

Aledo Independent School District

Stuard Elementary

2024-2025 Campus Improvement Plan



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

Demographics

Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 52 staff members: 38 teachers, five professional support, two campus administrators, four educational aides, and three specialists (instructional, reading and intervention).

Our campus is 81.59% White, 10.95% Hispanic, 5.56% Two or more races, 1.11% African American, .32% Asian, and .16% American Indian, and .32% Native Hawaiian. There are 16.67% of students receiving Special Education services and 8.73% of our students are served in the Gifted and Talented Program. The campus is 6.51% Economically Disadvantaged and .79% English Learners. Our attendance rate is 96.09%. 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.
- 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 all subgroups.
- Increase student writing opportunities across all content areas.

Student Achievement

Student Achievement Summary

Student Achievement had been consistent in most areas including MAP and STAAR data. There was a drop in STAAR data in regards to Domain II part B in which data is collected regarding Eco D comparisons.

Assessment is used to guide instruction. Grades K-2 use DRA and mClass to determine reading levels and grades 3-5 use MAP to determine skill levels and areas of growth in reading. IXL provides an opportunity for differentiated math instruction by targeting skill deficits for each student K-5. This information is utilized to drive instruction in the classroom to best fit the needs of each student. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, and writing to further drive instructional practices to ensure mastery of essential standards.

The academic RTI process is a strong one, supported first by weekly collaborative team meetings and supplemented by monthly RTI meetings regarding students of concern. Students who qualify receive services from our dyslexia teacher and other Special Education providers, as well as by our two intervention teachers and support from our instructional paraprofessional.

Student Achievement Strengths

- Teachers have a distinct ability to meet the academic needs of all students. Strengths include authentic assessments, creating relationships with students to understand who they are individually to meet their needs, 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 Special Education students.

Needs

- Title I District Homeless \$1,655
Title II \$13,540
Title III District \$22,122
Title IV District \$11,314
- Continue to increase our goal of closing performance gaps for all students.
- Continue to work on increasing student writing opportunities across all content areas.

District Culture and Climate

District Culture and Climate Summary

The climate and culture of Stuard Elementary is a positive one. Teachers are given opportunities to exercise their professional expertise in a variety of ways, and they know they are valued by the community. Students are empowered to be leaders within themselves as well as within our school. The leadership from both students and staff results in a positive, supportive environment for all stakeholders. The Stuard Leadership Academy is the over-arching name for all things student leadership, including lead jobs, celebration assemblies for student of the month, and the P2 program.

District Culture and Climate Strengths

- Staff and students are empowered with a variety of learning opportunities.
- Staff work collaboratively to provide exceptional learning opportunities to ensure all students are learning at high levels.
- The number of parent volunteers has increased and they are actively involved with campus needs.
- Students, parents, and staff feel safe at school and are able to focus on learning. Updated district and state-wide safety protocols are implemented by all staff and students and frequently checked by our campus SRO.
- Students and staff abide by the BearCAT Statement which states "At Stuard we Care about each other, Are respectful and trustworthy, and Take responsibility."
- Nearly one-third of our students participate in a campus leadership role, which equates to two-thirds of students hold a leadership position in grades 3-5.

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. These lines of communication also serve as a way for teachers to have a voice and feel valued so they want to remain part of the Stuard faculty.

Staff Quality, Recruitment, and Retention 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, Stuard Site Council meetings are held quarterly and Collaborative Teams are required to meet once a week.
- All staff are expected to grow and to be challenged. A comprehensive research based professional development on differentiated instruction, reaching all student,s and RTI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: After analysis of staff concerns, staff morale needs to be addressed to ensure quality staff recruitment and retention. Social and emotional well being of staff is crucial in creating a positive environment which directly affects students daily.

Root Cause: Staff retention concerns due to competition for highly qualified staff with other local ISDs and decrease in staff due to additional responsibilities placed upon teachers such as emotional well being of students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, instruction, and assessment are strengths at our campus. The collaborative team model allows for a multitude of academic conversations between teachers, including the opportunity for teachers to share best instructional practices. Vertical conversations also allow for teachers to connect and share insight into the needs of their particular grade levels to help close the gaps that could occur between grades. Stuard's commitment to the PLC process is a significant contributor to our success. All teachers are expected to utilize the Workshop Model to allow for students to fully engage in their learning.

Curriculum, Instruction, and Assessment 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 Authentic 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.
- WIN Time has been revamped school-wide in order to meet the needs of all students, but more specifically the large percentage of students who need to be challenged. While we provide GT services, not many students qualify for that program; all students can benefit from extension opportunities when they have demonstrated mastery of a concept.

Needs:

- Consistent use of Thinking Maps taken to the Frame/taken to writing across all content areas.
- Continue to refine our GT program in order to meet the unique needs of our student population.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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.

Problem Statement 2 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring

essential academic & social behaviors.

Problem Statement 3: After an analysis of district data, Stuard staff have noted that there was not consistent evidence of Higher Level Questioning during Campus Instructional Rounds, Lesson Plan Review and Daily Classroom Walkthroughs.

Root Cause: Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed.

Family and Community Engagement

Family 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 Stuard Weekly newsletter 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.

PTO has really stepped into the gap of Stuard community connection by providing a few after school events, such as Mudventure, Santa Night, and Spring Fling. STEM Night is another opportunity for our community to participate in the positive impact of our students.

Family and Community Engagement Strengths

- Raptor sign-in/out system, Volunteer coordinator, PTO, and weekly parent newsletters all help to make our parents feel a part of the school and the educational process. Past activities have included the Runner's Club, Veteran's Day Program, Watchdogs, Cowtown 5K, Grandparent's Day Reception, and Stuard Fall Fest. We are incorporating new events this year, including MudVenture, Santa Night, STEM Night, and Spring Fling.
- We involve the community through our AISD app, Remind App, Stuard Web page, and the Stuard Facebook Page.
- School-wide procedures and regular Stuard Site Council meetings to ensure consistency and relevancy.

Needs:

- Continue to communicate with all stakeholders.

District Organization

District Organization Summary

Stuard Elementary is one of six 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 Stuard Site Council consisting of teachers, campus administrators, and parents.

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 process, and various online resources. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction, Name and Need documentation and our streamlined RTI (behavior and academic) processes, and reorganization of schedules to include grade-level meetings, common planning time, and Collaborative Team meetings.

District Organization 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 are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology. Students can use these to access the learning management system (LMS), See-Saw (K-2), and Canvas (3-5).

Technology 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 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: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause 1: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

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/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- 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
- Dyslexia data

Student Data: Behavior and Other Indicators

- 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 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 2024.

Evaluation Data Sources: Data from Daily Impact Walks
Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | | |
|--|--|---------------------------------------|--|--|-----------|
| Strategy 1: Teachers will participate in professional development in specific to requent small group purposeful talk. Strategy's Expected Result/Impact: Teachers will collectively demonstrate 95% proficiency as measured through daily impact walks by June 2025. Staff Responsible for Monitoring: Katie Griffin and Brandy Emmitte | | Formative | | | Summative |
| | | Dec | Feb | Apr | June |
| | | <div><div></div></div> No Progress | <div><div></div></div> Considerable | <div><div></div></div> Accomplished | |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div> | | | | | |

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 91% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: Some progress made toward meeting Objective








Next Year's Recommendation: At Stuard Elementary, 100% of teams will be at the developing level as rated on the Professional Learning Community at Work Continuum.

| Strategy 1 Details | Reviews | | | |
|---|---|--|--|-----------|
| Strategy 1: At Stuard Elementary, 100% of teams will be rated as "developing" on the PLC continuum. This will be achieved through weekly collaborative team meetings. Staff Responsible for Monitoring: Katie Griffin, Brandy Emmitte, Maggie Lozano | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | <div><div></div></div> <div>No Progress</div> | <div><div></div></div> <div>Considerable</div> | <div><div></div></div> <div>Considerable</div> | |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div> | | | | |

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

Performance Objective 1: Stuard will collect data regarding student attendance on a quarterly basis. Students who demonstrate a high percentage of tardies and/or absences will receive communication from the school and additional supports will be given as needed. The grade level and the class with the highest attendance percentage each quarter will receive an award.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | | |
|--|--|--|---|---|-----------|
| Strategy 1: Stuard will be at an overall 97% attendance rate by June 2025. Attendance will be celebrated in quarterly assemblies and grade level competitions. Attendance will also be monitored in bi-monthly data meetings, and students who are demonstrating poor attendance rates will have parent teacher conferences and seat time makeup expectations. Staff Responsible for Monitoring: Katie Griffin, Brandy Emmitte, Shelby Butler | | Formative | | | Summative |
| | | Dec | Feb | Apr | June |
| | |  No Progress |  Considerable |  Considerable | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | | |

Campus Advisory Committee

| Committee Role | Name | Position |
|----------------------------|-----------------|--------------------------|
| Non-classroom Professional | Cathy Williams | Instructional Specialist |
| Non-classroom Professional | Shelley Sweatt | Dyslexia Teacher |
| Classroom Teacher | Courtney Upp | Fifth Grade Teacher |
| Classroom Teacher | Donna Coye | Fourth Grade Teacher |
| Classroom Teacher | Erica Rubino | Second Grade Teacher |
| Classroom Teacher | Kimberly Martin | First Grade Teacher |
| Classroom Teacher | Stephanie Shea | Kindergarten Teacher |
| Administrator | Katie Griffin | Principal |
| Administrator | Brandy Emmitte | Assistant Principal |
| Classroom Teacher | Kevin Porras | Specials Teacher |
| Non-classroom Professional | Angela Adair | Counselor |
| Classroom Teacher | Becky Stewart | 3rd Grade Teacher |

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 Coordinator; Director 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 |