), and except as provided in subsection (g) hereof, all of the outstanding Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation to any securities brokers and dealers, banks, trust companies, clearing corporations and certain other organizations on whose behalf DTC was created ("DTC Participant") to hold securities to facilitate the clearance and settlement of securities transactions among DTC Participants or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any

DTC Participant or any other person, other than a registered owner of Bonds, as shown on the Registration Books, of any notice with respect to the Bonds, or (iii) the payment to any DTC Participant or any other person, other than a registered owner of Bonds, as shown in the Registration Books of any amount with respect to principal of or interest on the Bonds. Notwithstanding any other provision of this Order to the contrary, the Issuer and the Paying Agent/Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Registration Books as the absolute owner of such Bond for the purpose of payment of principal and interest with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent/Registrar shall pay all principal of and interest on the Bonds only to or upon the order of the registered owners, as shown in the Registration Books as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the Issuer's obligations with respect to payment of principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner, as shown in the Registration Books, shall receive a Bond certificate evidencing the obligation of the Issuer to make payments of principal and interest pursuant to this Order. Upon delivery by DTC to the Paying Agent/Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions in this Order with respect to interest checks being mailed to the registered owner at the close of business on the Record Date, the words "Cede & Co." in this Order shall refer to such new nominee of DTC.

(g) Successor Securities Depository; Transfers Outside Book-Entry-Only System. If the Bonds are subject to the DTC book-entry system, and in the event that the Issuer determines that DTC is incapable of discharging its responsibilities described herein and in the representation letter of the Issuer to DTC or that it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the Issuer shall (i) appoint a successor securities depository, qualified to act as such under Section 17A of the Securities and Exchange Act of 1934, as amended, notify DTC and DTC Participants of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and DTC Participants of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts. In such event, the Bonds shall no longer be restricted to being registered in the Registration Books in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names registered owners transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

(h) Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal of and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, in the manner provided in the representation letter of the Issuer to DTC.

(i) Cancellation of Initial Bonds. On the Issuance Date, one initial Bond representing the entire principal amount of the Current Interest Bonds and one initial Bond representing the entire maturity amount of the Capital Appreciation Bonds, payable in stated installments to the order of the initial purchaser of the Bonds or its designee, executed by manual or facsimile signature of the President and Vice President of the Board, approved by the Attorney General, and registered and manually signed by the Comptroller, will be delivered to such purchaser or its designee. If the Bonds are sold subject to the book-entry system of DTC, then upon payment for the initial Bonds, the Paying Agent/Registrar shall insert the Issuance Date on Bond No. TCAB-1, cancel each of the initial Bonds and deliver to DTC on behalf of such purchaser one registered definitive Bond for each year of maturity of the Bonds, in the aggregate principal amount of all of the Bonds for such maturity, registered in the name of Cede & Co., as nominee of DTC. To the extent that the Paying Agent/Registrar is eligible to participate in DTC's FAST System, pursuant to an agreement between the Paying Agent/Registrar and DTC, the Paying Agent/Registrar shall hold the definitive Bonds in safekeeping for DTC.

(j) Conditional Notice of Redemption. With respect to any optional redemption of the Bonds, unless certain prerequisites to such redemption required by this Order have been met and moneys sufficient to pay the principal of and premium, if any, and interest on the Bonds to be redeemed shall have been received by the Paying Agent/Registrar prior to the giving of such notice of redemption, such notice may state that said redemption may, at the option of the Issuer, be conditional upon the satisfaction of such prerequisites and receipt of such moneys by the Paying Agent/Registrar on or prior to the date fixed for such redemption, or upon any prerequisite set forth in such notice of redemption. If a conditional notice of redemption is given and such prerequisites to the redemption and sufficient moneys are not received, such notice shall be of no force and effect, the Issuer shall not redeem such Bonds and the Paying Agent/Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that the Bonds have not been redeemed.

Section 5. FORM OF BONDS. The form of the Bond, including the form of Paying Agent/Registrar's Authentication Certificate, the form of Assignment and the form of Registration Certificate of the Comptroller to be attached only to the Bonds initially issued and delivered pursuant to this Order, shall be, respectively, substantially in the form provided in **Exhibit A**, with such appropriate variations, omissions, or insertions as are permitted or required by this Order. The Form of Bond as it appears in **Exhibit A** shall be completed, amended and modified by Bond Counsel to incorporate the information set forth in the Pricing Certificate, but it is not required for the Form of Bond to be reproduced as an exhibit to the Pricing Certificate.

Section 6. TAX LEVY. (a) A special Interest and Sinking Fund (the "Interest and Sinking Fund") is hereby created solely for the benefit of the Bonds, and the Interest and Sinking Fund shall be established and maintained by the Issuer at an official depository bank of the Issuer. The Interest and Sinking Fund shall be kept separate and apart from all other funds and accounts of the Issuer, and shall be used only for paying the interest on and principal of the Bonds. All ad valorem taxes levied and collected for and on account of the Bonds, plus accrued interest on the Bonds from the dated date thereof to the Issuance Date, if any, shall be deposited,

as collected, to the credit of the Interest and Sinking Fund. During each year while any of the Bonds or interest thereon are outstanding and unpaid, the governing body of the Issuer shall compute and ascertain a rate and amount of ad valorem tax which will be sufficient to raise and produce the money required to pay the interest on the Bonds as such interest comes due, and to provide and maintain a sinking fund adequate to pay the principal of its Bonds as such principal matures; and said tax shall be based on the latest approved tax rolls of the Issuer, with full allowance being made for tax delinquencies and the cost of tax collection. Said rate and amount of ad valorem tax is hereby levied, and is hereby ordered to be levied, against all taxable property in the Issuer for each year while any of the Bonds or interest thereon are outstanding and unpaid; and said tax shall be assessed and collected each such year and deposited to the credit of the aforesaid Interest and Sinking Fund. Said ad valorem taxes sufficient to provide for the payment of the interest on and principal of the Bonds as such interest comes due and such principal matures are hereby pledged for such payment, without limit as to rate or amount.

(b) Chapter 1208, Texas Government Code, applies to the issuance of the Bonds and the pledge of the taxes granted by the Issuer under this Section, and is therefore valid, effective, and perfected. Should Texas law be amended at any time while the Bonds are outstanding and unpaid, the result of such amendment being that the pledge of the taxes granted by the Issuer under this Section is to be subject to the filing requirements of Chapter 9, Business and Commerce Code, in order to preserve to the registered owners of the Bonds a security interest in said pledge, the Issuer agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Business and Commerce Code, and enable a filing of a security interest in said pledge to occur.

Section 7. FACILITIES ALLOTMENT FUNDS; STATE ASSISTANCE FUNDS. (a) In connection with the issuance of the Bonds, the Issuer may receive financial assistance from the Texas Education Agency in accordance with the instructional facilities allotment program established pursuant to Chapter 46, Texas Education Code, as amended (the "Program"). In each fiscal year in which the Issuer receives funding under the Program or any other State funding program which provides a debt service subsidy for the Bonds and, in either case, which requires the Issuer to deposit such debt service subsidy into the Interest and Sinking Fund for the Bonds (such funds being collectively referred to herein as "Debt Subsidy Funds"), the Issuer shall deposit immediately upon receipt the Debt Subsidy Funds received to the credit of the Interest and Sinking Fund for the Bonds created pursuant to Section 6. Notwithstanding the requirements of Section 6, if Debt Subsidy Funds are actually on deposit in the Interest and Sinking Fund for the Bonds in advance of the time when ad valorem taxes are scheduled to be levied for any fiscal year, then the amount of ad valorem taxes which otherwise would have been required to be levied pursuant to Section 6 shall be reduced to the extent and by the amount of the Debt Subsidy Funds then on deposit in the Interest and Sinking Fund for the Bonds.

(b) To the extent that the Issuer demonstrates to the Attorney General that the Issuer's ability to comply with the requirements of Section 45.0031(a), Texas Education Code, as amended, is contingent on receiving State assistance, the Issuer covenants, to the extent required, and for so long as required, to comply with the provisions of said Section 45.0031(a), and to not set a tax rate for a year until the Issuer has credited to the account of the Interest and Sinking

Fund for the Bonds the amounts of State assistance received or to be received in accordance with the terms of said Section 45.0031(a).

Section 8. DEFEASANCE OF BONDS. (a) Any Bond and the interest thereon shall be deemed to be paid, retired, and no longer outstanding (a "Defeased Bond") within the meaning of this Order, except to the extent provided in subsection (d) of this Section, when payment of the principal of such Bond, plus interest thereon to the due date (whether such due date be by reason of maturity or otherwise) either (i) shall have been made or caused to be made in accordance with the terms thereof, or (ii) shall have been provided for on or before such due date by irrevocably depositing with or making available to the Paying Agent/Registrar in accordance with an escrow agreement or other instrument (the "Future Escrow Agreement") for such payment (1) lawful money of the United States of America sufficient to make such payment or (2) Defeasance Securities that mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money to provide for such payment, and when proper arrangements have been made by the Issuer with the Paying Agent/Registrar for the payment of its services until all Defeased Bonds shall have become due and payable. At such time as a Bond shall be deemed to be a Defeased Bond hereunder, as aforesaid, such Bond and the interest thereon shall no longer be secured by, payable from, or entitled to the benefits of, the ad valorem taxes herein levied and pledged as provided in this Order, and such principal and interest shall be payable solely from such money or Defeasance Securities, and thereafter the Issuer will have no further responsibility with respect to amounts available to the Paying Agent/Registrar (or other financial institution permitted by applicable law) for the payment of such Defeased Bonds, including any insufficiency therein caused by the failure of the Paying Agent/Registrar (or other financial institution permitted by applicable law) to receive payment when due on the Defeasance Securities. Notwithstanding any other provision of this Order to the contrary, it is hereby provided that any determination not to redeem Defeased Bonds that is made in conjunction with the payment arrangements specified in subsection 8(a)(i) or (ii) shall not be irrevocable, provided that: (1) in the proceedings providing for such payment arrangements, the Issuer expressly reserves the right to call the Defeased Bonds for redemption; (2) gives notice of the reservation of that right to the owners of the Defeased Bonds immediately following the making of the payment arrangements; and (3) directs that notice of the reservation be included in any redemption notices that it authorizes.

(b) Any moneys so deposited with the Paying Agent/Registrar may at the written direction of the Issuer also be invested in Defeasance Securities, maturing in the amounts and times as hereinbefore set forth, and all income from such Defeasance Securities received by the Paying Agent/Registrar that is not required for the payment of the Bonds and interest thereon, with respect to which such money has been so deposited, shall be turned over to the Issuer, or deposited as directed in writing by the Issuer. Any Future Escrow Agreement pursuant to which the money and/or Defeasance Securities are held for the payment of Defeased Bonds may contain provisions permitting the investment or reinvestment of such moneys in Defeasance Securities or the substitution of other Defeasance Securities upon the satisfaction of the requirements specified in subsection 8(a)(i) or (ii). All income from such Defeasance Securities received by the Paying Agent/Registrar which is not required for the payment of the Defeased

Bonds, with respect to which such money has been so deposited, shall be remitted to the Issuer or deposited as directed in writing by the Issuer.

(c) The term "Defeasance Securities" means any securities and obligations now or hereafter authorized by State law that are eligible to refund, retire or otherwise discharge obligations such as the Bonds.

(d) Until all Defeased Bonds shall have become due and payable, the Paying Agent/Registrar shall perform the services of Paying Agent/Registrar for such Defeased Bonds the same as if they had not been defeased, and the Issuer shall make proper arrangements to provide and pay for such services as required by this Order.

(e) In the event that the Issuer elects to defease less than all of the principal amount of Bonds of a maturity, the Paying Agent/Registrar shall select, or cause to be selected, such amount of Bonds by such random method as it deems fair and appropriate.

Section 9. DAMAGED, MUTILATED, LOST, STOLEN, OR DESTROYED BONDS.

(a) Replacement Bonds. In the event any outstanding Bond is damaged, mutilated, lost, stolen, or destroyed, the Paying Agent/Registrar shall cause to be printed, executed, and delivered, a new bond of the same principal amount, maturity, and interest rate, as the damaged, mutilated, lost, stolen, or destroyed Bond, in replacement for such Bond in the manner hereinafter provided.

(b) Application for Replacement Bonds. Application for replacement of damaged, mutilated, lost, stolen, or destroyed Bonds shall be made by the registered owner thereof to the Paying Agent/Registrar. In every case of loss, theft, or destruction of a Bond, the registered owner applying for a replacement bond shall furnish to the Issuer and to the Paying Agent/Registrar such security or indemnity as may be required by them to save each of them harmless from any loss or damage with respect thereto. Also, in every case of loss, theft, or destruction of a Bond, the registered owner shall furnish to the Issuer and to the Paying Agent/Registrar evidence to their satisfaction of the loss, theft, or destruction of such Bond. In every case of damage or mutilation of a Bond, the registered owner shall surrender to the Paying Agent/Registrar for cancellation the Bond so damaged or mutilated.

(c) No Default Occurred. Notwithstanding the foregoing provisions of this Section, in the event any such Bond shall have matured, and no default has occurred which is then continuing in the payment of the principal of or interest on the Bond, the Issuer may authorize the payment of the same (without surrender thereof except in the case of a damaged or mutilated Bond) instead of issuing a replacement Bond, provided security or indemnity is furnished as above provided in this Section.

(d) Charge for Issuing Replacement Bonds. Prior to the issuance of any replacement bond, the Paying Agent/Registrar shall charge the registered owner of such Bond with all legal, printing, and other expenses in connection therewith. Every replacement bond issued pursuant to the provisions of this Section by virtue of the fact that any Bond is lost, stolen, or destroyed shall constitute a contractual obligation of the Issuer whether or not the lost, stolen, or destroyed Bond

shall be found at any time, or be enforceable by anyone, and shall be entitled to all the benefits of this Order equally and proportionately with any and all other Bonds duly issued under this Order.

(e) Authority for Issuing Replacement Bonds. In accordance with Subchapter B, Chapter 1206, Texas Government Code, this Section shall constitute authority for the issuance of any such replacement bond without necessity of further action by the governing body of the Issuer or any other body or person, and the duty of the replacement of such bonds is hereby authorized and imposed upon the Paying Agent/Registrar, and the Paying Agent/Registrar shall authenticate and deliver such Bonds in the form and manner and with the effect, as provided in Section 4(b) of this Order for Bonds issued in conversion and exchange for other Bonds.

Section 10. CUSTODY, APPROVAL, AND REGISTRATION OF BONDS; BOND COUNSEL'S OPINION, CUSIP NUMBERS AND CONTINGENT INSURANCE PROVISION OR PERMANENT SCHOOL FUND GUARANTEE PROVISION, IF OBTAINED. The President of the Board is hereby authorized to have control of the Bonds initially issued and delivered hereunder and all necessary records and proceedings pertaining to the Bonds pending their delivery and their investigation, examination, and approval by the Attorney General, and their registration by the Comptroller. Upon registration of the Bonds, the Comptroller (or a deputy designated in writing to act for the Comptroller) shall manually sign the Comptroller's Registration Certificate attached to such Bonds, and the seal of the Comptroller shall be impressed, or placed in facsimile, on such Comptroller's Registration Certificate. The approving legal opinion of the Issuer's Bond Counsel and the assigned CUSIP numbers may, at the option of the Issuer, be printed on the Bonds issued and delivered under this Order, but neither shall have any legal effect, and shall be solely for the convenience and information of the registered owners of the Bonds. If bond insurance is obtained or if the Bonds are guaranteed by the Texas Permanent School Fund, the Bonds may bear an appropriate legend as provided by the insurer or the Texas Education Agency, respectively.

Section 11. COVENANTS REGARDING TAX EXEMPTION OF INTEREST ON THE BONDS. (a) Covenants. In the event any series of Bonds are issued as taxable obligations, as determined by the Pricing Officer in the applicable Pricing Certificate, this Section 11 shall not apply to such series of Bonds. In the event any series of Bonds are issued as obligations described in section 103 of the Code, the interest on which is not includable in the "gross income" of the holder for purposes of federal income taxation, as determined by the Pricing Officer in the applicable Pricing Certificate, the Issuer covenants to take any action necessary to assure, or refrain from any action which would adversely affect, the treatment of such series of Bonds as tax-exempt obligations. In furtherance thereof, the Issuer covenants as follows:

(1) to take any action to assure that no more than 10 percent of the proceeds of the Bonds or the projects financed therewith (less amounts deposited to a reserve fund, if any) are used for any "private business use," as defined in section 141(b)(6) of the Code or, if more than 10 percent of the proceeds or the projects financed therewith are so used, such amounts, whether or not received by the Issuer, with respect to such private business use, do not, under the terms of this Order or any underlying arrangement, directly or

indirectly, secure or provide for the payment of more than 10 percent of the debt service on the Bonds, in contravention of section 141(b)(2) of the Code;

(2) to take any action to assure that in the event that the "private business use" described in subsection (1) hereof exceeds 5 percent of the proceeds of the Bonds or the projects financed therewith (less amounts deposited into a reserve fund, if any) then the amount in excess of 5 percent is used for a "private business use" which is "related" and not "disproportionate," within the meaning of section 141(b)(3) of the Code, to the governmental use;

(3) to take any action to assure that no amount which is greater than the lesser of \$5,000,000, or 5 percent of the proceeds of the Bonds (less amounts deposited into a reserve fund, if any) is directly or indirectly used to finance loans to persons, other than state or local governmental units, in contravention of section 141(c) of the Code;

(4) to refrain from taking any action which would otherwise result in the Bonds being treated as "private activity bonds" within the meaning of section 141(b) of the Code;

(5) to refrain from taking any action that would result in the Bonds being "federally guaranteed" within the meaning of section 149(b) of the Code;

(6) to refrain from using any portion of the proceeds of the Bonds, directly or indirectly, to acquire or to replace funds which were used, directly or indirectly, to acquire investment property (as defined in section 148(b)(2) of the Code) which produces a materially higher yield over the term of the Bonds, other than investment property acquired with --

(A) proceeds of the Bonds invested for a reasonable temporary period of 3 years or less or, in the case of a refunding bond, for a period of 90 days or less until such proceeds are needed for the purpose for which the bonds are issued,

(B) amounts invested in a bona fide debt service fund, within the meaning of section 1.148 1(b) of the Treasury Regulations, and

(C) amounts deposited in any reasonably required reserve or replacement fund to the extent such amounts do not exceed 10 percent of the proceeds of the Bonds;

(7) to otherwise restrict the use of the proceeds of the Bonds or amounts treated as proceeds of the Bonds, as may be necessary, so that the Bonds do not otherwise contravene the requirements of section 148 of the Code (relating to arbitrage);

(8) to refrain from using the proceeds of the Bonds or proceeds of any prior bonds to pay debt service on another issue more than 90 days after the date of issue of the Bonds in contravention of the requirements of section 149(d) of the Code (relating to advance refundings); and

(9) to pay to the United States of America at least once during each five-year period (beginning on the Issuance Date) an amount that is at least equal to 90 percent of the "Excess Earnings," within the meaning of section 148(f) of the Code and to pay to the United States of America, not later than 60 days after the Bonds have been paid in full, 100 percent of the amount then required to be paid as a result of Excess Earnings under section 148(f) of the Code.

(b) Rebate Fund. In order to facilitate compliance with the above covenant (8), a "Rebate Fund" is hereby established by the Issuer for the sole benefit of the United States of America, and such fund shall not be subject to the claim of any other person, including without limitation the bondholders. The Rebate Fund is established for the additional purpose of compliance with section 148 of the Code.

(c) Proceeds. The Issuer understands that the term "proceeds" includes "disposition proceeds" as defined in the Treasury Regulations and, in the case of refunding bonds, transferred proceeds (if any) and proceeds of the Refunded Obligations expended prior to the date of issuance of the Bonds and any replacement funds administered by the Texas State Board of Education as part of the Permanent School Fund. It is the understanding of the Issuer that the covenants contained herein are intended to assure compliance with the Code and any regulations or rulings promulgated by the U.S. Department of the Treasury pursuant thereto. In the event that regulations or rulings are hereafter promulgated which modify or expand provisions of the Code, as applicable to the Bonds, the Issuer will not be required to comply with any covenant contained herein to the extent that such failure to comply, in the opinion of nationally recognized bond counsel, will not adversely affect the exemption from federal income taxation of interest on the Bonds under section 103 of the Code. In the event that regulations or rulings are hereafter promulgated which impose additional requirements which are applicable to the Bonds, the Issuer agrees to comply with the additional requirements to the extent necessary, in the opinion of nationally recognized bond counsel, to preserve the exemption from federal income taxation of interest on the Bonds under section 103 of the Code. In furtherance of such intention, the Issuer hereby authorizes and directs the President of the Board and each Pricing Officer to execute any documents, certificates or reports required by the Code and to make such elections, on behalf of the Issuer, which may be permitted by the Code as are consistent with the purpose for the issuance of the Bonds.

(d) Disposition of Project. The Issuer covenants that the property constituting the project financed with the Refunded Obligations will not be sold or otherwise disposed in a transaction resulting in the receipt by the Issuer of cash or other compensation, unless any action taken in connection with such disposition will not adversely affect the tax-exempt status of the Bonds. For purpose of the foregoing, the Issuer may rely on an opinion of nationally-recognized bond counsel that the action taken in connection with such sale or other disposition will not adversely affect the tax-exempt status of the Bonds. For purposes of the foregoing, the portion of the property comprising personal property and disposed in the ordinary course shall not be treated as a transaction resulting in the receipt of cash or other compensation. For purposes hereof, the Issuer shall not be obligated to comply with this covenant if it obtains an opinion that such failure to comply will not adversely affect the excludability for federal income tax purposes from gross income of the interest.

Section 12. SALE OF BONDS; OFFICIAL STATEMENT. (a) The Bonds shall be sold and delivered subject to the provisions of Section 1 and Section 3 and pursuant to the terms and provisions of a bond purchase agreement, notice of sale and bidding instructions or private placement agreement (collectively and individually, the "Purchase Agreement"), each of which the Pricing Officer is hereby authorized to execute and deliver and in which the purchaser or purchasers (collectively, the "Purchaser") of the Bonds shall be designated. The Bonds shall initially be registered in the name of the purchaser thereof as set forth in the Pricing Certificate.

(b) The Pricing Officer is hereby authorized, in the name and on behalf of the Issuer, to approve the distribution and delivery of a preliminary official statement and a final official statement relating to the Bonds to be used by the Purchaser in the marketing of the Bonds.

Section 13. FURTHER PROCEDURES; ENGAGEMENT OF BOND COUNSEL; ATTORNEY GENERAL FILING FEE; APPROPRIATION. (a) The President or Vice President and Secretary of the Board and each Pricing Officer shall be and they are hereby expressly authorized, empowered and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge and deliver in the name and under the corporate seal and on behalf of the Issuer a Letter of Representations with DTC regarding the Book-Entry-Only System, a Paying Agent/Registrar Agreement with the Paying Agent/Registrar, the Purchase Contract between the Issuer and the Underwriters, if any, all forms and documents necessary to ensure the interest on the Bonds is exempt from federal income taxation, and all other instruments, whether or not herein mentioned, as may be necessary or desirable in order to carry out the terms and provisions of this Order and the Bonds. In addition, prior to the delivery of the Bonds, the President or Vice President and Secretary of the Board and each Pricing Officer are each hereby authorized and directed to approve any changes or corrections to this Order or to any of the documents authorized and approved by this Order: (i) in order to cure any ambiguity, formal defect or omission in this Order or such other document, or (ii) as requested by the Attorney General or his representative to obtain the approval of the Bonds by the Attorney General. Notwithstanding anything to the contrary contained herein, while the Bonds are subject to DTC's Book-Entry-Only System and to the extent permitted by law, the Letter of Representation is hereby incorporated herein and its provisions shall prevail over any other provisions of this Order in the event of conflict. The President and Secretary of the Board shall sign each Bond, including the Initial Bond(s), with their manual or facsimile signatures, and the official seal of the Issuer shall be duly impressed, or placed in facsimile, on each Bond. In case any officer whose signature shall appear on any Bond shall cease to be such officer before the delivery of such Bond, such signature shall nevertheless be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery.

(b) The obligation of the Purchaser to accept delivery of the Bonds is subject to the Purchaser being furnished with the final, approving opinion of McCall, Parkhurst & Horton L.L.P., bond counsel to the Issuer, which opinion shall be dated as of and delivered on the Issuance Date. The engagement of such firm as bond counsel to the Issuer in connection with issuance, sale and delivery of the Bonds is hereby approved and confirmed.

(c) To pay the debt service coming due on the Bonds, if any (as determined by the Pricing Certificate) prior to receipt of the taxes levied to pay such debt service, there is hereby

appropriated from current funds on hand, which are hereby certified to be on hand and available for such purpose, an amount sufficient to pay such debt service, and such amount shall be used for no other purpose.

(d) In accordance with the provisions of Section 1202.004, Tex. Gov't Code Ann., in connection with the submission of the Bonds to the Attorney General for review and approval, a statutory fee (an amount equal to 0.1% principal amount of the Bonds, subject to a minimum of \$750 and a maximum of \$9,500) is required to be paid to the Attorney General upon the submission of the transcript of proceedings for the Bonds. The Issuer hereby authorizes and directs that a check in the amount of the Attorney General filing fee for the Bonds, made payable to the "Texas Attorney General," be promptly furnished to the Issuer's Bond Counsel, for payment to the Attorney General in connection with his review of the Bonds.

Section 14. PERMANENT SCHOOL FUND GUARANTEE PROGRAM. If the Bonds qualify for guarantee by the Permanent School Fund of Texas, the Issuer covenants as follows:

(a) To timely comply with all applicable requirements and procedures under Article VII, Section 5 of the Texas Constitution, Subchapter C of Chapter 45, Texas Education Code and the Rules of the State Board of Education relating to the guarantee of the principal and interest on the Bonds by the Texas Permanent School Fund.

(b) Upon defeasance of such Bonds prior to maturity in accordance with applicable law, the guarantee of the principal and interest on such Bonds by the Texas Permanent School Fund shall cease and no longer be available.

(c) In case of a default in the payment of principal or interest on the Bonds, and in accordance with Section 45.061, Texas Education Code, the Comptroller shall be authorized to withhold from the Issuer amounts equal to the amounts paid by the Permanent School Fund on account of such default, plus interest thereon, from the first state money payable to the Issuer from the following sources and in the following order, to wit: foundation school fund, available school fund.

Section 15. COMPLIANCE WITH RULE 15c2-12. (a) If the Bonds are sold by public offering, and are subject to the Rule (as defined below), the following provisions shall apply, unless modified by the Pricing Officer in the Pricing Certificate:

(i) Definitions. As used in this Section, the following terms have the meanings ascribed to such terms below:

"Financial Obligation" means a: (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) a guarantee of the foregoing (a) and (b). The term Financial Obligation does not include any municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with the Rule.

"MSRB" means the Municipal Securities Rulemaking Board or any successor to its functions under the Rule.

"Rule" means SEC Rule 15c2 12, as amended from time to time.

"SEC" means the United States Securities and Exchange Commission.

(ii) Annual Reports. (A) The Issuer shall provide annually to the MSRB, within the timeframe set forth in the Pricing Certificate, in the electronic format prescribed by the MSRB, certain updated financial information and operating data pertaining to the Issuer, being the information described in the Pricing Certificate.

(B) Any financial information described in the Pricing Certificate to be provided shall be (i) prepared in accordance with the accounting principles described in the financial statements of the Issuer appended to the Official Statement, or such other accounting principles as the Issuer may be required to employ from time to time pursuant to state law or regulation, and (ii) audited, if the Issuer commissions an audit of such statements and the audit is completed within the period during which they must be provided. If the audit of such financial statements is not completed within the period set forth in the Pricing Certificate, then the Issuer shall provide unaudited financial information of the type described in the Pricing Certificate within such period, and audited financial statements for the applicable fiscal year to the MSRB, when and if the audit report on such statements becomes available.

(C) If the Issuer changes its fiscal year, it will notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the Issuer otherwise would be required to provide financial information and operating data pursuant to this Section.

(D) All financial information, operating data, financial statements and notices required by this Section to be provided to the MSRB shall be provided in an electronic format and be accompanied by identifying information prescribed by the MSRB. Financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document) available to the public on the MSRB's Internet Web site or filed with the SEC.

(iii) Event Notices. The Issuer shall notify the MSRB, in a timely manner not in excess of ten business days after the occurrence of the event, of any of the following events with respect to the Bonds:

- (1) Principal and interest payment delinquencies;
- (2) Non-payment related defaults, if material;
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with

- respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (7) Modifications to rights of holders of the Bonds, if material;
 - (8) Bond calls, if material, and tender offers;
 - (9) Defeasances;
 - (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
 - (11) Rating changes;
 - (12) Bankruptcy, insolvency, receivership, or similar event of the Issuer;
 - (13) The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into of a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
 - (14) Appointment of a successor or additional paying agent/registrar or the change of name of a paying agent/registrar, if material;
 - (15) Incurrence of a Financial Obligation of the Issuer, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Issuer, any of which affect security holders, if material; and
 - (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Issuer, any of which reflect financial difficulties.

For these purposes, (a) any event described in the immediately preceding paragraph (12) is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the Issuer in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the Issuer, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers of the Issuer in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Issuer, and (b) the Issuer intends the words used in the immediately preceding paragraphs (15) and (16) and the definition of Financial Obligation in this Section to have the same meanings as when they are used in the Rule, as evidenced by SEC Release No. 34-83885, dated August 20, 2018.

The Issuer shall notify the MSRB, in a timely manner, of any failure by the Issuer to provide financial information or operating data in accordance with subsection (a)(ii) of this Section by the time required by subsection (a)(ii).

(iv) Limitations, Disclaimers and Amendments. (A) The Issuer shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the Issuer remains an "obligated person" with respect to the Bonds within the meaning of the

Rule, except that the Issuer in any event will give notice of any deposit made in accordance with this Order or applicable law that causes the Bonds no longer to be outstanding.

(B) The provisions of this Section are for the sole benefit of the registered owners and beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The Issuer undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the Issuer's financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The Issuer does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

(C) UNDER NO CIRCUMSTANCES SHALL THE ISSUER BE LIABLE TO THE REGISTERED OWNER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE ISSUER, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE LIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.

(D) No default by the Issuer in observing or performing its obligations under this Section shall comprise a breach of or default under the Order for purposes of any other provision of this Order. Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the Issuer under federal and state securities laws.

(E) The provisions of this Section may be amended by the Issuer from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or a change in the identity, nature, status, or type of operations of the Issuer, but only if (1) the provisions of this Section, as so amended, would have permitted an underwriter to purchase or sell Bonds in the primary offering of the Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule since such offering as well as such changed circumstances and (2) either (a) the registered owners of a majority in aggregate principal amount (or any greater amount required by any other provision of this Order that authorizes such an amendment) of the outstanding Bonds consent to such amendment or (b) a person that is unaffiliated with the Issuer (such as nationally recognized bond counsel) determined that such amendment will not materially impair the interest of the registered owners and beneficial owners of the Bonds. If the Issuer so amends the provisions of this Section, it shall include with any amended financial information or operating data next provided in accordance with subsection (b) of this Section an explanation, in narrative form, of the reason for the amendment and of the impact of any change in the type of financial information or operating data so provided. The Issuer may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provision of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the

provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds.

(b) If the Bonds are sold by private placement, the Pricing Officer may agree to provide for an undertaking in accordance with the Rule or may agree to provide other public information to the purchaser as may be necessary for the sale of the Bonds on the most favorable terms to the Issuer.

Section 16. METHOD OF AMENDMENT. The Issuer hereby reserves the right to amend this Order subject to the following terms and conditions, to-wit:

(a) The Issuer may from time to time, without the consent of any Registered Owner, except as otherwise required by paragraph (b) below, amend or supplement this Order to (i) cure any ambiguity, defect or omission in this Order that does not materially adversely affect the interests of the Registered Owners, (ii) grant additional rights or security for the benefit of the Registered Owners, (iii) add events of default as shall not be inconsistent with the provisions of this Order and that shall not materially adversely affect the interests of the Registered Owners, (v) qualify this Order under the Trust Indenture Act of 1939, as amended, or corresponding provisions of federal laws from time to time in effect, or (iv) make such other provisions in regard to matters or questions arising under this Order as shall not be materially inconsistent with the provisions of this Order and that shall not, in the opinion of nationally-recognized bond counsel, materially adversely affect the interests of the Registered Owners.

(b) Except as provided in paragraph (a) above, a majority of the Registered Owners of Bonds then outstanding that are the subject of a proposed amendment shall have the right from time to time to approve any amendment hereto that may be deemed necessary or desirable by the Issuer; provided, however, that without the consent of 100% of the Registered Owners in aggregate principal amount of the then outstanding Bonds, nothing herein contained shall permit or be construed to permit amendment of the terms and conditions of this Order or in any of the Bonds so as to:

- (1) Make any change in the maturity of any of the outstanding Bonds;
- (2) Reduce the rate of interest borne by any of the outstanding Bonds;
- (3) Reduce the amount of the principal of, or redemption premium, if any, payable on any outstanding Bonds;
- (4) Modify the terms of payment of principal or of interest or redemption premium on outstanding Bonds or any of them or impose any condition with respect to such payment; or
- (5) Change the minimum percentage of the principal amount of the Bonds necessary for consent to such amendment.

(c) If at any time the Issuer shall desire to amend this Order under this Section, the Issuer shall send by U.S. mail to each registered owner of the affected Bonds a copy of the proposed amendment.

(d) Whenever at any time within one year from the date of mailing of such notice the Issuer shall receive an instrument or instruments executed by the Registered Owners of at least a majority in aggregate principal amount of all of the Bonds then outstanding that are required for the amendment (or 100% if such amendment is made in accordance with paragraph (b)), which instrument or instruments shall refer to the proposed amendment and which shall specifically consent to and approve such amendment, the Issuer may adopt the amendment in substantially the same form.

(e) Upon the adoption of any amendatory Order pursuant to the provisions of this Section, this Order shall be deemed to be modified and amended in accordance with such amendatory Order, and the respective rights, duties, and obligations of the Issuer and all Registered Owners of such affected Bonds shall thereafter be determined, exercised and enforced, subject in all respects to such amendment.

(f) Any consent given by the Registered Owner of a Bond pursuant to the provisions of this Section shall be irrevocable for a period of six months from the date of such consent and shall be conclusive and binding upon all future Registered Owners of the same Bond during such period. Such consent may be revoked at any time after six months from the date of said consent by the Registered Owner who gave such consent, or by a successor in title, by filing notice with the Issuer, but such revocation shall not be effective if the Registered Owners the required amount of the affected Bonds then outstanding, have, prior to the attempted revocation, consented to and approved the amendment.

(g) For the purposes of establishing ownership of the Bonds, the Issuer shall rely solely upon the registration of the ownership of such Bonds on the Registration Books kept by the Paying Agent/Registrar.

Section 17. REDEMPTION OF REFUNDED OBLIGATIONS. (a) Subject to execution and delivery of the Purchase Agreement with the Purchaser, the Issuer hereby directs that the Refunded Obligations be called for redemption on the dates and at the prices set forth in the Pricing Certificate. The Pricing Officer is hereby authorized and directed to issue or cause to be issued the Notice of Redemption of the Refunded Obligations in substantially the form set forth in **Exhibit B** attached hereto to the paying agent for the Refunded Obligations. The Notice of Redemption of the Refunded Obligations as it appears in **Exhibit B** shall be completed, amended and modified by Bond Counsel to incorporate the information set forth in the Pricing Certificate, but it is not required for the Notice of Redemption of the Refunded Obligations to be reproduced as an exhibit to the Pricing Certificate.

(b) The paying agent/registrar for the Refunded Obligations is hereby directed to provide the appropriate notice of redemption as required by the Refunded Obligations and is hereby directed to make appropriate arrangements so that the Refunded Obligations may be redeemed on the redemption date.

(c) If the redemption of the Refunded Obligations results in the partial refunding of any maturity of the Refunded Obligations, the Pricing Officer shall direct the paying agent/registrar for the Refunded Obligations to designate at random and by lot which of the Refunded

Obligations will be payable from and secured solely from ad valorem taxes of the Issuer pursuant to the order of the Issuer authorizing the issuance of such Refunded Obligations (the "Refunded Obligation Order"). For purposes of such determination and designation, all Refunded Obligations registered in denominations greater than \$5,000 shall be considered to be registered in separate \$5,000 denominations. The paying agent/registrar shall notify by first-class mail all registered owners of all affected bonds of such maturities that: (i) a portion of such bonds have been refunded and are secured until final maturity solely with cash and/or investments maintained by the Escrow Agent in the Escrow Fund, (ii) the principal amount of all affected bonds of such maturities registered in the name of such registered owner that have been refunded and are payable solely from cash and/or investments in the Escrow Fund and the remaining principal amount of all affected bonds of such maturities registered in the name of such registered owner, if any, have not been refunded and are payable and secured solely from ad valorem taxes of the Issuer as described in the Refunded Obligation Order, (iii) the registered owner is required to submit his or her Refunded Obligations to the paying agent/registrar, for the purposes of re-registering such registered owner's bonds and assigning new CUSIP numbers in order to distinguish the source of payment for the principal and interest on such bonds, and (iv) payment of principal of and interest on such bonds may, in some circumstances, be delayed until such bonds have been re-registered and new CUSIP numbers have been assigned as required by (iii) above.

(d) The source of funds for payment of the principal of and interest on the Refunded Obligations on their respective maturity or redemption dates shall be from the funds deposited with the Escrow Agent, pursuant to the Escrow Agreement, or pursuant to such other arrangement determined by the Pricing Officer in the Pricing Certificate.

Section 18. GOVERNING LAW. This Order shall be construed and enforced in accordance with the laws of the State and the United States of America.

Section 19. SEVERABILITY. If any provision of this Order or the application thereof to any circumstance shall be held to be invalid, the remainder of this Order and the application thereof to other circumstances shall nevertheless be valid, and this governing body hereby declares that this Order would have been enacted without such invalid provision.

Section 20. EVENTS OF DEFAULT. Each of the following occurrences or events for the purpose of this Order is hereby declared to be an event of default (an "Event of Default"):

- (i) the failure to make payment of the principal of or interest on any of the Bonds when the same becomes due and payable; or
- (ii) default in the performance or observance of any other covenant, agreement or obligation of the Issuer, the failure to perform which materially, adversely affects the rights of the Registered Owners, including, but not limited to, their prospect or ability to be repaid in accordance with this Order, and the continuation thereof for a period of 60 days after notice of such default is given by any Registered Owner to the Issuer.

Section 21. REMEDIES FOR DEFAULT. (a) Upon the happening of any Event of Default, then and in every case, any Owner or an authorized representative thereof, including, but not limited to, a trustee or trustees therefor, may proceed against the Issuer for the purpose of protecting and enforcing the rights of the Owners under this Order, by mandamus or other suit, action or special proceeding in equity or at law, in any court of competent jurisdiction, for any

relief permitted by law, including the specific performance of any covenant or agreement contained herein, or thereby to enjoin any act or thing that may be unlawful or in violation of any right of the Owners hereunder or any combination of such remedies.

(b) It is provided that all such proceedings shall be instituted and maintained for the equal benefit of all Owners of Bonds then outstanding.

Section 22. REMEDIES NOT EXCLUSIVE. (a) No remedy herein conferred or reserved is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or under the Bonds or now or hereafter existing at law or in equity; provided, however, that notwithstanding any other provision of this Order, the right to accelerate the debt evidenced by the Bonds shall not be available as a remedy under this Order.

(b) The exercise of any remedy herein conferred or reserved shall not be deemed a waiver of any other available remedy.

(c) By accepting the delivery of a Bond authorized under this Order, such Owner agrees that the certifications required to effectuate any covenants or representations contained in this Order do not and shall never constitute or give rise to a personal or pecuniary liability or charge against the officers, employees or trustees of the Issuer or the Board.

SCHEDULE I

SCHEDULE OF ELIGIBLE REFUNDED OBLIGATIONS

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2012

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2013-A

Aledo Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2013-B

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2014

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2015

Aledo Independent School District Unlimited Tax School Building Bonds, Series 2015-A

Exhibit A

FORM OF BOND

(a) The form of the Bond, including the form of Paying Agent/Registrar's Authentication Certificate, the form of Assignment and the form of Registration Certificate of the Comptroller of Public Accounts of the State of Texas to be attached only to the Bonds initially issued and delivered pursuant to this Order, shall be, respectively, substantially as follows, with such appropriate variations, omissions, or insertions as are permitted or required by this Order and with the Bonds to be completed with information set forth in the Pricing Certificate. The Form of Bond as it appears in this **Exhibit A** shall be completed, amended and modified by Bond Counsel to incorporate the information set forth in the Pricing Certificate, but it is not required for the Form of Bond to be reproduced as an exhibit to the Pricing Certificate. A form of Capital Appreciation Bond will be added should the applicable Pricing Certificate contain Capital Appreciation Bonds.

[FORM OF FIRST THREE PARAGRAPHS OF CURRENT INTEREST BOND]

NO. R-__	UNITED STATES OF AMERICA	PRINCIPAL
	STATE OF TEXAS	AMOUNT
	ALEDO INDEPENDENT SCHOOL DISTRICT	\$_____
	UNLIMITED TAX REFUNDING BOND	
	TAXABLE SERIES 2020-A	

INTEREST	ISSUANCE	MATURITY	
<u>RATE</u>	<u>DATE</u>	<u>DATE</u>	<u>CUSIP NO.</u>
_____%	[December 17, 2020]	[February 15], 20__	

REGISTERED OWNER:

PRINCIPAL AMOUNT:

ON THE MATURITY DATE specified above, ALEDO INDEPENDENT SCHOOL DISTRICT, in Parker and Tarrant Counties, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "registered owner") the principal amount set forth above, and to pay interest thereon from the Issuance Date, on [February 15, 2021, and on each August 15 and February 15] thereafter to the maturity date specified above, or the date of redemption prior to maturity, at the interest rate per annum specified above; except that if this Bond is required to be authenticated and the date of its authentication is later than the first Record Date (hereinafter defined), such principal amount shall bear interest from the interest payment date next preceding the date of authentication, unless such date of authentication is after any Record Date but on or before the next following interest payment date, in which case such principal amount shall bear interest from such next following interest payment date; provided, however, that if on the date of authentication hereof the interest on the Bond or Bonds, if any, for which this Bond is being exchanged or converted from is due but has not been paid, then this Bond shall bear interest from the date to which such interest has been paid in full.

THE PRINCIPAL OF AND INTEREST ON this Bond are payable in lawful money of the United States of America, without exchange or collection charges. The principal of this Bond shall be paid to the registered owner hereof upon presentation and surrender of this Bond at maturity, or upon the date fixed for its redemption prior to maturity, at the designated corporate trust office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, which is the "Paying Agent/Registrar" for this Bond. The payment of interest on this Bond shall be made by the Paying Agent/Registrar to the registered owner hereof on each interest payment date by check or draft, dated as of such interest payment date, drawn by the Paying Agent/Registrar on, and payable solely from, funds of the Issuer required by the order authorizing the issuance of the Bonds (the "Bond Order") to be on deposit with the Paying Agent/Registrar for such purpose as hereinafter provided; and such check or draft shall be sent by the Paying Agent/Registrar by United States mail, first-class postage prepaid, on each such interest payment date, to the registered owner hereof, at its address as it appeared on the [last business day] of the month next preceding each such date (the "Record Date") on the Registration Books kept by the Paying Agent/Registrar, as hereinafter described. In addition, interest may be paid by such other method, acceptable to the Paying Agent/Registrar, requested by, and at the risk and expense of, the registered owner. In the event of a non-payment of interest on a scheduled payment date, and for 30 days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be 15 days after the Special Record Date) shall be sent at least five business days prior to the Special Record Date by United States mail, first-class postage prepaid, to the address of each owner of a Bond appearing on the Registration Books at the close of business on the last business day next preceding the date of mailing of such notice.

ANY ACCRUED INTEREST due at maturity or upon the redemption of this Bond prior to maturity as provided herein shall be paid to the registered owner upon presentation and surrender of this Bond for payment at the principal corporate trust office of the Paying Agent/Registrar. The Issuer covenants with the registered owner of this Bond that on or before each principal payment date and interest payment date for this Bond it will make available to the Paying Agent/Registrar, from the "Interest and Sinking Fund" created by the Bond Order, the amounts required to provide for the payment, in immediately available funds, of all principal of and interest on the Bonds, when due.

[FORM OF FIRST TWO PARAGRAPHS OF CAPITAL APPRECIATION BOND]

NO. CR-__	UNITED STATES OF AMERICA STATE OF TEXAS ALEDO INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BOND TAXABLE SERIES 2020-A	MATURITY AMOUNT \$_____

INTEREST <u>RATE</u> _____%	ISSUANCE <u>DATE</u> [December 17, 2020]	MATURITY <u>DATE</u> [February 15], 20__	<u>CUSIP NO.</u>

REGISTERED OWNER:

MATURITY AMOUNT:

ON THE MATURITY DATE specified above, ALEDO INDEPENDENT SCHOOL DISTRICT, in Parker and Tarrant Counties, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "registered owner") the Maturity Amount in the amount set forth above, representing the principal amount hereof and accrued and compounded interest hereon. Interest shall accrue on the principal amount hereof from the Issuance Date at the interest rate per annum specified above, compounded semiannually on [February 15 and August 15 of each year, commencing on February 15, 2021]. For convenience of reference, a table appears on the back of this Bond showing the "Compounded Amount" of the original principal amount plus initial premium, if any, per \$5,000 Maturity Amount compounded semiannually at the yield shown on such table.

THE MATURITY AMOUNT of this Bond is payable in lawful money of the United States of America, without exchange or collection charges. The Maturity Amount of this Bond shall be paid to the registered owner hereof upon presentation and surrender of this Bond at maturity at the designated corporate trust office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, which is the "Paying Agent/Registrar" for this Bond, and shall be drawn by the Paying Agent/Registrar on, and payable solely from, funds of the Issuer required by the order authorizing the issuance of the Bonds (the "Bond Order") to be on deposit with the Paying Agent/Registrar for such purpose as hereinafter provided, payable to the registered owner hereof, as it appears on the Registration Books kept by the Paying Agent/Registrar, as hereinafter described. The Issuer covenants with the registered owner of this Bond that on or before the Maturity Date for this Bond it will make available to the Paying Agent/Registrar, from the "Interest and Sinking Fund" created by the Bond Order, the amounts required to provide for the payment, in immediately available funds of the Maturity Amount, when due.

[FORM OF REMAINDER OF EACH BOND]

IF THE DATE for any payment due on this Bond shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the principal corporate trust office of the Paying Agent/Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the original date payment was due.

THIS BOND is dated as of [_____, 2020], authorized in accordance with the Constitution and laws of the State of Texas in the principal amount of \$_____ FOR THE PURPOSE OF PROVIDING FUNDS TO REFUND A PORTION OF THE ISSUER'S OUTSTANDING UNLIMITED TAX BONDS, and comprised of (i) Bonds in the aggregate original principal amount of \$_____ that pay interest only at maturity (the "Capital Appreciation Bonds") and (ii) Bonds in the aggregate original principal amount of \$_____ that pay interest semiannually until maturity (the "Current Interest Bonds")

ON [FEBRUARY 15, 20__], OR ON ANY DATE THEREAFTER, the Current Interest Bonds of this series may be redeemed prior to their scheduled maturities, at the option of the Issuer, with funds derived from any available and lawful source, as a whole, or in part, and, if in part, the particular Current Interest Bonds, or portions thereof, to be redeemed shall be selected and designated by the Issuer (provided that a portion of a Current Interest Bond may be redeemed only in an integral multiple of \$5,000), at a redemption price equal to the principal amount to be redeemed plus accrued interest to the date fixed for redemption.

[THE CAPITAL APPRECIATION BONDS ARE NOT subject to redemption prior to maturity.]

THE CURRENT INTEREST BONDS scheduled to mature on [February 15], 20__ (the "Term Bonds") are subject to scheduled mandatory redemption by the Paying Agent/Registrar by lot, or by any other customary method that results in a random selection, at a price equal to the principal amount thereof, plus accrued interest to the redemption date, out of moneys available for such purpose in the interest and sinking fund for the Bonds, on the dates and in the respective principal amounts, set forth in the following schedule:

Term Bond Maturity: [February 15], 20__	
Mandatory Redemption Date	Principal Amount
[February 15], 20__	
[February 15], 20__	
[February 15], 20__	
[February 15], 20__	
[February 15], 20__ *	

* Stated maturity.

The principal amount of Term Bonds required to be redeemed on any mandatory redemption date pursuant to the operation of the mandatory sinking fund redemption provisions shall be reduced, at the option of the Issuer, by the principal amount of any Term Bonds which, at least 45 days prior to a mandatory redemption date (1) shall have been acquired by the Issuer at a price not exceeding the principal amount of such Term Bonds plus accrued interest to the date of purchase thereof, and delivered to the Paying Agent/Registrar for cancellation, (2) shall have been purchased and canceled by the Paying Agent/Registrar at the request of the Issuer at a price not exceeding the principal amount of such Term Bonds plus accrued interest to the date of purchase, or (3) shall have been redeemed pursuant to the optional redemption provisions and not theretofore credited against a mandatory redemption requirement.

AT LEAST 30 days prior to the date fixed for any redemption of Current Interest Bonds or portions thereof prior to maturity a written notice of such redemption shall be sent by the Paying Agent/Registrar by United States mail, first-class postage prepaid, to the registered owner of each Current Interest Bond to be redeemed at its address as it appeared at the close of business

on the day of mailing such notice; provided, however, that the failure of the registered owner to receive such notice, or any defect therein or in the sending or mailing thereof, shall not affect the validity or effectiveness of the proceedings for the redemption of any Current Interest Bond. By the date fixed for any such redemption, due provision shall be made with the Paying Agent/Registrar for the payment of the required redemption price for the Current Interest Bonds or portions thereof which are to be so redeemed. If such written notice of redemption is sent and if due provision for such payment is made, all as provided above, the Current Interest Bonds or portions thereof which are to be so redeemed thereby automatically shall be treated as redeemed prior to their scheduled maturities, and they shall not bear interest after the date fixed for redemption, and they shall not be regarded as being outstanding except for the right of the registered owner to receive the redemption price from the Paying Agent/Registrar out of the funds provided for such payment. If a portion of any Current Interest Bond shall be redeemed a substitute Current Interest Bond or Current Interest Bonds having the same maturity date, bearing interest at the same rate, in any denomination or denominations in any integral multiple of \$5,000, at the written request of the registered owner, and in aggregate amount equal to the unredeemed portion thereof, will be issued to the registered owner upon the surrender thereof for cancellation, at the expense of the Issuer, all as provided in the Bond Order.

WITH RESPECT TO ANY OPTIONAL REDEMPTION OF THE CURRENT INTEREST BONDS, unless certain prerequisites to such redemption required by the Bond Order have been met and moneys sufficient to pay the principal of and premium, if any, and interest on the Current Interest Bonds to be redeemed shall have been received by the Paying Agent/Registrar prior to the giving of such notice of redemption, such notice may state that said redemption may, at the option of the Issuer, be conditional upon the satisfaction of such prerequisites and receipt of such moneys by the Paying Agent/Registrar on or prior to the date fixed for such redemption, or upon any prerequisite set forth in such notice of redemption. If a conditional notice of redemption is given and such prerequisites to the redemption and sufficient moneys are not received, such notice shall be of no force and effect, the Issuer shall not redeem such Current Interest Bonds and the Paying Agent/Registrar shall give notice, in the manner in which the notice of redemption was given, to the effect that the Current Interest Bonds have not been redeemed.

ALL BONDS OF THIS SERIES are issuable solely as fully registered Bonds, without interest coupons, with respect to Current Interest Bonds, in the denomination of any integral multiple of \$5,000, and with respect to Capital Appreciation Bonds, in the denomination of \$5,000 in Maturity Amounts or any integral multiple thereof. As provided in the Bond Order, this Bond may, at the request of the registered owner or the assignee or assignees hereof, be assigned, transferred, converted into and exchanged for a like aggregate amount of fully registered Bonds, without interest coupons, payable to the appropriate registered owner, assignee or assignees, as the case may be, having any authorized denomination or denominations as requested in writing by the appropriate registered owner, assignee or assignees, as the case may be, upon surrender of this Bond to the Paying Agent/Registrar for cancellation, all in accordance with the form and procedures set forth in the Bond Order. Among other requirements for such assignment and transfer, this Bond must be presented and surrendered to the Paying Agent/Registrar, together with proper instruments of assignment, in form and with guarantee of signatures satisfactory to the Paying Agent/Registrar, evidencing assignment of this Bond or any portion or portions hereof in any authorized denomination to the assignee or assignees in whose name or names this Bond or any such portion or portions hereof is or are to be registered. The

form of Assignment printed or endorsed on this Bond may be executed by the registered owner to evidence the assignment hereof, but such method is not exclusive, and other instruments of assignment satisfactory to the Paying Agent/Registrar may be used to evidence the assignment of this Bond or any portion or portions hereof from time to time by the registered owner. The Paying Agent/Registrar's reasonable standard or customary fees and charges for assigning, transferring, converting and exchanging any Bond or portion thereof will be paid by the Issuer. In any circumstance, any taxes or governmental charges required to be paid with respect thereto shall be paid by the one requesting such assignment, transfer, conversion or exchange, as a condition precedent to the exercise of such privilege. The Paying Agent/Registrar shall not be required to make any such transfer or exchange, with respect to Current Interest Bonds, during the period commencing with the close of business on any Record Date and ending with the opening of business on the next following principal or interest payment date or, with respect to any Bond or any portion thereof called for redemption prior to maturity, within 30 days prior to its redemption date.

IN THE EVENT any Paying Agent/Registrar for the Bonds is changed by the Issuer, resigns, or otherwise ceases to act as such, the Issuer has covenanted in the Bond Order that it promptly will appoint a competent and legally qualified substitute therefor, and cause written notice thereof to be mailed to the registered owners of the Bonds.

IT IS HEREBY certified, recited, and covenanted that this Bond has been duly and validly authorized, issued, and delivered; that all acts, conditions, and things required or proper to be performed, exist, and be done precedent to or in the authorization, issuance and delivery of this Bond have been performed, existed, and been done in accordance with law; that this Bond is a general obligation of the Issuer, issued on the full faith and credit thereof; and that ad valorem taxes sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due, and as such principal matures, have been levied and ordered to be levied against all taxable property in the Issuer, and have been pledged for such payment, without legal limit as to rate or amount.

THE ISSUER ALSO HAS RESERVED THE RIGHT to amend the Bond Order as provided therein, and under some (but not all) circumstances amendments thereto must be approved by the registered owners of a majority in aggregate principal amount of the outstanding Bonds.

BY BECOMING the registered owner of this Bond, the registered owner thereby acknowledges all of the terms and provisions of the Bond Order, agrees to be bound by such terms and provisions, acknowledges that the Bond Order is duly recorded and available for inspection in the official minutes and records of the governing body of the Issuer, and agrees that the terms and provisions of this Bond and the Bond Order constitute a contract between each registered owner hereof and the Issuer.

IN WITNESS WHEREOF, the Issuer has caused this Bond to be signed with the manual or facsimile signature of the President of the Board of Trustees of the Issuer and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees of the Issuer, and has caused the official seal of the Issuer to be duly impressed, or placed in facsimile, on this Bond.

(signature)
Secretary, Board of Trustees
Aledo Independent School District

(signature)
President, Board of Trustees
Aledo Independent School District

(District Seal)

(b) Form of Paying Agent/Registrar's Authentication Certificate.

PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE
(To be executed if this Bond is not accompanied by an
executed Registration Certificate of the Comptroller
of Public Accounts of the State of Texas)

It is hereby certified that this Bond has been issued under the provisions of the Bond Order described in the text of this Bond; and that this Bond has been issued in conversion or replacement of, or in exchange for, a bond, bonds, or a portion of a bond or bonds of a Series which originally was approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts of the State of Texas.

Dated: THE BANK OF NEW YORK MELLON TRUST
COMPANY, N.A.,
Dallas, Texas
Paying Agent/Registrar

By: _____
Authorized Representative

(c) Form of Assignment.

ASSIGNMENT
(Please print or type clearly)

For value received, the undersigned hereby sells, assigns and transfers unto: _____

Transferee's Social Security or Taxpayer Identification Number: _____

Transferee's name and address, including zip code: _____

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____,
attorney, to register the transfer of the within Bond on the books kept for registration thereof,
with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

NOTICE: Signature(s) must be guaranteed by an eligible guarantor institution participating in a securities transfer association recognized signature guarantee program.

NOTICE: The signature above must correspond with the name of the Registered Owner as it appears upon the front of this Bond in every particular, without alteration or enlargement or any change whatsoever.

(d) Form of Registration Certificate of the Comptroller of Public Accounts.

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. _____

I hereby certify that this Bond has been examined, certified as to validity, and approved by the Attorney General of the State of Texas, and that this Bond has been registered by the Comptroller of Public Accounts of the State of Texas.

Witness my signature and seal this _____.

Comptroller of Public Accounts
of the State of Texas

(COMPTROLLER'S SEAL)

(e) Insertions for the Initial Current Interest Bond.

(i) The initial Current Interest Bond shall be in the form set forth in paragraph (a) of this Section, except that:

(A) immediately under the name of the Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As shown below" and "CUSIP NO. ____" shall be deleted.

(B) the first paragraph shall be deleted and the following will be inserted:

"ALEDO INDEPENDENT SCHOOL DISTRICT (the "Issuer"), being a political subdivision located in Parker and Tarrant Counties, Texas, hereby promises to pay to the Registered Owner specified above, or registered assigns (hereinafter called the "Registered Owner"), on [February 15] in each of the years, in the principal installments and bearing interest at the per annum rates set forth in the following schedule:

Maturity <u>Date</u>	Principal <u>Installments</u>	Interest <u>Rates</u>
20__		
20__	536	
	A-8	

20__
 20__
 20__
 20__
 20__
 20__
 20__
 20__
 20__
 20__
 20__
 20__

The Issuer promises to pay interest on the unpaid principal amount hereof (calculated on the basis of a 360-day year of twelve 30-day months) from the Issuance Date at the respective Interest Rate per annum specified above. Interest is payable on [February 15, 2021, and on each August 15 and February 15] thereafter to the date of payment of the principal installment specified above, or the date of redemption prior to maturity; except, that if this Bond is required to be authenticated and the date of its authentication is later than the first Record Date (hereinafter defined), such principal amount shall bear interest from the interest payment date next preceding the date of authentication, unless such date of authentication is after any Record Date but on or before the next following interest payment date, in which case such principal amount shall bear interest from such next following interest payment date; provided, however, that if on the date of authentication hereof the interest on the Bond or Bonds, if any, for which this Bond is being exchanged is due but has not been paid, then this Bond shall bear interest from the date to which such interest has been paid in full."

(C) The initial Current Interest Bond shall be numbered "TR-1."

(f) Insertions for the initial Capital Appreciation Bond.

(i) The initial Capital Appreciation Bond shall be in the form set forth in paragraph (a) of this Section, except that:

(A) immediately under the name of the Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As shown below" and "CUSIP NO. ____" shall be deleted.

(B) the first paragraph shall be deleted and the following will be inserted:

"ALEDO INDEPENDENT SCHOOL DISTRICT, in Parker and Tarrant Counties, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "registered owner") the Maturity Amount on [February 15] in each of the years and in the amounts set forth in the following schedule:

Maturity <u>Date</u>	Principal <u>Amount</u>	537	Maturity <u>Amount</u>	Interest <u>Rate</u>
		A-9		

20__
20__
20__
20__
20__
20__

The amount shown above as the Maturity Amount represents the principal amount hereof and accrued and compounded interest hereon. Interest shall accrete on the principal amount hereof from the Issuance Date at the interest rate per annum specified above, compounded semiannually on [February 15 and August 15 of each year, commencing February 15, 2021]. For convenience of reference, a table appears on the back of this Bond showing the "Compounded Amount" of the original principal amount plus initial premium, if any, per \$5,000 Maturity Amount compounded semiannually at the yield shown on such table."

(C) The initial Capital Appreciation Bond shall be numbered "TCAB-1."

Exhibit B

NOTICE OF DEFEASANCE AND REDEMPTION

**ALEDO INDEPENDENT SCHOOL DISTRICT
(PARKER AND TARRANT COUNTIES, TEXAS)**

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2012 (the "Series 2012 Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2012 Bonds have been called for redemption on February 15, 2022 (the "Redemption Date") at the redemption price of par and accrued interest to the Redemption Date (the "Redemption Price"):

Maturity Date	Principal Amount	CUSIP Number
2023	\$1,435,000	014464QU8
2024	1,485,000	014464QV6
2025	1,310,000	014464WL1

aggregating \$4,230,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2012 Bonds in an amount to redeem the Series 2012 Bonds on the Redemption Date, and such Series 2012 Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2012 Bonds to the paying agent/registrar thereof.

Upon presentation of the Series 2012 Bonds at the paying agent/registrar on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2012 Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT

NOTICE OF DEFEASANCE AND REDEMPTION

ALEDO INDEPENDENT SCHOOL DISTRICT (PARKER AND TARRANT COUNTIES, TEXAS)

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2013-A (the "Series 2013-A Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2013-A Bonds have been called for redemption on February 15, 2023 (the "Redemption Date") at the redemption price of (i) par and accrued interest to the Redemption Date with respect to the Current Interest Bonds and (ii) the accreted value of the Capital Appreciation Bonds as of the Redemption Date (together, the "Redemption Price"):

Maturity Date	Principal Amount	CUSIP Number
2027*	\$ 670,000	014464RY9
2028	1,725,000	014464RT0
2029	1,785,000	014464RU7
2030	2,290,000	014464RV5
2031	1,965,000	014464RW3

* Capital Appreciation Bonds.

aggregating \$8,435,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2013-A Bonds in an amount to redeem the Series 2013-A Bonds on the Redemption Date, and such Series 2013-A Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2013-A Bonds to the paying agent/registrar thereof.

Upon presentation of the Series 2013-A Bonds at the paying agent/registrar on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2013-A Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT

NOTICE OF DEFEASANCE AND REDEMPTION

ALEDO INDEPENDENT SCHOOL DISTRICT (PARKER AND TARRANT COUNTIES, TEXAS)

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2013-B (the "Series 2013-B Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2013-B Bonds have been called for redemption on February 15, 2023 (the "Redemption Date") at the redemption price of par and accrued interest to the Redemption Date (the "Redemption Price"):

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>CUSIP Number</u>
2027	\$ 2,005,000	014464SN2
2028	2,070,000	014464SP7
***	***	***
2032	520,000	014464SQ5

aggregating \$4,595,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2013-B Bonds in an amount to redeem the Series 2013-B Bonds on the Redemption Date, and such Series 2013-B Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2013-B Bonds to the paying agent/registrar thereof.

Upon presentation of the Series 2013-B Bonds at the paying agent/registrar on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2013-B Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT

NOTICE OF DEFEASANCE AND REDEMPTION

ALEDO INDEPENDENT SCHOOL DISTRICT (PARKER AND TARRANT COUNTIES, TEXAS)

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2014 (the "Series 2014 Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2014 Bonds have been called for redemption on February 15, 2023 (the "Redemption Date") at the redemption price of par and accrued interest to the Redemption Date (the "Redemption Price"):

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>CUSIP Number</u>
2031	\$ 405,000	014464TP6
2032	4,340,000	014464TQ4
2033	930,000	014464TR2

aggregating \$5,675,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2014 Bonds in an amount to redeem the Series 2014 Bonds on the Redemption Date, and such Series 2014 Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2014 Bonds to the paying agent/registrars thereof.

Upon presentation of the Series 2014 Bonds at the paying agent/registrars on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2014 Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT

NOTICE OF DEFEASANCE AND REDEMPTION

ALEDO INDEPENDENT SCHOOL DISTRICT (PARKER AND TARRANT COUNTIES, TEXAS)

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax Refunding Bonds, Series 2015 (the "Series 2015 Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2015 Bonds have been called for redemption on February 15, 2025 (the "Redemption Date") at the redemption price of par and accrued interest to the Redemption Date (the "Redemption Price"):

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>CUSIP Number</u>
2034	\$ 3,780,000	014464TV3
2035	4,845,000	014464TW1

aggregating \$8,625,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2015 Bonds in an amount to redeem the Series 2015 Bonds on the Redemption Date, and such Series 2015 Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2015 Bonds to the paying agent/registrar thereof.

Upon presentation of the Series 2015 Bonds at the paying agent/registrar on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2015 Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT

NOTICE OF DEFEASANCE AND REDEMPTION

ALEDO INDEPENDENT SCHOOL DISTRICT (PARKER AND TARRANT COUNTIES, TEXAS)

NOTICE IS HEREBY GIVEN that the Aledo Independent School District (the "District") has called for early redemption the outstanding bonds of the District described as follows:

Aledo Independent School District Unlimited Tax School Building Bonds, Series 2015-A (the "Series 2015-A Bonds"), maturing on February 15 in the years and in the amounts shown below. Such Series 2015-A Bonds have been called for redemption on February 15, 2025 (the "Redemption Date") at the redemption price of par and accrued interest to the Redemption Date (the "Redemption Price"):

Maturity Date	Principal Amount	CUSIP Number	Maturity Date	Principal Amount	CUSIP Number
2036	\$ 1,945,000	014464VD0	2041	\$ 2,025,000	014464VJ7
2037	2,040,000	014464VE8	2042	1,400,000	014464VK4
2038	2,155,000	014464VF5	***	***	***
2039	2,255,000	014464VG3	2045	10,075,000	014464VN8
2040	1,930,000	014464VH1			

aggregating \$23,825,000 in principal amount. On [December 17, 2020], funds were deposited with the escrow agent for the Series 2015-A Bonds in an amount to redeem the Series 2015-A Bonds on the Redemption Date, and such Series 2015-A Bonds shall be paid from amounts held in an escrow account administered by an escrow agent, until the Redemption Date, when the Redemption Price shall be paid upon presentation of the Series 2015-A Bonds to the paying agent/registrar thereof.

Upon presentation of the Series 2015-A Bonds at the paying agent/registrar on the Redemption Date, the holder thereof shall be entitled to receive the Redemption Price and thereafter the Series 2015-A Bonds shall no longer bear interest.

ALEDO INDEPENDENT SCHOOL DISTRICT