Aledo Independent School District

Stuard Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 16, 2026 at 01:31 PM

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

Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 54 staff members: 38 teachers, five professional support, two campus administrators, five educational aides, and one instructional specialist.

Our campus is 80.79% White, 13.31% Hispanic, 3.03% African American, 1.21% Asian, and 1.06% American Indian, and .61% Native Hawaiian. There are 18.23% of students receiving Special Education services and .62% of our students are served in the Gifted and Talented Program. The campus is 7.8% Economically Disadvantaged and has 1.3% English Learners. Our attendance rate from the 25/26 school year was 96.87%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

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

Summary

Student Achievement had been consistent in most areas including MAP and STAAR data over the past three years. In the latest STAAR scores (2025/2026 school year), Stuard received distinctions in Academic Achievement in Science, Top 25% Comparative Academic Growth, Post Secondary Readiness, and Top 25% Comparative Closing the Gaps. In overall passing rates, 93.22% of 3rd, 4th, and 5th graders passed the RLA STAAR test, 93.56% of the same group of students passed the Math STAAR test, and 93.68% of 5th graders passed the Science STAAR. However, we did see a decrease in students who scored Mastery from 4th to 5th grade which will be addressed in our RTI systems.

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 a tutor.

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 $1,900
  Title II $2,640
  Title III District $23,734
- Continue to increase our goal of closing performance gaps for all students.
- Continue to work on increasing student writing opportunities across all content areas.

School 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 Bearcat Leadership Academy is the over-arching name for all things student leadership, including Lead Jobs, quarterly celebration assemblies for Student and Staff of the Month, LEAD Student Recognitions, attendance recognitions by grade level and class, and the P2 program.

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 police officer.
- Students and staff abide by the Bearcat Statement which states "Stuard Bearcats are Learners, Empathetic, Accountable, and Dedicated."
- Nearly one-third of our students participate in a campus leadership role, which equates to two-thirds of students holding a leadership position in grades 3-5.

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.

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 Coucil meetings are held quarterly and Collaborative Teams are required to meet once a week. Instructional Team Leaders (the academic leaders for each grade level) meet twice a month, and the Behavior Guiding Coalition meets at least twice a month.
- 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	Root Cause
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.	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.

★ = Priority

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. Staff at Stuard have worked together to revamp WIN (What I Need) Time practices to provide intervention and extension opportunities for all students in RLA, Math, and Science. These practices have helped to increase student growth and achievement in all grade levels, and has been adopted by other schools in the district as well.

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.
- Stuard is also piloting a Talent Pool program for students who fall within the 89th - 94th percentile on the CoGAT test and/or are recommended by teachers. This will be a once-a-week pull out designed around high profile grade level TEKS to deepen student understanding and extend their learning.

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. Pilot the Talent Pool program to better meet the needs of students who don't qualify for GT but are still high-achieving students.
- Utilize WIN Time to provide differentiated instruction to students, especially extensions.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
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.	Alignment and consistent focus over time on research based instructional practices is needed.
2 ★	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.	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.
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.	Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed.

★ = Priority

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 Fall Festival and Family Prom. Our PTO also organizes treat carts for staff and monthly lunches for teacher appreciation.

Strengths

- The PTO and Stuard Supporters parent groups, opportunities for parents to be involved with after-school events like Family Prom and Fall Festival, and other volunteer opportunities on and off campus help our parents feel connected to our school. We also host Watch Dogs, Volunteer 101, and district events like Curriculum Night and Aledo Reads.
- We involve the community through our AISD app, Parent Square, 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.

School Organization

Summary

Stuard Elementary is one of seven elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II, and Title III 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, Behavior Guiding Coalition, Instructional Team Leader, and Collaborative Team meetings.

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

Summary

There have been district wide technology upgrades. The student-to-technology device ratio has been improved. There are 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). Grade levels have received directives about how much screen time each grade is limited to, and all grade levels have fallen below that limit so far this school year.

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, especially in the area of AI, to ensure that we are meeting the needs of our students and staff.

Priority Problem Statements

	Problem Statement	Root Cause
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.	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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1 ☑ High Priority

Stuard 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 2027.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will participate in professional development in specific to request 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 Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

Language from the LEAD Bearcat Statement will be implemented by teachers throughout the campus with at least 95% fidelity by June 2027.

Evaluation Data Source: Data from Daily Impact Walks

Goal 2 Professional Learning Community Actions

Performance Objective 1 ☑ High Priority

By June 2027, 100% of Stuard collaborative teams will rate at the "Developing" level or higher on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source: Data on the Professional Learning Community at Work Continuum (CT ratings)

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 Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

By June 2027, 100% of the Stuard collaborative teams campus-wide 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: Data on the Professional Learning Community at Work Continuum (CT ratings)

Performance Objective 3 ☑ High Priority

By June 2027, 100% of the Stuard collaborative teams campus-wide will rate at the "Developing" level or higher on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source: Data on the Professional Learning Community at Work Continuum (CT ratings)

Goal 3

Stuard Elementary 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

100% of students who are recommended by the BGC for a Behavior Academy will graduate from their Academy by the end of their 8 weeks or will move to a Tier 3 Academy to graduate after 8 weeks.

Evaluation Data Source: BGC agendas including staff self-ratings (4 C's), anecdotal data from CTs, administrative data collection, and Tier 2 data collection from Behavior Academies.

Performance Objective 2 ☑ High Priority

Stuard Elementary will be at 97% attendance overall by June 2027.

Evaluation Data Source: Students will participate in quarterly assemblies that celebrate attendance (teachers turning in attendance on time, the overall grade level with the highest attendance rate, and the overall class with the highest attendance rate). Information will be communicated to parents and staff on a quarterly basis as well. Communication about attendance in historical high absence rate dates will be targeted to parents and staff before those dates (ex. before a holiday break or at times of historical peak illness). Data Integrity Team (DIT) meetings will be conducted once every two weeks to evaluate the effectiveness of the campus-wide efforts.

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 Reviews

December	February	April	June

Performance Objective 3 ☑ High Priority

95% of staff will rate "positive" or above on their BOY and EOY staff surveys regarding school culture.

Evaluation Data Source: Staff surveys, anecdotal surveys, ITL and BGC surveys.

Strategy 1

Sunshine Crew (staff quarterly get-togethers, staff birthday celebrations, grade-level sponsored snacks at monthly staff meetings)

Strategy's Expected Result/Impact: Staff relationship building and buy in across the campus

Formative Reviews

December	February	April	June

Strategy 2

Staff Recognition - Cheers for Peers, Staff of the Month (Staff LEADers)

Strategy's Expected Result/Impact: Staff modeling relationships building and the LEAD statement)

Staff Responsible for Monitoring: Katie Griffin

Formative Reviews

December	February	April	June

Committees

Committees

Campus Advisory Committee

Members

First Name	Last Name	Position	Committee Role
Courtney	Upp	Fifth Grade Teacher	Classroom Teacher
Erica	Rubino	Second Grade Teacher	Classroom Teacher
Kimberly	Martin	Secretary	Non-classroom Professional
Katie	Griffin	Principal	Administrator
Brandy	Emmitte	Assistant Principal	Administrator
Angela	Adair	Counselor	Non-classroom Professional
Becky	Stewart	3rd Grade Teacher	Classroom Teacher

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