

Aledo Independent School District



Walsh Elementary

2026-2027 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Goals	6
Goal 1 : How We Teach: Delivery of Instruction	7
Goal 2 : Professional Learning Community Actions	10
Goal 3 : Walsh Elementary will continue to build upon our culture of excellence that...	12
Policies, Procedures, and Requirements	15



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 710 students with 52% female and 48% male.

The current breakdown of student ethnicity is as follows: Asian 5%, Caucasian 70%, and 16% Hispanic, and all other categories 9%. The percentage of students receiving special education services is 16.4%, our students receiving 504 services is at 3.5%, and our students receiving ESL services is 1.75% 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 2027.

Evaluation Data Source: Daily Impact Walk Data

Strategy 1

By June 2027, 100% of teachers will visually post lesson frames and intentionally review and discuss them with students daily to ensure students understand the learning objective and expected outcome of each lesson.

Strategy's Expected Result/Impact: Students will have a clear understanding of what they are expected to learn and demonstrate during each lesson. Consistent use and discussion of lesson frames will increase student ownership of learning, strengthen connections between instruction and learning outcomes, and support students in monitoring their own progress.

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

December	February	April	June
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Strategy 2

By June 2027, 100% of teachers will intentionally embed critical writing opportunities into daily instruction to deepen student thinking and demonstrate understanding of content.

Strategy's Expected Result/Impact: Students will regularly use critical writing to demonstrate understanding, explain their thinking, and make connections to their learning. Consistent opportunities for critical writing will deepen student thinking, strengthen written communication, and provide teachers with evidence of student understanding to inform instruction.

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

December	February	April	June
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Strategy 3

100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2027.

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

December

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 2027.

Evaluation Data Source: Daily Impact Walk Data

Strategy 1

By June 2027, 100% of teachers will establish and reinforce clear classroom expectations by integrating the LEAD Matrix and LEAD language into their classroom culture and recognizing students who exemplify LEAD characteristics through the schoolwide student recognition system and House system.

Strategy's Expected Result/Impact: Students will consistently demonstrate the LEAD characteristics of being Learners, Empathetic, Accountable, and Dedicated across classroom and school settings. Through common language, clear expectations, and consistent recognition, students will develop greater ownership of their learning and behavior, contributing to a positive and supportive school culture.

Staff Responsible for Monitoring: Campus administrators and leadership team
Teachers

Formative Reviews

December

February

April

June

Strategy 2

Walsh Elementary's Behavior Guiding Coalition will meet monthly to analyze behavior data, identify areas of need, and develop and monitor goals and strategies that promote positive student behavior through the schoolwide point system and House system.

Strategy's Expected Result/Impact: Students will demonstrate an increase in positive behaviors and consistent application of LEAD characteristics across school settings. Through regular analysis of behavior data and targeted strategies, staff will proactively address areas of need, recognize positive student choices, and strengthen a positive, connected school culture through the schoolwide point system and House system.

Staff Responsible for Monitoring: Campus admin
Behavior Guiding Coalition (Teacher leaders)

Formative Reviews

December	February	April	June
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Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2027, 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 2027.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

December	February	April	June
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Performance Objective 2 High Priority

By June 2027, 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

*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.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

December

February

April

June

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

Strategy 1

- *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.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Collaborative Teams

Formative Reviews

December

February

April

June

Goal 3

Walsh 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

By June 2027, 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 2027.

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

Formative Reviews

December	February	April	June
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Performance Objective 2

By May 2027, Walsh Elementary will demonstrate at least a 5% increase in student growth among Economically Disadvantaged, Special Education, and Emergent Bilingual student groups through data-driven PLCs, high-quality Tier I instruction, and targeted interventions.

Evaluation Data Source: BOY, MOY, EOY data, STAAR data, DCA and Benchmark data

Strategy 1

Walsh Elementary will develop and consistently utilize a campuswide data-tracking system to monitor student progress on major assessments and individual essential standards throughout the school year.

Strategy's Expected Result/Impact: Consistent monitoring of student progress will allow teachers to identify areas of need, adjust instruction, and provide targeted support, resulting in measurable student growth throughout the school year.

Staff Responsible for Monitoring: Campus Admin
Teachers
Instructional Specialist

Formative Reviews

DecemberFebruaryAprilJune

Strategy 2

Grade-level CTs will regularly analyze student performance by student group and essential standard to identify trends, determine areas of need, and plan responsive instruction.

Strategy's Expected Result/Impact: Student performance will increase due to close progress monitoring and effective interventions.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Teachers

Formative Reviews

DecemberFebruaryAprilJune

Strategy 3

Teachers will use assessment data to provide timely, targeted interventions based on individual student needs, regularly monitor student progress, and adjust instructional strategies, intensity, and grouping based on student response.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of essential standards and measurable academic growth as a result of timely interventions, ongoing progress monitoring, and instructional adjustments based on individual needs.

Staff Responsible for Monitoring: Campus Admin
Instructional Specialist
Teachers

Formative Reviews

DecemberFebruaryAprilJune

Strategy 4

Collaborative Teams will intentionally disaggregate assessment and progress-monitoring data for Economically Disadvantaged, Special Education, and Emergent Bilingual students to monitor growth and ensure instructional needs are addressed.

Strategy's Expected Result/Impact: Teachers will identify achievement trends and areas of need within targeted student groups and respond with timely, differentiated support, resulting in increased academic growth for Economically Disadvantaged, Special Education, and Emergent Bilingual students.

Formative Reviews

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