

Aledo Independent School District



Walsh Elementary

2025-2026 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

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Comprehensive Needs Assessment

Demographics

Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our 9th year as a community school, educating all students in our zoned area. Our current population at Walsh is 628 students with 52% female and 48% male.

The current breakdown of student ethnicity is as follows: African American 5%, Caucasian 70%, and 16% Hispanic, and all other categories 9%. The percentage of students receiving special education services is 15.6%, our students receiving 504 services is at 6%, and our students receiving ESL services is 2.7% of our overall student population. Additionally, we have 11% 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 full-time librarian, 35 full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, 3 full-time special education instructors, and 6 instructional aides.

It is our annual process at Walsh to gather 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.

Strengths

- Walsh is currently comprised of a faculty that is 96% highly qualified.
- 96% of our current staff are ESL certified with a strategic plan for 100% to be certified by the end of the 2025-26 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 new families and students who arrive, either new to the community or mid-year, to feel connected to the campus.



Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1 High Priority

Walsh Elementary 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: Daily Impact Walk Data

Strategy 1

100% of teachers will visually post their lesson frame and discuss it with students daily by June 2026.

Strategy's Expected Result/Impact: Students will clearly know and understand their daily learning.

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Strategy 2

100% of teachers will embed critical writing into daily lessons by June 2026.

Strategy's Expected Result/Impact: Students will process content through writing in order to strengthen their knowledge as well as writing skills

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Strategy 3

100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

Strategy's Expected Result/Impact: Students will process content through purposeful discussion with their peers in order to form a deeper understanding of each content area.

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Performance Objective 2 High Priority

Walsh Elementary will implement clear classroom expectations/L.E.A.D Matrix 100% of classrooms, by June 2026.

Evaluation Data Source: Daily Impact Walk Data

Strategy 1

100% of teachers will implement clear classroom expectations by posting and utilizing the Walsh LEAD matrix when teaching and reinforcing student behavior expectations by June 2026.

Strategy's Expected Result/Impact: Students will clearly understand and follow the Walsh LEAD behavior matrix expectations.

Staff Responsible for Monitoring: Campus admin

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2026, 100% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level or higher on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose rubric.

Evaluation Data Source: Professional Learning Community at Work Continuum: Learning as Our Fundamental Purpose Rubric. (Collaborative Team Ratings)

Strategy 1

Collaborative Teams will:

- *Teachers will clarify essential learning standards for each unit and criteria for student mastery.
- *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will rate "Developing" or higher by June 2026.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

Performance Objective 2 High Priority

By June 2026, 100% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level or higher on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Evaluation Data Source: Ratings on the PLC at Work Continuum: Building a Collaborative Culture rubric (CT ratings)

Strategy 1

Collaborative Teams:

- *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.
- *Team Leaders are helping lead the collaborative process, and the work of teams is monitored

closely so assistance can be provided when a team struggles.

*Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will rate "Developing" or higher by June 2026.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

Considerable Progress

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Performance Objective 3 High Priority

By June 2026, 100% of the Walsh Elementary collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results rubric.

Evaluation Data Source: Collaborative Team ratings on the PLC at Work Continuum: Focusing on Results rubric

Strategy 1

Collaborative Teams:

*Have established an annual SMART goal and assess progress toward reaching the goal.

*Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will rate "Developing" or higher by June 2026.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

Moderate Progress

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Goal 3

Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 1 High Priority

By June 2026, Walsh Elementary will have an attendance rate of 97% or higher.

Evaluation Data Source: Daily Attendance Rate Data

Strategy 1

The campus will monitor attendance through bi-monthly Data Integrity Team meetings with administrators and PEIMS, parent communication to parents of students with excessive absence concerns, and positive incentives to encourage all students to attend daily when symptom free.

Strategy's Expected Result/Impact: Walsh Elementary will have a campus daily attendance rate of 97% or higher by June 2026.

Staff Responsible for Monitoring: Campus Admin
PEIMS Clerk
Counselor
Walsh Staff

Formative Reviews

Considerable Progress

December

Considerable Progress

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