

*Willard Ross Stuard
Elementary School*

STUARD



BEARCATS

*Campus Improvement Plan
2016-17*

Campus Improvement Committee (CIC) Members

Susan Stirewalt – Assistant Principal

Jamie Turner – 3rd Grade Teacher

Randy Chunn – Teaching Assistant

Tracey Haggard - Librarian

Maggie Lozano – Kindergarten Teacher

Ashlee Elswick – 2nd Grade Teacher

Ron Shelton – Principal

Susan Simpson – 1st Grade Teacher

Angela Adair – Counselor

Zan Thorp – 4th Grade Teacher

Dr. Derek Citty – Administration Representative

Parent Representatives

Brooke Griffith

Business Representatives

Sarah Wallace

Community Representatives

Lyndsey Finegan

**Stuard Elementary School
Comprehensive Needs Assessment
2016-17 School Year**

Demographics

Narrative: *Stuard Elementary is a campus serving K through 4th grades. There are 43.5 staff members: 31 teachers, 3.5 professional support, 2 campus administrators and 7 educational aides.*

Our campus is 91.7% White, 5% Hispanic, 0.0% African American, 0.0% American Indian and 0.0% Asian and 3.2% Two or More Races. There are 7% of our students receiving Special Education services and 4% of our students are served in the Gifted and Talented program. The attendance rate is 96.7%. 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 past three years. The mobility rate is below the state and district averages. Our mobility 7.1%.*

Needs: *Although there has not been a 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. Our attendance goal for the school year is 98% and we must form steps to take to help us reach that goal.*

Note: *Stuard Elementary is not a Title I school wide or targeted assisted campus. The last column "Title SC" is included on each page of the plan to denote NCLB categories for other Title funds (II and III).*

School Context & Organization

Narrative: *Stuard elementary is one of 4 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 Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representative, community representative and parent representative.

There is a need for differentiated instruction (small groups) in reading, writing and math. We are able to meet that need through our Literacy teacher, Response to Intervention (RtI), computer programs such as iStation, Reflex Math and Think through Math and small group instruction. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction in the form of a dedicated Professional Learning Community (PLC)/RtI time, reorganization of schedules to include two recess times, grade level meetings, common planning time, RtI meetings and training in balanced literacy. Two district initiatives have also been implemented, Fundamental 5 and Thinking Maps. There have been additions in technology hardware to the classrooms (teacher iPads and Promethean ActivPanels) that have encouraged changes in teacher's presentation of content.

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.*

Needs: *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.*

Student Achievement

Narrative: *Student achievement has been consistent in most areas but there has been a drop in our Writing scores. Students score well on STAAR tests in Reading, Math, and Writing overall. Our scores have been well above state averages but we are slowly losing ground in the "Met Progress" index.*

Strengths: *Student achievement is consistent in all grade levels (STAAR and STAR Early Literacy). Teachers are able to meet the academic needs of the students while pushing them to excel into Level III Advanced scores on STAAR. This is a school-wide effort from Kindergarten to fourth grade, from Computer Lab to the Science Lab, from PE to Library and from the Office to the Cafeteria. Strengths include Authentic Assessments, a good balance of success and challenge to grow student learning and the use of multiple teaching styles to accommodate the multiple student learning styles.*

Needs: *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 the Literacy Teacher and RtI before we make the move to Special Education 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 our Special Education students. Our school needs to continue to provide opportunities for student created projects as a means of assessment. Our CIC has met and formed a plan to increase our student attendance to 98%. We must communicate the attendance expectations and requirements to our staff, students and community and set up incentives to encourage student attendance.*

Curriculum, Instruction & Assessment

Narrative: *The curriculum, instruction and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence to our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment. The continued use of Fundamental 5 practices, the use of Thinking Maps in grades K – 4, Expository Writing through Thinking Maps and Balanced Literacy are some of the keys to our success.*

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, Fundamental 5 and Balanced Literacy are also a strength. Our Scope and Sequence and Vertical and Horizontal Alignment are a strength at our school and in our district.*

Needs: *Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. The differences in student abilities from the top of the class to the bottom are becoming larger. 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.*

School Culture & Climate

Narrative: *The climate and culture of Stuard Elementary is good. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents. The staff continually searches for best practices to increase our school climate and make positive changes to our school culture.*

Strengths: *Empowered staff and students, professionalism by the staff, staff team work, parental support and administrative support are our strengths. Students, parents and staff feel safe at school and are able to focus on learning. Staff utilizes a Social Contract, high student expectations and safe physical environment all help to strengthen our school culture and climate.*

Needs: *Safety is also a concern that has begun to be addressed through new policies and procedures. A district wide Bullying Prevention program that includes various reporting opportunities has been implemented throughout AISD. We are in the process of changing our school climate to help us achieve our attendance goals.*

Technology

Narrative: *There have been district wide technology upgrades. The student to technology device ratio has been improved. There is, approximately, one device for every 5 students. Each grade level has 10 mini iPads for student use. There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology.*

Strengths: *Technology infrastructure upgrades in every classroom. Appropriate staff development and resources available to all staff. Technology work order system in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.*

Needs: *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.*

Family & Community Involvement

Narrative: *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 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.*

Strengths: *Watch D.O.G.S program, Raptor sign in/out system, Volunteer coordinator, PTO, marquee sign and school newsletters all help to make our parents feel a part of the school and the educational process. Parent and staff climate surveys are distributed online and the results are shared with central administration as well as campus staff. Activities include: Movies with Mom, Teams of Tomorrow, Runner's Club, Cowtown 5K, Daddy/Daughter Dance, Grandparent's Day Breakfast and an active PTO. We involve the community through our AISD app, Remind App, Stuard Fusion Page, Stuard Facebook Page, Teacher webpage as well as our PTO newsletter.*

Needs: *Communicating with all stakeholders is paramount in garnering support of the changes. School wide procedures need to be re-visited regularly at CIC meetings to ensure consistency and relevancy. It is imperative that our parents are a part of our attendance goal.*

Staff Quality, Recruitment & Retention

Narrative: *Stuard Elementary staff members are all considered highly qualified by NCLB standards. 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. All staff are required to complete flex time during the summer and certified teachers are required to complete 6 hours of GT updates over the summer. Teacher goal setting in collaboration with campus administration is required through TTESS.*

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 at least once a month, CIC meetings are scheduled regularly and grade levels are required to meet once a week. A sign in sheet, agenda and minutes (SAM) is required at all meetings. There is administrative support of the staff.*

Needs: *All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.*