

Aledo Independent School District



Early Childhood Academy

2025-2026 Campus Improvement Plan

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Engagement	10
School Organization	11
Technology	12
Data Documentation for CNA	13
Improvement Planning Data	14
Student Data: Assessments	14
Student Data: Student Groups	14
Student Data: Behavior and Other Indicators	14
Employee Data	14
Parent/Community Data	15
Support Systems and Other Data	15
Goals	16
Goal 1 : How We Teach: Delivery of Instruction	17
Goal 2 : Professional Learning Community Actions	19
Goal 3 : The Early Childhood Academy will create a safe, supportive, and connected sch...	21
Policies, Procedures, and Requirements	23



Comprehensive Needs Assessment

Demographics

Summary

The Early Childhood Academy (ECA), located in Aledo, TX, is home to the ECSE/Pre-Kindergarten program, providing early intervention services for qualifying four-year-old students, as well as serving children ages three to five with identified special needs. This blended program also includes children of AISD employees who are four years old on or before September 1. All students participate in the pre-kindergarten curriculum and are guided by state guidelines for three- and four-year-olds.

ECA serves a total of 149 students in the ECSE/Pre-K program. The student population is ethnically diverse: 1.4% African American, 2% Asian, 35.1% Hispanic, 54.1% White, and 7.4% identifying as two or more races. Additionally, 34.5% of students are economically disadvantaged, 22.3% are emergent bilingual, and 21.6% receive special education services.

The campus staff includes one administrator, eight highly qualified pre-kindergarten teachers, two speech-language pathologists, one speech-language pathologist assistant, one diagnostician, a medical assistant, and ten special education/special needs paraprofessionals. Seven teachers are certified in Early Childhood Education, ESL, and Special Education, while one teacher holds an Early Childhood Education certification.

ECA classrooms are structured to meet diverse student needs: six blended classrooms serve both qualifying four-year-olds and three- to four-year-olds with special needs, one classroom is a general education pre-kindergarten for qualifying four-year-olds, and one is a self-contained classroom for three- to five-year-olds with special needs. As a blended campus, ECA emphasizes interactive, inclusive learning that fosters literacy, numeracy, social-emotional skills, and self-regulation. Students are encouraged to embrace differences and build a supportive classroom community.

In addition, ECA hosts the PALS (Preschool Articulation and Language Services) speech program, providing services for three- and four-year-olds with articulation or expressive language deficits, as well as walk-in speech services. Currently, 37 students participate in PALS or receive walk-in services. Altogether, ECA serves 185 students across ECSE/Pre-K and speech programs, with 46.6% of students receiving some form of special education support.

Strengths

Demographic Strengths

- ECA reflects the entire Aledo ISD community and all students will attend all 7 elementary campuses.
- Our blended program model supports inclusion and ensures student with special needs and general education students learn alongside one another.
- All teachers meet the highly-qualified criteria required from TEA in order to offer a high-quality pre-kindergarten program.

Demographic Needs

- Need for continued emphasis on social-emotional learning given the age range and the blended population with varying developmental needs.
- Continued focus on differentiation, targeted supports, professional learning, and staff collaboration is needed to ensure all students grow academically, socially, and emotionally.

Student Achievement

Summary

ECA teachers continue to strengthen their use of progress monitoring data to guide and refine instruction on targeted skills. They have identified essential guidelines and intentionally plan lessons aligned with these priorities. Through weekly collaboration, teachers ensure instruction is both effective and developmentally appropriate for pre-kindergarten students. Lessons are designed to address the diverse needs of all learners, promoting growth across academic and social domains. Social emotional learning and emotional regulation remain a key focus to support students in developing the skills necessary to succeed in the school environment and transition smoothly to kindergarten.

CLI - Circle Progress Monitoring State Assessment 2024-2025

Domains	Beginning of Year % on Track	Middle of Year % on Track	End of Year % on Track	Growth
Rapid Letter Naming	55%	74%	82%	+27%
Phonemic Awareness	80%	82%	84%	+4%
Math	86%	88%	93%	+7%

Strengths

Strengths:

- Teachers use CLI and report card assessment data to plan instruction, monitor progress, and differentiate activities to meet the needs of all learners.
- Teachers meet weekly in collaborative teams to analyze data, discuss instructional practices, and refine strategies to improve student outcomes.

Use of Title Funding:

Title I District Homeless \$1,800

Title I Migrant Shared Agreement with Region 11 \$769

Title III ELA District \$22,226

Title III Immigrant District \$2,338

Needs:

- There is a need for a dedicated intervention block with intentionally planned lessons targeting specific skills identified through assessment data. Small group instruction focused on individual student needs will help ensure consistent academic growth and close learning gaps.

School Culture and Climate

Summary

At our campus, building strong relationships among staff, students, and families is at the heart of our culture. We believe that a connected community creates the foundation for student success, both academically and socially.

This year, our Behavior Guiding Coalition is working to implement a campus-wide positive reinforcement system to promote and celebrate positive behavior. In each classroom, daily morning meetings provide a space for students to build connections, strengthen their social-emotional skills, and engage in character development through the Positivity Project.

To further highlight character education, we launched our "Student of the Month" recognition this year, celebrating one student per class during lunch for demonstrating key character strengths.

Family engagement continues to be a key part of our school culture. Events such as Lunch with Loved Ones, Fall Festival, Cookies and Cocoa, Curriculum Night, and our End-of-Year Celebration bring our families together to celebrate learning and connection. Additionally, we are proud to have established a strong and active PTO team this year, helping to enhance the partnership between home and school.

Strengths

Strengths:

- Staff work collaboratively to create a safe, supportive, and engaging learning environment for all students.
- Staff are encouraged to share weekly affirmations with one another, which are highlighted in the weekly faculty newsletter to foster positivity and connection.
- Staff members are celebrated through a monthly recognition program sponsored by a local business partner, acknowledging their hard work and dedication.
- Comprehensive district and campus safety procedures are in place and practiced regularly to ensure a secure environment for students and staff.
- The campus actively participates in initiatives such as Start with Hello Week, Celebrate Attendance Week, and Red Ribbon Week to promote student belonging, wellness, and community connectedness.
- Students are honored monthly during our Student of the Month lunch celebration, and one student is selected to represent our campus at the district Board of Trustees meeting as our Bearcat of Character.
- Families are provided multiple opportunities to engage in campus life through events throughout the year.

School Culture and Climate Needs:

- Continue strengthening consistency in campus procedures and expectations through the implementation of the L.E.A.D. essential behavior standards and matrix.
- Support the collaborative team process in progressing toward higher levels of effectiveness as outlined in the PLC rubrics.

Staff Quality, Recruitment, and Retention

Summary

All pre-kindergarten teachers at ECA are considered high-quality educators by the state of Texas. This distinction ensures that teachers have the qualifications necessary to effectively support the developmental growth and academic achievement of our youngest learners. Most of our teachers hold certifications in general education, special education, and ESL, allowing them to meet the diverse needs of all students. One teacher is currently certified in general education and will obtain her special education and ESL certifications during this school year.

Teachers at ECA actively set goals and collaborate with administration through the T-TESS process, demonstrating a commitment to professional growth and excellence in instruction.

This year, ECA has eight pre-kindergarten classrooms staffed by eight teachers and nine paraprofessionals. Of these, seven teachers and eight support staff are returning from previous years, while one teacher and one paraprofessional are new additions to the campus.

ECA's specialized support team includes a speech-language pathologist, a speech-language pathologist assistant, a speech-language pathologist who runs the PALS class, and one paraprofessional. Additionally, the campus has a full-time diagnostician serving our students.

ECA administration remains committed to recruiting and retaining highly qualified staff who are dedicated to growing greatness through exceptional experiences that have a lasting impact on learners.

Strengths

Strengths:

- 100% of staff are highly qualified.
- Professional learning opportunities are provided throughout the year to promote continuous growth.
- The campus Early Literacy Specialist provides ongoing instructional support to strengthen classroom practices.
- "Just-in-time" trainings are offered after school throughout the year to meet staff needs in real time and enhance teaching effectiveness.
- Teachers set professional goals and monitor their progress through the T-TESS process to support individual and collective growth.
- Staff retention has remained high since ECA opened, reflecting a positive campus culture and strong commitment.

Needs:

- Provide opportunities for peer observations to share effective instructional strategies.
- Support one teacher in obtaining her ESL and Special Education certifications during this school year to ensure all staff meet the requirements to serve diverse learners.

Curriculum, Instruction, and Assessment

Summary

ECA staff are committed to student growth through the consistent implementation of district initiatives, an aligned curriculum, and effective instruction supported by ongoing progress monitoring.

Teachers collaborate regularly to design lessons aligned with the pre-kindergarten and three-year-old guidelines, ensuring developmentally appropriate instruction that builds a strong foundation for kindergarten readiness.

Planning includes required components such as “We will/I will/So that I can” statements to clarify learning objectives. Teachers intentionally design lessons that promote critical thinking, questioning, writing, and purposeful small-group discussions to engage students and deepen understanding.

Strengths

Strengths:

- Teachers have access to high-quality instructional resources, including the Three Cheers Curriculum and Heggerty for phonological awareness.
- Curriculum writers have revamped report cards and corresponding assessments to ensure alignment with instructional guidelines and developmental milestones.
- An Early Literacy Specialist is assigned to ECA to provide ongoing instructional coaching and literacy support.
- Teachers collaborate weekly to plan instruction, share best practices, and ensure alignment across classrooms.

Needs:

- Strengthen the social-emotional growth of students through the implementation of the district social-emotional curriculum (P2).
- Continue to monitor academic progress for all students to ensure consistent growth across the pre-kindergarten guidelines.
- Provide additional support and strategies for students who struggle with emotional regulation and behavior to promote success in the classroom.
- Improve alignment of classroom centers to ensure consistency in instructional experiences across all pre-kindergarten classrooms.
- Establish a school-wide intervention time dedicated to targeted small-group instruction that addresses individual student needs and supports differentiated learning.

Family and Community Engagement

Summary

ECA recognizes that family and community partnerships are essential to student success. Our campus is committed to fostering strong connections by providing meaningful opportunities for families to engage in their child's educational experience.

Parents are invited to participate in events such as Meet the Teacher, Curriculum Night, Lunch with Loved Ones, Rodeo Roundup, Cookies and Cocoa, Literacy Night, the Spring Picnic, and the End-of-Year Awards Ceremony. Each year, we continue to plan events that strengthen relationships between school and home.

We maintain consistent communication through parent conferences, the ECA Weekly Newsletter, our campus Facebook page, and the Remind app, ensuring families stay informed and connected.

Strengths

Strengths:

- Consistent communication between parents and administrators/teachers to keep families informed and engaged.
- Monthly family events provide multiple opportunities for parents to connect with the school and their child's learning.
- Staff actively connect with all students and create meaningful campus events and activities for family participation.
- A highly enthusiastic PTO supports school initiatives and strengthens the home-school partnership.
- Opportunities for parent volunteering are supported through ongoing Volunteer 101 training.
- Teacher-parent communication is intentional and consistent, with at least three points of contact required: one email, one phone call, and one in-person conference.
- A local church provides weekend snack bags to support economically disadvantaged students and their families.

Needs:

- Increase parent participation in volunteer opportunities.
- Continue to increase family participation in campus events, especially for families who face barriers to attending.
- Soliciting feedback from families through surveys to inform school decisions and improve engagement.

School Organization

Summary

ECA is a pre-kindergarten campus that shares space with the Staff Childcare Development Center for Aledo ISD employees. Classrooms are equipped with the materials and resources needed to provide students with a learning environment that is both engaging and developmentally appropriate. These resources support a variety of hands-on, creative, and meaningful learning experiences for all students.

The campus is fully supported by district administrators and all district departments, ensuring access to the resources and guidance needed to operate effectively. The facility is maintained through the collaboration of campus administration, district maintenance, and custodial staff, creating a safe and well-maintained environment for students and staff alike. The campus structure emphasizes clear roles, collaboration among staff, and alignment with district initiatives, ensuring consistency, efficiency, and a focus on student success.

Strengths

Strengths:

- Teachers meet weekly in collaborative team meetings to plan instruction, share best practices, and ensure consistency across classrooms.
- Staff are committed to creating an inclusive and welcoming environment for all students.
- Strong district support provides guidance, resources, and professional development to enhance campus operations.
- Campus administration collaborates closely with district facilities personnel, ensuring the school is well-maintained, safe, and conducive to learning.
- ECA has an enthusiastic and supportive PTO that is eager to partner with staff and families.

Needs:

- Continue looking for ways to create and improve our home-school partnerships.
- Continue strengthening collaboration among staff to ensure consistent implementation of campus procedures and instructional practices.
- Explore strategies to maintain and grow PTO involvement despite the short duration families are on campus before transitioning to kindergarten.
- Seek ongoing feedback from staff and families to inform decision-making and improve campus organization and operations.

Technology

Summary

Technology is integrated daily at ECA to support high-quality instruction and student engagement. Each classroom is equipped with iPads for small group instruction and Promethean Boards to enhance learning experiences.

Teachers utilize digital assessment tools and data platforms to monitor student progress, inform instructional decisions, and differentiate learning to meet individual needs.

The campus also leverages technology to communicate and engage with families and the community through Blackboard, Remind, and the ECA Facebook page, sharing updates, events, and student successes.

Technology at ECA continues to be a key tool for instruction, assessment, and family communication.

Strengths

Strengths:

- Teachers consistently use Remind to communicate with parents and keep them informed.
- Weekly newsletter sent by administration provides regular updates and important information to families.
- Facebook is actively used to share the school's story and celebrate student successes.
- Teachers integrate technology into daily instruction, enhancing student engagement and learning.



Data Documentation for CNA

Data Documentation for CNA

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

- 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

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 High Priority

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 2026.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will implement Framing the Lesson in daily Instruction.

Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including: We Will, I Will, So that I Can with fidelity by June 2026.

Staff Responsible for Monitoring: District and Campus Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Teachers will implement Critical Writing in daily instruction (Weekly in Math).

Strategy's Expected Result/Impact: 100% of teachers will implement critical writing into daily/weekly instruction by June 2026.

Staff Responsible for Monitoring: District and Campus Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

Staff Responsible for Monitoring: District and Campus Administration

Title I: 2.5.1, 2.5.2

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 2 High Priority

The Early Childhood Academy will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Evaluation Data Source: Evidence of L.E.A.D posters in all classrooms and common areas
Data from Daily Impact Walks

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2026, Early Childhood Academy's collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Strategy 1

Our Collaborative Team will:

Indicator #1:

*Teachers will clarify essential learning standards/guidelines 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: ECA's Collaborative Team will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams

Instructional Specialist

Campus Administration

District Administration

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 2 High Priority

By June 2026, Early Childhood Academy's collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1

Collaborative Team:

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 Leader is helping lead the collaborative process, and the work of the team is monitored closely so assistance can be provided when a team struggles.

*The team is 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: ECA's collaborative team will rate at the Developing level on Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Formative Reviews



Performance Objective 3 High Priority

By June 2026, the Early Childhood Academy's collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1

Collaborative Team:
Indicator #1:

- *Have established an annual SMART goal and assess progress toward reaching the goal.
- *Team 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: ECA's collaborative team will rate at the Developing level on Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Formative Reviews



Goal 3

The Early Childhood Academy will create a safe, supportive, and connected school culture where students, staff, and families work together to ensure academic, social, and emotional growth.

Performance Objective 1 High Priority

The Early Childhood Academy will implement systems and practices that promote positive behavior, consistent attendance, staff collaboration, and family engagement to support the academic, social, and emotional growth of all students.

Evaluation Data Source: Parent and staff surveys
Safety audit reports/drill documentation
Visitor sign-in logs
Attendance reports
CT agendas/minutes
Newsletters

Strategy 1

Host regular family engagement events such as Bearcat Beginnings (Curriculum Night), Lunch with Loved Ones, Rodeo Roundup, Cookies and Cocoa, Family Picnic, Literacy Night, and End-of-Year Celebration.

Strategy's Expected Result/Impact: Improved family engagement and collaboration as evidenced by increased participation and positive feedback from families.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Promote consistent student attendance by bringing awareness to its importance through schoolwide initiatives such as Celebrate Attendance Week, ongoing communication in weekly family newsletters, bi-weekly attendance reviews by the Data Integrity Team, and direct outreach to families of students with excessive absences.

Strategy's Expected Result/Impact: Increased overall student attendance rates and a reduction in chronic absenteeism.

Staff Responsible for Monitoring: Campus Administration
PEIMS/Attendance
Classroom Teachers

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 3

Implement the L.E.A.D. essential behavior standards and campus behavior matrix to ensure clear, consistent expectations across all settings. Develop and launch a campus-wide positive behavior reinforcement system to promote accountability, recognize positive choices, and support a safe, respectful learning environment for all students.

Strategy's Expected Result/Impact: Increased consistency in behavior expectations and responses across classrooms, resulting in a decrease in behavior incidents.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers

Formative Reviews

Some Progress

December

February

April

June

Strategy 4

Foster positive staff-to-staff relationships and a collaborative campus culture through intentional team-building activities, weekly affirmations, Staff Member of the Month recognition, regular CT and staff meetings, and opportunities for shared decision-making and celebration of success.

Strategy's Expected Result/Impact: Improved staff morale and sense of belonging as reflected in staff surveys and retention data.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

Moderate Progress

December

February

April

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026