Aledo Independent School District

Walsh Elementary

2021-2022 Campus Improvement Plan

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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Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our fifth year as a community school, educating all students in our zoned area. Our current population at Walsh is 466 students with 44% female and 56% male. Due to AISD opening Annetta Elementary at the start of the 2021-22 school year, attendance zones were redrawn for the district. As a result, Walsh Elementary has had an overall decrease in student enrollment numbers and staffing allocations for the 2021-22 school year. This initial decrease in student numbers has purposefully allowed for the continual growth projections associated with new contruction within the Walsh neighborhood.

The current breakdown of student ethnicity is as follows: African American 2%, Asian 3%, Two or more races 5%, Caucasian 73%, and 18% Hispanic. Our economically disadvantaged population is reported at 13%, resulting in the identification of Walsh Elementary as a Title 1 campus. The percentage of students receiving special education services is 11.2%, our students receiving 504 services is at 6%, and our students receiving ESL services is 2.4% of our overall student population. Additionally, we have 5% of our students currently receiving Gifted and Talented (GT) services. Walsh is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist, one part-time literacy specialist, one part-time interventionist, one full-time librarian, 28 full-time instructional professionals, one full-time diagnostician, one full-time ARD facilitator, 4 full-time special education instructors, and 5 instructional aides.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development, and create rigorous and meaningful work. Our facility has a variety of collaborative areas, visible thinking walls, technology access with 1 to 1 device support, an art classroom, maker space, and science labs to meet the needs of all our students.

Walsh gathered data from a variety of 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 is currently comprised of a faculty that is 100% highly qualified.

- 80% of our current staff are ESL certified with a strategic plan for 100% to be certified by the end of the 2021-22 school year.

- Walsh faculty continues to focus on building the professional learning community of the campus and district to support student learning.

- Walsh culture and climate is rooted in collaboration, transparency for the purpose of growth, communication, and professionalism.

- Walsh staff and students have strategically developed "Welcome to Walsh" processes to ensure families and students who arrive mid-year feel connected to the campus community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff and community has reported an increased desire in feeling connected to the campus and community. **Root Cause:** Due to fast growth and neighborhood development, restrictions associated with the pandemic, and re-zoning due to the opening of a new campus, Walsh Elementary stakeholders have struggled to connect with the campus as previously expected.

Student Achievement

Student Achievement Summary

Walsh Elementary believes that achievement, growth, and success for all students is the main priority.

Students have the regular opportunity to collaborate, think critically, exhibit creativity and demonstrate communication skills through meaningful work which connects to real-world application. Growth for students is monitored through purposeful instruction, specific and targeted intervention and extension opportunities based on individual student needs. During WIN (What I Need) time, teachers and staff collaborate to provide targeted instruction to both strengthen and extend skills. Students may work with a variety of staff during WIN time in order to match student need with targeted instructional groups, while also building the community of learners across grade levels, content areas, and learning styles. Our Response to Intervention process allows for the identification and targeted intervention of students for whom Tier I and Tier II instruction is insufficient. While the RTI processes are in place, the campus continues to work in conjunction with the district, to refine and strengthen this process in its effectiveness for student outcomes.

Our data below demonstrates a continued need to ensure rigorous instructional practices coupled with an embedded, transdisciplinary approach to literacy instruction. In addition to the focus on the district problem of practice, we will continue to focus on both student growth and achievement through collaborative planning and research-based instructional practices. While within close range of the district, we have opportunities for improvement, particularly in the area of literacy across all grade levels.

Walsh Elementary DRA2 (K-2 students) End of Year '21 data

Total students	117
Students who met yrs worth of growth via DRA	83
Students who did not meet a yrs worth of growth goal	33

3rd STAAR Reading vs. District

	Approaches	Meets	Masters
All Students	91.02%	61.88%	37.52%
Coder Elementary	83.91%	47.13%	28.74%
McCall Elementary	94.55%	63%	40.91%
Stuard Elementary	95.65%	72%	38.04%
Vandagriff Elementary	93%	66.99%	41.75%
Walsh Elementary	87%	60%	36.70%

	May 2021 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Walsh Elementary	109	25	1499	74%	87%	60%	36.70%
Economic Disadvantage	15	24	1454	69%	87%	53%	26.67%
Asian	*	22	1414	65.00%	100.00%	0.00%	0%
Black/African American	*	24	1482	70.50%	50.00%	50.00%	50%
Hispanic	23	23	1454	69%	78%	61%	17.39%
Two or More Races	*	26	1518	77.20%	100.00%	40.00%	40%
White	77	26	1513	75.60%	89.61%	62.34%	42.86%

	May 2021 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
LEP	*	21	1391	61%	100%	0%	0%
Special Ed Indicator	13	20	1389	58.69%	54%	30.77%	23.08%

4th STAAR Reading vs. District

	Approaches	Meets	Masters
All Students	87.42%	64.33%	37.53%
Coder Elementary	89.02%	65.85%	43.90%
McCall Elementary	80.49%	52%	30.49%
Stuard Elementary	89%	69%	39.25%
Vandagriff Elementary	91%	67%	37.50%
Walsh Elementary	86.36%	64.55%	36.36%

	May 2021 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Walsh Elementary	110	27	1568	74.86%	86.36%	64.55%	36.36%
Economic Disadvantage	20	25	1521	70%	90%	50%	15%
Black/African American	*	30	1607	82.67%	100.00%	100.00%	33.33%
Hispanic	24	26	1549	71%	83%	54%	42%
Two or More Races	*	29	1602	81.60%	100.00%	60.00%	40.00%
White	78	27	1571	75%	86%	67%	34.62%
LEP	*	21	1453	58%	60%	40%	0.00%
Special Ed Indicator	16	21	1462	58.00%	56.25%	31.25%	19%

5th STAAR Reading vs. District

	Approaches	Meets	Masters
All Students	89.08%	72.12%	53.41%
Coder Elementary	93.83%	76.54%	48.15%
McCall Elementary	86.36%	72.73%	60.00%
Stuard Elementary	91%	70%	55.43%
Vandagriff Elementary	95.24%	85.71%	67%
Walsh Elementary	78.85%	53.85%	32%

	April 2021 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Walsh Elementary	104	29	1625	75.37%	81.73%	63.46%	46%
Economic Disadvantage	22	27	1574	71.36%	81.82%	54.55%	27.27%
Am. Indian/Alaskan Native	*	28	1569	73%	100%	50%	0%
Asian	*	37	1888	97.00%	100.00%	100.00%	100.00%

	April 2021 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Black/African American	*	30	1614	78%	100%	67%	33%
Hispanic	17	29	1646	76.88%	76.47%	58.82%	52.94%
Two or More Races	*	34	1722	89%	100%	100%	75.00%
White	77	28	1614	74%	81%	62%	44.16%
LEP	*	20	1446	52.00%	0.00%	0.00%	0%
Special Ed Indicator	11	23	1507	60.82%	63.64%	27.27%	9%

3rd-5th Grade 2021 STAAR Scores (Non-Reading Areas)

	Approaches	Meets	Masters
3rd grade Math	85%	51%	24.77%
4th grade Math	86.36%	64.55%	36.36%
4th grade Writing	72%	37%	8%
5th grade Math	78.85%	53.85%	32%
5th grade Science	80.00%	54.00%	25%

Student Achievement Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, and individual and collective progress is monitored, and meaningful learning experiences are planned for during this time.

- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement.

- Assessment data, both formative and summative, are used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when desparities are noticed across classes.

- Instructional supports 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,IXL, Write from the Beginning and Beyond, and Lexia.

- Instructional resources such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group instruction are used to enhance achievement.

- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning, outside of traditional representation within the classroom. Additions such as digital choice boards, individualized playlists, hyperdocs, and must-do/may-do virtual options are developed with embedded accountability tools by classrooms and non-classroom staff for all learners.

- Teachers facilitate regular goal-setting conferences across all grade levels, K-5

- Writing across content areas, through the initiation of Thinking Maps framework, occurs in grades K-5

- ESSER Funds will be utilized to support student tutorials after school - $9,500 in ESSER funds
- Specific student intervention and extension time (WIN - What I Need) in the master schedule, shared across grade levels, allows for campuswide addressing of student needs.
- Title 1 funds are used, in part, for an Instructional Specialist position on campus - $19, 908.30 is the campus portion applied.
- Title 2 funds will be used to provide additional professional learning for Walsh staff. The total amount of allocated Title 2 funds is $5632.
- Title 3 funds will be used to provide continual support for English learners in the following ways: $17,189 - supplies and tutoring (district wide)
- Title 4 funds of $21,328 is available for Capturing Kids Hearts, district training.

Needs:

- Increase of student-led goal-setting and regular data discussion and reflection that include all students to support the goal setting processes already actively in place.
- Increase the understanding of critical writing at high levels and how to strategically plan for, and implement across content areas and grade levels.
- Increased focus on literacy based professional learning and implementation of instructional strategies, grades K-5, both Tier 1/Whole group and small group instruction.
- Focus on differentiated lesson planning and delivery of meaningful work tasks that support the learning styles of all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating critical writing, of high quality, across content areas. **Root Cause:** Multiple changes in staff, coupled with professional learning constraints due to Covid protocols, have left a deficit in the overall understanding and implementation associated with high quality literacy instruction.

School Culture and Climate

School Culture and Climate Summary

As a relatively new campus, Walsh has worked towards developing strong relationships among staff, students, and families as the foundation. The campuses core values: Growth Mindset, Responsibility, Excellence, All Means All, and Togetherness (GREAT) guide in this continous work. With changing administration, staff and student numbers, it has been a challenge to build a cohesive and solid culture in which all feel informed and involved. To build upon this identified challenge, the adoption of Capturing Kids' Hearts (CKH) and strategic student leadership opportunities have been a continued process. Through the adoption of CKH, 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."

Walsh has developed a student recognition process to ensure student recognition across a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Broadcast Club, Student Council, Welcome to Walsh, Student Ambassadors and a Community Helpers Club.

- The Walsh staff is 100% highly qualified and have developed Essential Agreements and commitments to maintaining a positive culture of high expectations.

- Walsh has determined Instructional Team Leads and a Guiding Coalition to provide feedback as to the campus direction, needs, challenges, and guide in the decision making allowing for a variety of perspectives.

- Campus surveys were sent to staff and parents prior to the school year regarding strengths and growth areas. This feedback process will continue in January and May, including student input, to help monitor progress.

 For staff:

All staff are required to complete the annual child abuse training: 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 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 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.

Parents are also invited to participate and become members of, various campus and district committees such as; SHAC, Campus Improvement Team, and District Improvement Teams to name a few. Our goal at Walsh is to partner with our community and our families, in support of the growth of our students.

School Culture and Climate Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students.

- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input.

- Capturing Kids Hearts components have been embedded in the campus expectations for building relationships and management components.

- Our campus improvement process and Instructional Team Leaders/Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.

- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture

- All newly hired teachers are in need of the initial two-day Capturing Kids Hearts training - Title 4 funds

- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in developing lessons comprised of meaningful work opportunities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Walsh Elementary underwent a substantial staffing change for the 2021-22 school year. This was as a result of both reduction in overall grade level sections due to the adjustment in attendance zones, coupled with a number of staff making the move to Annetta Elementary in support of opening the new campus. Currently Walsh Elementary has 32 teaching staff members, all of which are highly qualified, and 5 paraprofessional teaching staff. This is also coupled with those staff who do not serve in homeroom classrooms but function in support of all students. This includes, but is not limited to, all office staff, the campus librarian, dyslexia, ESL and GT teachers which are shared among campuses and campus level specialists. Of our 32 professional staff, 9 are new to Aledo ISD, none of which are new to the teaching profession.

We are currently a Title 1 campus and also receive Title 2 allotments. In addition, the district receives Title 3 and Title 4 funds which are used to support other professional development such as Capturing Kid's Hearts, Professional Learning Community with Solution Tree, and vetted professional learning opportunities to support subject-specific learning.

Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the District mission and vision.

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, Special Education and Technology training are provided by district personnel in alignment with state and local mandates. Trainings are also made available in these areas through the district portal and through virtual webinars housed within the Special Education handbook.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunitiy to participate in new teacher training and are partnered with a teaching mentor through the course of a full school year. This involves district and teacher determined professional learning topics and opportunity to visit campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified.

- Professional learning is provided via campus and district initiatives to support student success.

- Teacher of the month is voted on and recognized by peers.

- Instructional Specialists, Literacy Specialists, and Interventionist provide support and coaching opportunities to teachers regularly.

- New teacher candidates are interviewed by a teacher committee, rubric normed and scored, and present a model lesson to the committee as part of the interview process.

- New to the district staff were able to attend the PLC conference held in July of 2021, prior to the school year starting, to ensure alignment of district and campus expectations.

- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.

- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular planning time with their teams.

- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.

- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate of trust, respect and high expectations developed over time working with one another

- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

- Additional professional learning aligned with literacy expectations, K-5

- Additional accountability systems and specific feedback for instructional implementations

- Connections across campuses to learn from others in the same grade level/content areas to broaden Walsh's professional learning community

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data was collected and reviewed from both the 2020-21 school year and from initial/beginning of the year for the 2021-22 school year. The reasoning for data collection extending into the 2021-22 school year is to ensure our instructional focus areas due to the substantial change in our student population due to the schools attendance zones being redrawn. As a result of consistent data trends, the following areas were identified as our district focus areas for the 2021-2022 school year:

- Ensuring a years worth of academic progress for all students - Walsh has a particular focus in literacy due to data supported needs
- Increasing instructional planning and implementation in critical writing across all content areas

The above areas are both in alignment with the district improvement plan and also connect to the campus problem of practice.

Problem of Practice: After an analysis of district and campus data, there is limited evidence to suggest that students are engaged in meaningful work

Relevance Rubric

- Meaningful work (student learning & instructional design)

Theory of Action:

- A shift to teacher directed CT meetings, focused on student-work outcomes, data-driven determination of the 4 PLC questions of focus and adjustment of instructional practices as a result

- Campus PL will ensure alignment, shared delivery, and teacher understanding and implementation of meaningful work as referenced in the relevance rubric

- Teacher led learning through model lessons, classroom observations and instructional roundtables will increase our campus wide understanding of what meaningful work looks and sounds like in a classroom

Curriculum, Instruction, and Assessment Strengths

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and work to implement them with fidelity
- 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 support one another in determining the most successful, district vetted resources to support their students' instructional needs

Needs:

- Ongoing professional development focused on Tier 1 literacy-based instructional practices and strategies associated with reading behaviors in grades K-5
- 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
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district and campus data, there is limited evidence to suggest that students are engaged in meaningful work. Utilizing the rubrics, Just in Time training and district impact walks teachers will receive feedback about the level of student engagement in meaningful work. **Root Cause:** Instructional design, with a consistent focus on research-based instructional practices are needed.

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:** Instructional design, with a consistent focus on research-based instructional practices, are needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Walsh Elementary is surrounded by parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success. The campus is working to maintain and build upon these connections which have been previously limited due to health and safety protocols. Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, Blackboard updates and notifications that are Walsh specific, Aledo and Walsh websites, the Walsh Elementary Facebook page and the PTO communication forums.

Parent and Community Engagement Strengths

- Active PTO
- StuCo
- Parent Representatives on SHAC and Campus Improvement Committee
- Meet the Teacher
- Curriculum Night (virtual option)
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Fieldtrip with parental support
- Welcome to Walsh / Student Ambassadors

Needs:

Due to restrictions, the following events/activities are either limited in nature or on hold until restrictions are lifted:

- PTO events of large gatherings
- Classroom Helpers
- Classroom Guest Speakers
- Book Fairs with invited guests
- Daddy Daughter and Mother Son Events (preliminarily scheduled for the spring)
- Family Nights
- Aledo Reads program (fall)

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. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

School Context and Organization 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. The district has worked to support the campus in developing 1 to 1 technology supports. 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.

A cohort of teachers, initiated in 2020-21 school year, is focusing on blended learning pathways for students to enhance both engagements and 21st century readiness.

The librarian/media specialist works to present students with tech based applications which are coupled with literacy needs and interest.

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

Needs:

- Increased number of ipads within the library to support the coding, green screen, and robotics applications that are apple specific and already on campus. We currently have (1) available.
- Increased professional learning for teachers to support in developing meaningful work opportunities for students with embedded technology applications.

Priority Problem Statements

Problem Statement 1: After an analysis of district and campus data, there is limited evidence to suggest that students are engaged in meaningful work. Utilizing the rubrics, Just in Time training and district impact walks teachers will receive feedback about the level of student engagement in meaningful work.

Root Cause 1: Instructional design, with a consistent focus on research-based instructional practices are needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: 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 2: Instructional design, with a consistent focus on research-based instructional practices, are needed.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Walsh Elementary will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.

Evaluation Data Sources: Data from Daily Impact Walks, review of teacher lesson plans compared to instructional practices

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.	**Formative**			**Summative**
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 2022.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: District and Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: 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 2022.

Evaluation Data Sources: Daily Impact Walks, student work samples, walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction	**Formative**			**Summative**
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 2022.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: District and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement critical writing in daily instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing expectations, in writing across content areas, by June 2022.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: District and 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 1: By June 2022, 88% of Walsh 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, evidence of self-selected progress

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*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: 88% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2022.				
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 2: By June 2022, 93% of the Walsh collaborative teams campus 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, evidence of progress to support ratings

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*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:** 93% of collaborative teams campus wide will rate at the Developing level on Indicator #1 by June 2022. **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 2022, 85% of the Walsh collaborative teams campus wide 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, evidence of progress to support ratings

Strategy 1 Details				Reviews			
Strategy 1: Strategy 1 Collaborative Teams:				**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: 85% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2022
    Staff Responsible for Monitoring: Collaborative Teams
    Instructional Specialist
    Campus Administrators
    District Administrators
    Title I Schoolwide Elements: 2.4, 2.5, 2.6							

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

Goal 3: Walsh 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: Walsh Elementary will collaborate with the AISD transportation department to provide feedback on the monitoring of a 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 2021-2022 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 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. 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. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including; 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals. **Staff Responsible for Monitoring:** Chief Financial Officer Transportation Director Route Coordinator Campus Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Walsh 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: Walsh Elementary will collaborate with the Child Nutrition Department to support the departments student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.

> **Evaluation Data Sources:** 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.

Strategy 1 Details	Reviews			
Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments. B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022. **Staff Responsible for Monitoring:** Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists				
0% No Progress 　 100% Accomplished 　 → Continue/Modify 　 ✕ Discontinue				

Campus Improvement Team

Committee Role	Name	Position
Administrator	Heather Street	Principal
Administrator	Ashlee Hammond	Assistant Principal
Non-classroom Professional	Megan Settle	Counselor
Non-classroom Professional	Miranda Rosenhoover	Instructional Specialist
Non-classroom Professional	Elizabeth Wolford	Early Literacy Specialist
Classroom Teacher	Sarah Limas	Teacher
Classroom Teacher	Michelle McGuire	Teacher
Classroom Teacher	Brittany Burns	Teacher
Classroom Teacher	Lendy Nicholson	Teacher
Classroom Teacher	Lauren Crabb	Teacher
Classroom Teacher	Emily Kelley	Teacher
District-level Professional	Fred Collie	Police Chief/ District-Level Professional
Paraprofessional	Amanda Wurster	Paraprofessional
Business Representative	Brooke Howerton	Business Representative
Business Representative	Anglea Artiaga	Business Representative
Community Representative	Haley Robbins	Community Member
Community Representative	Chris Briggs	Community Member
Parent	Lisa Lucas	Parent/PTO President
Parent	Jessica Chambers	Parent

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE *Local Education Agency	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. **Dropout Prevention**	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Executive Director of Student Services and Safety	Individualized student plans

9. Post-Secondary Preparedness/Higher Ed Information/Career Education
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
    ○ Higher education admissions and financial aid, including sources of information
    ○ TEXAS grant program
    ○ Teach for Texas grant programs
    ○ The need to make informed curriculum choices for beyond high school
    ○ Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Assistant Superintendent of Curriculum & Instruction
		
		Executive Director of Student Services and Safety
		
		CTE Director
		
		Secondary Principals
		
		Counselors
			Course Handbook/Selection Materials
			
			Web based resources

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children • Sexual abuse • Sex trafficking	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  o Early mental health intervention
  o Mental health promotion and positive youth development
  o Substance abuse prevention
  o Substance abuse intervention
  o Suicide prevention and suicide prevention parent/ guardian notification procedures
  o Trauma-informed care
  o Trauma-informed training for all staff
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Executive Director of Student Services and Safety
		
		Counselors
			The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
   o Suicide prevention including parent/guardian notification procedure
   o Conflict resolution programs
   o Violence prevention and intervention programs
   o Unwanted physical or verbal aggression
   o Sexual harassment
   o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Deputy Superintendent
		
		Executive Director of Student Services and Safety
		
		Campus Administrators
		
		Counselors
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAl)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)