

Aledo Independent School District



Early Childhood Academy

2026-2027 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

Summary

The Early Childhood Academy (ECA), located in Aledo, Texas, serves as the district's early childhood campus, providing ECSE/Pre-Kindergarten services and early intervention for qualifying students. The campus serves children ages three to five with identified special needs, qualifying four-year-old students, children of Aledo ISD employees, and tuition-based students who are four years old on or before September 1 and are not otherwise eligible for state-funded Pre-K. ECA also partners with the Aledo ISD Child Development Center to expand Pre-K opportunities.

ECA serves 182 students in its Pre-K program. The student population includes 58.7% White, 32.9% Hispanic/Latino, 3.2% Black or African American, 2.1% Asian, and 2.7% of students identifying as two or more races. Additionally, 15.9% of students are emergent bilingual, and 24.1% are economically disadvantaged. The campus provides a range of instructional settings to meet students' individual needs, including eight blended general education/special education classrooms, one general education classroom, and one self-contained ECSE classroom.

The campus staff includes one administrator, 11 highly qualified pre-kindergarten teachers, one full-time speech-language pathologist, one part-time speech-language pathologist, one part-time speech-language pathologist assistant, one part-time diagnostician, one medical assistant, and 11 special education/special needs paraprofessionals. Ten teachers hold dual certification in general education and special education, supporting inclusive instruction and individualized learning opportunities.

In addition to the ECSE/Pre-K program, ECA hosts the Preschool Articulation and Language Services (PALS) program, which provides speech services for three- and four-year-old children with articulation or expressive language deficits, as well as walk-in speech services. Currently, 36 students participate in PALS or receive walk-in services. Across its ECSE/Pre-K and speech programs, ECA serves a total of 218 students, with 18.6% receiving some form of special education support.

Given the developmental, linguistic, and academic needs of its diverse student population, ECA is committed to providing high-quality, developmentally appropriate instruction, early intervention, and individualized support. Campus improvement efforts focus on strengthening early literacy, supporting language and communication development, ensuring equitable access to learning opportunities, and meeting the unique needs of every student.

Strengths

- ECA serves students from a variety of racial, ethnic, and linguistic backgrounds, providing opportunities to build an inclusive and culturally responsive learning environment.
- The campus provides specialized support for students with developmental delays and identified special needs during critical early learning years.
- The partnership with the Aledo ISD Child Development Center expands opportunities to serve young learners and support early childhood development.
- All teachers meet the highly-qualified criteria required from TEA in order to offer a high-quality Pre-Kindergarten program.
- 81% of staff have completed Reading Academies, with the campus on track to reach 100% completion by the end of the school year.
- 90% of teachers are ESL certified, with the campus on track to reach 100% by the end of the school year.
- Staff work collaboratively through the PLC process to analyze student data, share instructional strategies, monitor student progress, and plan targeted interventions and extensions.

Student Achievement

Summary

The Early Childhood Academy uses the CLI assessment three times annually to monitor student progress in early literacy and mathematics. Students demonstrated the greatest growth in Rapid Letter Naming, increasing from 50% to 82% on track, a gain of 32 percentage points. Phonological Awareness increased from 85% to 87%, while Math increased from 90% to 91%.

Overall, students demonstrated progress in foundational literacy and mathematics skills, with the most significant growth occurring in letter naming. Moving forward, the campus will continue to strengthen early literacy instruction through explicit, systematic instruction, collaborative planning, and the use of the Professional Learning Community process to analyze student data and monitor progress. Teachers will use assessment results to provide targeted intervention and extension opportunities during our campus-wide WIN (What I Need) time, with a continued focus on increasing the percentage of students meeting end-of-year expectations in rapid letter naming while maintaining achievement in phonological awareness and mathematics.

Strengths

- Weekly collaborative team (CT) meetings provide opportunities for teachers to analyze student data, share effective practices, and plan targeted interventions and extensions.
- The master schedule includes designated time for intervention and extension, allowing teachers to provide targeted support, address individual learning needs, and extend learning for students who have mastered foundational skills.
- Intentional literacy instruction supports foundational reading skills and prepares students for success in kindergarten.

Use of Title Funding:

Title I District Homeless \$1,900

Title III ELA District \$23,734

School Culture and Climate

Summary

The Early Childhood Academy prioritizes building strong relationships and fostering a positive, supportive environment for students, staff, and families. Through weekly recognition of students who demonstrate our LEAD characteristics (Learner, Empathetic, Accountable, and Dedicated), daily Positivity Project lessons focused on character strengths and social skills, and monthly Student of the Month lunches, we intentionally develop positive character and a strong sense of belonging.

ECA values staff voice and collaboration through monthly Guiding Coalition meetings, where teacher leaders share feedback and provide insight into campus needs. These meetings help campus leadership monitor staff perspectives and identify opportunities to strengthen school culture and climate.

Family engagement is an important part of ECA's culture. Events such as Curriculum Night, Lunch with Loved Ones, Fall Festival, Cookies and Cocoa, Spring Family Picnic, and the End-of-Year Celebration provide opportunities for families to connect with staff, participate in campus activities, and build meaningful relationships with the school community. These efforts support a welcoming environment where students, staff, and families feel valued and connected.

Strengths

- Through the LEAD framework (Learner, Empathetic, Accountable, and Dedicated), staff consistently recognize and celebrate students who demonstrate positive behaviors and character traits.
- Common language and expectations through LEAD and the Positivity Project help promote positive interactions, social skills, and a consistent approach to student behavior.
- Staff work collaboratively to create a safe, welcoming, and supportive environment.
- Events throughout the year provide meaningful opportunities for families and staff to connect, strengthen relationships, and build a sense of community.

Staff Quality, Recruitment, and Retention

Summary

The Early Childhood Academy's staff includes one administrator, 11 pre-kindergarten teachers, and 11 assistant teachers, supported by speech-language pathologists, a speech-language pathology assistant, a diagnostician, a medical assistant, and 11 special education/special needs assistant teachers. One pre-kindergarten teacher also serves as the district's PK Instructional Lead, providing leadership and support to strengthen early childhood instruction.

All 11 pre-kindergarten teachers meet the state's high-quality prekindergarten teacher qualification requirements. Texas requires teachers serving eligible four-year-old students to hold appropriate certification and meet an additional early childhood qualification. At ECA, 10 teachers hold dual certification in general education and special education, and 90% of teachers are ESL certified, with the campus on track to reach 100% completion by the end of the school year.

With the addition of three new classroom sections, ECA welcomed four new teachers and two new assistant teachers, while seven teachers and nine assistant teachers returned from the previous year. Campus administration remains committed to recruiting, developing, and retaining highly qualified staff who are dedicated to growing greatness through exceptional experiences that have a lasting impact on learners.

Strengths

- 100% of ECA professional staff meet the state's high-quality Pre-K qualifications, ensuring students receive instruction from qualified educators.
- Teachers collaborate with administration through the T-TESS process to establish professional goals, reflect on instructional practices, and support continuous growth.
- Weekly CTs provide additional opportunities to analyze student data, share effective strategies, and strengthen instruction.
- Staff participate in ongoing professional development to strengthen instructional practices and support student achievement.
- Monthly Staff Member of the Month recognition celebrates employees' contributions and helps foster a culture of appreciation.
- A new Pre-K Teacher/Instructional Lead position provides additional instructional support, collaboration, and guidance for classroom teachers.
- Teacher candidates participate in committee interviews and present a sample lesson to demonstrate their instructional knowledge and teaching practices.
- Teachers have opportunities to attend Professional Learning Community (PLC) training.
- Teachers participate in instructional rounds at other elementary campuses to observe effective teaching practices, reflect on their own instruction, and gain new strategies to enhance student learning.

Curriculum, Instruction, and Assessment

Summary

The Early Childhood Academy provides developmentally appropriate instruction aligned with the Texas Pre-Kindergarten Guidelines and district curriculum guides. Teachers collaborate through CTs to plan instruction, analyze student data, and implement strategies that support student growth. Formative and summative assessments are used to monitor student progress, guide instructional decisions, and identify individual learning needs. Designated intervention and extension time allows teachers to provide targeted support and enrichment, with a continued focus on strengthening foundational skills and preparing students for kindergarten success.

Strengths

- Staff support district initiatives and implement them consistently.
- Teachers utilize Three Cheers Curriculum, Thinking Maps, Really Great Reading, Heggerty, and Fundamental 5 instructional activities to support student learning.
- Teachers follow district curriculum guides and scope and sequence to ensure instruction aligns with learning expectations.
- Teachers provide hands-on learning experiences and purposeful classroom centers aligned with the Texas Pre-Kindergarten Guidelines.
- Blended general education and special education settings, along with collaboration among teachers and support staff, help address students' diverse developmental, academic, and communication needs.
- An Early Literacy Specialist is assigned to ECA to provide ongoing instructional coaching and literacy support.
- The PK Teacher/Instructional Lead provides additional guidance and support to teachers, promotes collaboration, and helps strengthen curriculum implementation and instructional practices
- Teachers use assessment data, collaboration, and professional learning opportunities to reflect on practices and strengthen instruction.

Family and Community Engagement

Summary

The Early Childhood Academy values strong partnerships with families and the community to support student success. ECA maintains consistent communication with families through a variety of methods to share important information, celebrate student learning, and keep families connected to campus activities. Throughout the year, events such as Curriculum Night, Lunch with Loved Ones, Fall Festival, Cookies and Cocoa, Spring Family Picnic, and the End-of-Year Celebration provide opportunities to strengthen relationships and encourage family involvement. ECA also partners with the Aledo ISD Child Development Center to support early childhood learning and expand opportunities for students and families.

Strengths

- The PTO supports campus culture through staff appreciation, the Big Kahuna fundraiser, room parents, Fall Festival, and parent volunteers.
- ECA uses the school newsletter, Facebook, and ParentSquare to share campus updates, important information, and celebrations with families.
- Events such as Popsicles with the Principal, Curriculum Night, Lunch with Loved Ones, Cookies and Cocoa, Spring Family Picnic, and the End-of-Year Celebration encourage family participation and relationship-building.
- Parent conferences are held twice annually to discuss student progress, share concerns, and collaborate on strategies to support learning and development.
- Start with Hello Week and Red Ribbon Week promote kindness, inclusion, healthy choices, and student well-being.

School Organization

Summary

The Early Childhood Academy is a Pre-Kindergarten campus that shares its facility with the Aledo ISD Staff Child Development Center. Classrooms are equipped with developmentally appropriate materials and instructional resources that support hands-on learning, purposeful classroom centers, and meaningful experiences aligned with the Texas Pre-Kindergarten Guidelines.

ECA is supported by district administration and departments to ensure access to the resources and guidance needed for effective campus operations. Campus administration, teachers, support staff, custodial staff, and district maintenance work collaboratively to maintain a safe, welcoming, and well-organized learning environment. Clear expectations, defined staff roles, collaborative planning, and alignment with district initiatives support consistent practices and efficient operations. These systems allow ECA to focus on providing high-quality early childhood instruction and meeting the diverse needs of students and families.

Strengths

- Teachers meet weekly in collaborative team meetings to plan instruction, share effective practices, and promote consistency across classrooms.
- Strong district support provides access to guidance, resources, and professional learning opportunities that strengthen campus operations and instruction.
- Campus administration works collaboratively with district facilities and maintenance personnel to maintain a safe, clean, and well-organized learning environment.
- ECA benefits from an active and supportive PTO that partners with staff to enhance school culture, support campus activities, and strengthen family engagement.

Technology

Summary

Technology at the Early Childhood Academy supports instruction, assessment, and communication with families. Each classroom is equipped with a Promethean board, and the campus has two class sets of iPads to support interactive, developmentally appropriate learning experiences and student assessment. Technology use follows district-established screen time limits to ensure a balanced approach that prioritizes hands-on learning and meaningful student interactions. ECA also uses Parent Square and the campus Facebook page to communicate with families and the community, share important updates, promote events, and celebrate student successes.

Strengths

- Social media and digital communication tools allow ECA to celebrate student successes, highlight campus activities, and strengthen connections with families.
- District-established screen time limits ensure technology use remains developmentally appropriate and balanced with hands-on learning experiences.
- Technology supports student assessment and progress monitoring to help guide instructional decisions.



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: Campus Administration

Formative Reviews

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: Campus Administration

Formative Reviews

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: Campus Administration

Formative Reviews

December	February	April	June
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Performance Objective 2 **High Priority**

Aledo ISD will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Strategy 1

Teachers will explicitly teach and reinforce LEAD expectations in the classroom and shared spaces.

Strategy's Expected Result/Impact: 100% of teachers will consistently use L.E.A.D. language in daily instruction and interactions with students and provide weekly recognition of students who demonstrate L.E.A.D. expectations.

Staff Responsible for Monitoring: Teachers and Campus Administration

Formative Reviews

December	February	April	June
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Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

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

Strategy 1

The collaborative team will:

Indicator #1:

- *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: ECA's collaborative team will rate at the "Developing" level in indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Team, Early Literacy Specialist, Campus Administration

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

By June 2026, ECA'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

The collaborative team will:

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 is focusing efforts on better ways to achieve those goals.

Strategy's Expected Result/Impact: ECA's collaborative team will rate the "Developing" level on indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Team, Early Literacy Specialist, Campus Administration

Formative Reviews

December

February

April

June

Performance Objective 3 **High Priority**

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

Strategy 1

Strategy 1

The collaborative team will:

Indicator #1:

- *Have established an annual SMART goal and assess progress toward reaching the goal.
- *The team has 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 Team, Early Literacy Specialist, Campus Administration

Formative Reviews

December

February

April

June

Goal 3

The Early Childhood Academy will strengthen our culture of excellence by creating exceptional experiences for every student, staff member, and family. Through intentional communication, exceptional service, and meaningful connections, ECA will build strong relationships and a sense of belonging while ensuring all stakeholders feel valued, informed, and supported.

Performance Objective 1

By the end of the school year, the Early Childhood Academy will achieve an overall student attendance rate of at least 96% and reduce the number of students identified as chronically absent compared to the 2025-2026 school year through proactive attendance monitoring, timely family communication, and targeted support for students and families.

Evaluation Data Source: Campus Attendance Reports
Data Integrity Meeting Agendas

Strategy 1

ECA will monitor attendance regularly via bi-weekly Data Integrity Team meetings, communicate proactively with families, and provide individualized support to address attendance concerns. The campus will educate families on the importance of consistent Pre-K attendance and recognize positive attendance habits to promote a culture of being present, engaged, and ready to learn.

Staff Responsible for Monitoring: Campus Administration, PEIMS/Attendance Clerk

Formative Reviews

December	February	April	June
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Performance Objective 2

By the end of the school year, at least 90% of ECA students will demonstrate mastery of letter identification, supported by a consistent campus-wide system for identifying student needs, providing targeted intervention, and extending learning for students who have mastered the skill.

Evaluation Data Source: CLI and formative letter identification data
WIN progress monitoring data
CT documentation



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