Aledo Independent School District

Early Childhood Academy

2024-2025 Campus Improvement Plan

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Early Childhood Academy is located in Aledo, TX and is home to the ECSE/Pre-kindergarten program that provides early intervention to qualifying four year old students.   It also serves children ages three to five years old who have been identified with special needs. This blended program also contains AISD employees' children who are four years old on or before September 1. All students are exposed to the pre-kindergarten curriculum and state guidelines for three and four year olds.

ECA serves 159 students in the ECSE/Pre-K program. Ethnic representation is: 1.2% African American, 2.5% Asian, 27% Hispanic, 58.5% White, and 8.8% two or more races. 14.5% of the students at ECA are economically disadvantaged, 16% are Emergent Bilingual, and 25% are served through Special Education. Staff at ECA include one campus administrator, eight highly-qualified pre-kindergarten teachers, two speech therapists, one diagnostician, a certified nursing assistant, and nine special education/special needs paraprofessionals. Seven of our classes are considered a blended classroom of qualifying four year olds and three/four year olds who qualify through special education. One classroom is a self-contained classroom of three to five year olds with special needs. All classroom teachers are certified in Early Childhood Education, ESL, and Special Education. The Early Childhood Academy is a blended campus of special education and general education students where young children learn through interactive activities that teach the foundation of literacy and numeracy and develop the entire child by developing the ability to regulate emotions and build social emotional skills. Our classes are inclusive and teach students to be accepting and supportive of differences.

ECA also includes the PALS (Preschool Articulation and Language Services) speech program which provides services for three and four year olds who have been identified with a deficit in articulation and expressive language, as well as, three and four year olds receiving walk-in speech services. There are 35 students enrolled in the PALS program or receive walk-in speech services on campus. In total, there are 194 students served in the ECSE/Pre-K programs and the speech programs offered by the district. In total, 39% of our students are served by special education in some capacity.

Demographics Strengths

Demographic Strengths

- ECA reflects the entire Aledo ISD community and all students will attend all 7 elementary campuses
- We are a blended, inclusive program
- All teachers meet the highly-qualified criteria required from TEA in order to offer a high-quality pre-kindergarten program
- All teachers are dually certified (general education & special education) as well as ESL certified

Demographic Needs

- Knowledge regarding severe behavior regulation due to deficits in social behaviors, childhood trauma, and increased number of students enrolling with special education eligibilities
- Challenge of ensuring that we meet the needs of students with multiple cultures, languages, and varying needs of students and families

Student Achievement

Student Achievement Summary

ECA teachers continue to strengthen their use of progress monitoring and focus their instruction on targeted skills. Teachers have identified the essential standards and plan instruction based on these guidelines. They collaborate each week to ensure their instruction is effective and appropriate for their pre-k students. Teachers also create lessons to meet the diverse needs of all students. Social emotional and emotional regulation will continue to will be a big part of our teaching in order to develop students who are able to function in the school setting and prepare them for kindergarten.

CLI - Circle Progress Monitoring State Assessment 2023-2024

Domains	Beginning of Year % on Track	Middle of Year % on Track	End of Year % on Track	Growth
Rapid Letter Naming	64%	69%	73%	+9%
Phonemic Awareness	78%	80%	84%	+6%
Math	88%	86%	91%	+3%

Student Achievement Strengths

Strengths

- Use of CLI and nine week assessments to plan instruction and differentiate activities to reach more students
- Collaborative planning among teachers and shared ideas which promotes a cohesive team within our building
- Weekly collaborative team meetings for specific instructional practices

Use of title funding

Title I District Homeless $1,655
Title III District $22,122
Title IV District $11,314

Needs:

- we will continue to strengthen and practice consistency with progress monitoring
- we will continue to set high academic and behavior expectations in all classrooms

District Culture and Climate

District Culture and Climate Summary

Parent and teacher surveys were reviewed which indicated that overall ECA has a positive climate and culture. We have a weekly "Monday Memo" sent to staff and communicate with parents through Remind, Blackboard, and the campus Facebook page. Teachers and staff participate in all district spirit activities and encourage students to participate as well. Staff practices and participates in safety drills and work to make those processes better. We have planned several events on campus for families this year and are working extremely hard to get PTO started at ECA.

District Culture and Climate Strengths

Strengths:

- District and campus safety procedures are in place and practiced regularly
- ECA participates in activities such as "Start with Hello" week, "Celebrate Attendance" week, Pre-K Info Night, Aledo Reads, class parties, Lunch with Loved Ones, and Red Ribbon week in order to provide student support with belonging and feeling safe.
- Students are recognized each month throughout the year as the "Bearcat of Character" which goes with our Positivity Project for social and emotional well-being.

School Culture and Climate Needs:

- Monthly teacher recognition to honor those who strive to make our campus inclusive and go above and beyond for students and peers
- Continue to consistently improve areas of need by working through our Behavior Matrix

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All pre-kindergarten teachers at ECA are considered high-quality teachers by the state of Texas. This high-quality distinction elevates the pre-kindergarten teaching profession by ensuring that teachers have the qualifications needed to effectively support the developmental growth and achievement of our youngest learners. This component focuses on appropriately certified teachers who have an additional qualification that is early-childhood specific. All teachers are also certified in general education, special education, and ESL in order the meet the needs of all students. Teachers set goals and collaborate with administration which is required through the T-TESS process.

We now have eight classrooms with eight teachers and nine paraprofessionals. Of these eight pre-kindergarten classrooms, one teacher and one paraprofessional are brand new editions to the campus. Seven teachers and eight support staff are returning to ECA for the 2024-25 school year. ECA also has two speech pathologists and a paraprofessional that are returning this school year. ECA has a new diagnostician that only serves our campus this year. It is the intention of the ECA administration to recruit and retain highly qualified staff. All ECA teachers are committed to growing greatness through exceptional experiences that impact learners for life.

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
- Professional staff members set goals and track progress on those goals throughout the school year to ensure growth and success
- Teacher retention has been high since ECA opened

Staff Quality, Recruitment, and Retention Needs:

- We are still in need of a paraprofessional in our self-contained class
- Finding qualified paraprofessionals to meet the needs of students and campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

ECA staff believe that collaborative planning, aligned curriculum, and effective instruction are the key to student growth. Teachers want to collaborate to create lesson plans using the curriculum with pre-kindergarten and three-year-old guidelines to plan instruction that prepares students to think critically and develop the foundation needed for kindergarten success. We will continue to use required components such as: We will/I will/So that I can statements in our planning. Teachers will continue to plan instruction that promotes questioning, critical writing, meaningful activities, and small group purposeful discussions.

Curriculum, Instruction, and Assessment Strengths

Strengths

- Availability of resources including the Three Cheers Curriculum
- Report Card has been developed and will be sent home each nine weeks to share student progress with parents
- Curriculum writers have identified the essential pre-k guidelines to focus on throughout the year
- Curriculum writers have developed a scope and sequence and timeline that ensures essential standards are matched to timeline of 3 Cheers Curriculum
- Teachers collaborate to add activities each week to enhance curriculum

Needs:

- We will work to strengthen the social-emotional growth of students; implementing the district social-emotional curriculum this year
- We will continue to monitor academic progress of each student to ensure that all are growing as we move through the pre-k standards
- We will continue to find ways to support students who struggle with emotional regulation and behavior
- We will continue to plan for pre-k and three-year-old guidelines

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of campus data, the campus determined that students are not consistently demonstrating essential academic and social behaviors.
Root Cause: Deficit/lack of students' social emotional skills; lack of social emotional curriculum being implemented on campus.

Problem Statement 2: After analysis of campus data and classroom observations, evidence suggests that planned instructional activities during stations/centers are not aligned to the daily learning objectives (pre-k guidelines.)
Root Cause: Lack of collaborative team planning; lack of understanding differences between three year old guidelines and pre-k guidelines and planning for each

Family and Community Engagement

Family and Community Engagement Summary

ECA knows that family and community support is important for student success. We strive to plan and add activities and events each year on our campus to connect with our families. Parents are provided many opportunities to participate on campus at Meet the Teacher, Curriculum Night, and family events such as Lunch with Loved Ones, Cookies and Cocoa, Literacy Night, Spring Picnic, and End of the Year Awards. We communicate with families through parent messages, the ECA Weekly Newsletter, our campus Facebook page, and through the Remind app. Parents are always encouraged to email or call at anytime.

Family and Community Engagement Strengths

Strengths

- Consistent communication between parents and administrator/teachers
- Family events planned each month
- Staff finds ways to connect with all students and provides campus events/activities for families to attend

Parent and Community Engagement Needs

- PTO presence on campus
- food/snacks provided for our economically disadvantaged students
- Increase parent participation in volunteer opportunities and surveys

District Organization

District Organization Summary

ECA is a pre-kindergarten campus that shares a space with the staff childcare development center for Aledo ISD employees. Classrooms have the materials and resources needed for teachers to provide students with an environment that promotes learning and fun. These classroom resources allow teachers to give students the opportunity to participate in various hands-on and creative learning experiences. The Early Childhood Academy is fully supported by all district administrators, as well as, all departments at the district level. The facility is maintained through the collaboration of campus administration, district maintenance, and custodial staff.

District Organization Strengths

Strengths

- District support
- Strong partnership between campus administration and district facilities personnel to ensure ECA is well-maintained and safe for students and staff
- Strong staff determined to create an inclusive environment

Needs:

- Continue looking for ways to create and improve our home-school partnerships
- Establish campus PTO in order to support students and staff throughout the year

Technology

Technology Summary

Technology is used on a daily basis to ensure quality instruction for our students. All classrooms have ipads for small groups and Promethean Boards with Active Inspire software. Blackboard, WebX, Remind, and our campus Facebook page is used to share our story with parents and/or the community. Assessment program and digital data have enabled teachers to gather and use data to closely monitor student progress.

Technology Strengths

Strengths

- Teachers utilize Remind to communicate with parents
- Weekly newsletter sent to parents by administration
- Social media consistently used to share our story
- Teachers integrate technology into instruction on a daily basis

Technology Needs

- We would like to purchase a portable sound system for cafeteria

Priority Problem Statements

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/District improvement plans (current and prior years)
- State and federal planning requirements

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- 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
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: The Early Childhood Academy will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

   Evaluation Data Sources: Data from Daily Impact Walks

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, So that I can....with fidelity by June 2025. **Staff Responsible for Monitoring:** Campus administration		**Dec**	**Feb**	**Apr**	**June**
		Considerable	Accomplished	Accomplished	
Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement Critical Writing in daily instruction (weekly in math.)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing into daily/weekly instruction by June 2025. **Staff Responsible for Monitoring:** Campus Administration		**Dec**	**Feb**	**Apr**	**June**
		Considerable	Considerable	Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers consistently utilize FSGPT which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence district wide by 2025. **Staff Responsible for Monitoring:** Campus Administration		**Dec**	**Feb**	**Apr**	**June**
		Considerable	Considerable	Considerable	

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: The Early Childhood Academy will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of classrooms will ensure active student participation by June 2025. **Staff Responsible for Monitoring:** Campus Administration	**Dec**	**Feb**	**Apr**	**June**
	Accomplished	Accomplished	Accomplished	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 100% of the Early Childhood Academy 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 (Focus on Learning)

Strategy 1 Details		Reviews			
Strategy 1: Collaborative Teams will:		**Formative**			**Summative**
Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery.		**Dec**	**Feb**	**Apr**	**June**

*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 at the Early Childhood Academy will rate at the Developing level on Indicator #1 by June 2025.
 	
    Staff Responsible for Monitoring: Collaborative Teams
    Administration
		Some Progress	Considerable	Considerable	

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 100% of the Early Childhood Academy 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 (Collaborative Culture)

Strategy 1 Details		Reviews		
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
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.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of ECA collaborative teams will rate at the Developing level on Indicator #1 by June 2025. **Staff Responsible for Monitoring:** Campus Administration	Some Progress	Considerable	Considerable	
	○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 100% of the Early Childhood Academy 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 Contiuum (Focus on Results)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1: *Have established an annual SMART goal and assess progress toward reaching the goal.	**Dec**	**Feb**	**Apr**	**June**

*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 the ECA collaborative teams will rate at the developing level in Indicator #1 by June 2025.
   Staff Responsible for Monitoring: Collaborative teams
Campus Administration
	Some Progress	Considerable	Considerable	

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: The Early Childhood Academy 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 Early Childhood Academy will ensure an educational environment that reflects a commitment to student, parent, family engagement and safety of all students and staff

    Evaluation Data Sources: student and staff attendance data; survey data; parent/family sign-in sheets; safety drill documentation; work order submissions

Strategy 1 Details	Reviews			
Strategy 1: The Early Childhood Academy will develop a plan to promote student attendance through awareness and engagement activities such as Celebrate Attendance Week, Strive for less than 5, and weekly communication in parent newsletter that will increase average daily student attendance.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student attendance will positively impact student growth and sense of belonging. **Staff Responsible for Monitoring:** Classroom teachers Campus Administration	Considerable	Considerable	Considerable	

Strategy 2 Details	Reviews			
Strategy 2: Through reflection of parent and staff surveys the Early Childhood Academy will promote a student and staff wellness plan that encourages connecting and belonging with activities such as Lunch with Loved Ones, Curriculum Night with book fair, class parties, Cookies & Cocoa and ECA Spring Family Picnic.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Opportunities for families to interact with their children, other pre-k families, and ECA staff in a fun way **Staff Responsible for Monitoring:** Classroom Teachers Administration	Considerable	Considerable	Considerable	

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Cordinator; Direcotr of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024