Aledo Independent School District

Early Childhood Academy

2022-2023 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

Demographics Summary

The Early Childhood Academy is located at 408 FM 1187 in Aledo, TX. ECA is a brand new campus in Aledo ISD which is home to the pre-kindergarten program that provides early intervention to qualifying four year old students. It is also home to the early childhood special education program (ECSE) that serves children ages three to five who have been identified with special needs. This blended program also contains AISD employees' children who are four years old on or before September 1. All students are exposed to the pre-kindergarten curriculum and state guidelines. ECA also includes the PALS (Preschool Articulation and Language Services) speech program which provides services for three and four year olds who have been identified with a deficit in articulation and expressive language, as well as, three and four year olds receiving walk-in speech services.

The Early Childhood Academy opened on August 17, 2022 with a total of 122 students. This includes 70 qualifying pre-kindergarten students, 23 ECSE students, and 12 district staff paid-tuition students. The speech program includes 26 PALS students and 4 walk-in speech students. Ethnic representation is: African American 3%, Asian 2%, Hispanic 28%, Two or more races 6% and White 61%. The economically disadvantaged population is 39%. Current population is 43% female and 57% male. The percent of students receiving special education services is 41% and students receiving ESL services is 20%.

The staff at the Early Childhood Academy consists of one campus administrator, seven highly-qualified pre-kindergarten teachers, two speech therapists, one part-time ESL teacher, one part-time diagnostician, one special education instructional facilitator, a full-time nurse and eight support staff. The Early Childhood Academy will become a transformational school where young children learn through interactive experiences that teach the foundation of literacy and numeracy while building students' social-emotional skills.

Demographics Strengths

- Brand new stand-alone campus for pre-kindergarten students
- Blended, inclusive program of general education and special education students
- Highly-qualified pre-kindergarten teachers
- All teachers have completed or are completing Texas Reading Academies

Needs

- Family Engagement/Communication
- Celebrating diversity of our students and families

- Establishing PLC process and strengthening collaborative team to meet the needs of all students
- 100% ESL certified teachers

Student Achievement

Student Achievement Summary

The Early Childhood Academy serves the district's three and four year olds in pre-kindergarten, early childhood special education, and speech programs. Our goal is to create a love for learning in an inclusive environment. We are creating a foundation of emerging literacy and numeracy skills for all future educational success.

Our campus is developing processes and collaborative practices to engage students in exploratory experiences. The ECA staff is planning as a team to create this interactive and engaging environment to improve the school readiness of young children and create a foundation of academic skills. We are also creating an environment where students feel safe and are developing the social-emotional skills needed in order to regulate emotions and become confident and successful in themselves and their reactions.

As a pre-kindergarten campus we are not assessed by the state but every four year old student in our program is assessed using the Circle Progress Monitoring System (CLI) which is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time.

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2021-2022 End of Year CLI Assessment
% Pre-kindergarten Students on Track
Reading   74%
Math   82%

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Student Achievement Strengths

- Community support
- A strong climate and culture with high expectations of student learning
- Teachers meet weekly in collaborative teams to discuss areas of students' strengths and weaknesses and plan accordingly
- Teachers will use data from classroom assessments and CLI to plan for interventions

Needs:

- Teachers planning weekly lessons collaboratively
- High academic and behavior expectations in all classrooms
- Initiating the PLC process and weekly CT meetings on campus

Federal Funds will be used as follows:

- Title I: A $1,420: supplies for homeless students
- Title I:C $2,541: Migrant Shared Service Agreement with Region 11
- Title II Professional Learning for all staff
- Title III $19,880: supplies, tutoring, and professional learning

- Title IV $11,833: activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss

School Culture and Climate

School Culture and Climate Summary

The ECA staff is 100% highly qualified and works together to maintain a positive climate and culture. We have implemented the district Positivity Project which is a character education program that teaches character and relationship building skills. Teachers and staff participate in all district spirit activities and encourage students to participate as well. Teachers are building relationships with each other and their students/families.

We are planning several Family Engagement Events such as Grandparents Day, Parent Information Night, and a Polar Express Night to incorporate families into our school and build those positive partnerships.

ECA strives to create an environment that is inclusive and welcoming to all families. As we are established there are many activities and opportunities that we plan to add for family participation.

School Culture and Climate Strengths

- All staff work together to create a safe learning environment for students
- Staff communicates frequently with parents through classroom communication
- Our Campus Improvement Committee allows for feedback to improve ECA and includes all teachers, one support staff, a business owner, a community member and a parent

Needs

- Continue to improve safety procedures throughout the school
- Culture Celebrations to celebrate our diversity
- Monthly recognition of students for positive character and behavior

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All pre-kindergarten teachers at ECA are considered high-quality teachers by the state of Texas. This high-quality distinction elevates the pre-kindergarten teaching profession by ensuring that teachers have the qualifications needed to effectively support the developmental growth and achievement of our youngest learners. This component focuses on appropriately certified teachers who have an additional qualification that is early-childhood specific. They have also completed or are completing the Texas Reading Academies required by the state to ensure high-quality literacy instruction. Teachers set goals and collaborate with administration which is required through the T-TESS process.

From seven pre-kindergarten classrooms, five teachers and one support staff are returning to Aledo ISD for the 2022-23 school year. Two teachers and seven support staff were hired new to the district. It is the intention of the ECA administration to recruit and retain highly qualified staff. All ECA teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is part of our expectations and through the PLC process staff will be provided the support and encouragement needed to meet the needs of all students.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified
- Professional Learning is provided to develop new ideas that promote student success
- Instructional Specialist and Early Literacy Specialist from a different campus work with principal to provide support to teachers
- Teachers will have opportunities to attend PLC training from First Tree Solution
- Professional staff members set goals and track progress on those goals throughout the school year to ensure growth and success

Needs:

- As a brand new campus, teachers need time to establish professional relationships, procedures, and routines to effectively meet the needs of their students
- 100% of teachers ESL certified (six of seven are now)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

ECA staff believe that collaborative planning, aligned curriculum, and effective instruction are the key to student growth. Teachers want to collaborate to create lesson plans using the curriculum and pre-kindergarten guidelines to plan instruction that prepares students to think critically and develop the foundation needed for kindergarten success.

Curriculum, Instruction, and Assessment Strengths

- Pre-kindergarten instruction easily aligns with the district focus of the workshop model
- Availability of resources including the Three Cheers Curriculum, Thinking Maps binders, and the Fundamental 5 Instructional Strategies
- Instructional Specialist and Early Literacy Specialist from a different campus work with principal to provide support to teachers
- Teachers will have opportunities to attend PLC training from First Tree Solution

Needs:

- Developing Collaborative Teams to provide the best strategies possible for student learning, instruction, and monitoring of progress
- Scope and sequence of pre-kindergarten content to ensure quality instruction
- Specially designed report cards to share student progress with parents

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of lesson plans and classroom observations, evidence suggests that students are not consistently demonstrating essential academic skills and social behaviors due to lack of instructional design aligned to active participation. **Root Cause:** Brand new campus without established collaborative planning, weekly CT meetings, or campus-wide behavior matrix

Parent and Community Engagement

Parent and Community Engagement Summary

ECA knows that family and community support is important for student success. Being a new campus, we strive to plan activities and events on our campus to connect with our families. The volunteer program is being established and parent training sessions are being offered this fall. Our campus is implementing activities and events such as Grandparents/Special Adult Celebration and Start with Hello Week.

Parent and Community Engagement Strengths

- Strong parent support
- Weekly parent newsletter
- Facebook and Twitter pages
- Parent communication with teachers

Needs

- More family nights/events planned
- Volunteer opportunities on campus

School Context and Organization

School Context and Organization Summary

ECA is a pre-kindergarten campus that shares a space with the brand new staff childcare development center for Aledo ISD employees. Aledo ISD, PTO, and community partners have ensured that our campus is supported and has provided the resources necessary to get these new programs established. Classrooms have the materials and resources needed for teachers to provide students with an environment that promotes learning and fun. These classroom resources allow teachers to give students the opportunity to participate in various hands-on and creative learning experiences. The lounge/workroom is currently being set up by community volunteers and additional equipment is being purchased by the district.

The Early Childhood Academy is fully supported by all district administrators, as well as, all departments at the district level. The facility is maintained through the collaboration of campus administration, district maintenance, and custodial staff.

School Context and Organization Strengths

- Community support
- District support
- Flexible staff that is working extremely hard with the challenges of opening a brand new building

Needs:

- Continue looking for ways to create and improve our home-school partnerships
- Establish campus PTO representatives

Technology

Technology Summary

Technology is used on a daily basis to ensure quality instruction for our students. All classrooms have ipads for small groups and Promethean Boards which allow for an interactive component for teachers to use throughout the day. Social media is used to share our story with the community. Assessment program is used to gather data and monitor student progress.

Technology Strengths

- Teachers utilize Remind to communicate with parents
- Weekly newsletter sent to parents by administration
- Social media used to share our story
- Teachers integrate technology into instruction on a daily basis

Needs

- Blackboard set up for our families

Priority Problem Statements

Problem Statement 1: After an analysis of lesson plans and classroom observations, evidence suggests that students are not consistently demonstrating essential academic skills and social behaviors due to lack of instructional design aligned to active participation.

Root Cause 1: Brand new campus without established collaborative planning, weekly CT meetings, or campus-wide behavior matrix

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: The Early Childhood Academy will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.

    Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details			Reviews			
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration			**Dec**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: the Early Childhood Academy will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration District Administration					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement Critical Writing in daily instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration District Administrators					
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: The Early Childhood Academy will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.

   Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details				Reviews			

Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.
   Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.
   Staff Responsible for Monitoring: Campus Administration
District Administration
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			

Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.
   Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.
   Staff Responsible for Monitoring: Campus Administration
District Administration
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, the Early Childhood Academy collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

    Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details				Reviews			
Strategy 1: Collaborative Teams will:				**Formative**			**Summative**
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.				**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Collaborative Team at ECA will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialist Campus Administration District Administration							
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, the Early Childhood Academy collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

    Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*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: The collaborative team at ECA will rate at the Developing level on Indicator #1 by June 2023.				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, the Early Childhood collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #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.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The collaborative team at ECA will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

    Evaluation Data Sources: Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.
    B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.
    Staff Responsible for Monitoring: Executive Director of Human Resources
Campus Administration				

0% No Progress **100%** Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

    Evaluation Data Sources: Expenditure records for the 2019 bond program will document the completion of all projects within the Board approved budget for each project by June 2023.

Strategy 1 Details			Reviews			
Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023. **Staff Responsible for Monitoring:** Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer						
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue		

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

Evaluation Data Sources: Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year. **Staff Responsible for Monitoring:** Director of Communications Campus Administration District Administration	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.	**Dec**	**Feb**	**Apr**	**June**
Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. **Strategy's Expected Result/Impact:** The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 4: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

    Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services				
Strategy 2 Details	**Reviews**			
Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment. **Staff Responsible for Monitoring:** Chief of Police All Campus Officers Campus Administration Campus Staff				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christy Tolbert	Principal
Classroom Teacher	Mandi Dietz	ECSE teacher
Classroom Teacher	Marian Flinchbaugh	classroom teacher
Classroom Teacher	Tricia Pettigrew	classroom teacher
Classroom Teacher	Kristi Leeper	classroom teacher
Classroom Teacher	Nicki Morgan	classroom teacher
Classroom Teacher	Louisa Decker	classroom teacher
Classroom Teacher	Haley Kimberling	classroom teacher
Parent	Monica Espinoza	parent
Business Representative	Janet Coble	business representative
Paraprofessional	Jil Beal	campus support staff
Community Representative	Samantha Booms	community representative