Aledo Independent School District

Stuard Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 45 staff members: 34 teachers, 5 professional support, 2 campus administrators and 5 educational aides.

Our campus is 82.9% White, 10.4% Hispanic, 4.4% Two or more races, 1% African American, .7% Asian, and .8% American Indian. There are 4.1% of students receiving Special Education services and 5.6% of our students are served in the Gifted and Talented Program. The campus is 4.4% Economically Disadvantaged, 9.4% At-Risk, and 1.2% English Learners. Our attendance rate is 97.4%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Demographics Strengths

The student population has been consistent in comparison data for the last three years. The mobility rate is 7.8% which is below the state and district averages. We earned a distinction designation in Top 25 Percent: Science.

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. Our attendance goal for the school year is 97.4% and although we made great improvements, we must continue to help our students reach that goal.

Needs:

Improve attendance rate to 98%

Continue working on closing the performance gaps of subgroups

Increase student writing opportunities across all content areas

Student Achievement

Student Achievement Summary

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 Science, Reading, Math and Writing overall. Our scores have been well above state averages in the 3 Indices on our 2018 Performance Index. Our score for Index 1 is a 94 and the target score is 60. Our score for Index 2 is 77 and the target score is 32. Our score for Index 3 is 100 and the target score is 28. Our overall 2018 Accountability Rating is Met Standard.

Student Achievement Strengths

Strengths

- *Student achievement is consistent in all grade levels (STAAR). Teachers are able to meet the academic needs of the students while pushing them to excel into Meets and Masters scores on STAAR. This is a school-wide effort from Kindergarten to fifth grade, 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.*
- *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 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 continue to communicate the attendance expectations and requirements to our staff, students and community and set up incentives to encourage student attendance.*

Needs

- *Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:*

* Staff development with a focus on serving ELL students - $5,000. Supplemental materials - $5,000 and Tutors for ELL students - $5,000.

- *Title 1 funding will be utilized to provide services to ELL students in the following areas:*

* Tutors - $5,000.

- *In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, and Dyslexia students as follows:*

* Summer School personnel - $20,000.

- *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

School Culture and Climate Summary

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.

School Culture and Climate Strengths

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 a safe physical environment to help strengthen our school culture and climate.*
- *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 continuing to make changes in our school climate to help us achieve our attendance goals.*

Needs

- *Title 2 funding, $5781, will be allocated for staff members to receive training in PLC.*
- *Continue to educate students and parents on bullying definitions and procedures.*

Staff Quality, Recruitment, and Retention

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.

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 T-TESS.

Staff Quality, Recruitment, and Retention Strengths

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, CIC meetings are scheduled regularly and Collaborative Teams 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.*
- *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.*

Needs

- *Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members (PLC Trainings). There is approximately $5781 allocated for Stuard.*

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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 of 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 taken to the Frame and to Critical Writing in grades K – 5, Expository Writing through Thinking Maps and Balanced Literacy are some of the keys to our success.

Curriculum, Instruction, and Assessment 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 Balanced 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'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.

Needs:

Consistent use of Thinking Maps taken to the Frame/taken to writing across all content areas.

Parent and Community Engagement

Parent 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 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.

Parent and Community Engagement 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, Veteran's Day Program, Cowtown 5K, Daddy/Daughter Dance, Grandparent's Day Breakfast and an active PTO. We involve the community through our AISD app, Remind App, Stuard Web page, Stuard Facebook Page, Teacher web pages as well as our PTO newsletter.

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.

Needs:

Continue to communicate with all stake holders and to our community.

School Context and Organization

School Context and Organization Summary

Stuard elementary is one of 5 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 grade level meetings, Response to Intervention (RtI), computer programs such as Lexia, REading A to Z , Imagine 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 through RtI time, reorganization of schedules to include grade level meetings, common planning time, Collaborative Team meetings and training in balanced literacy. District initiatives have also been implemented: Critical Writing, Balanced Literacy, Fundamental 5 and Thinking Maps. There have been additions in technology hardware to the classrooms (teacher iPads, student Chromebooks and Promethean ActivPanels) that have encouraged changes in teacher's presentation of content.

School Context and Organization 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

Technology Summary

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 (chromebooks for grades 3-5). There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology.

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.

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 needed to ensure that we are meeting the needs of our students and staff.

Priority Problem Statements

Problem Statement 1: Problem Statement 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

Root Cause 1: Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Stuard Elementary will implement district identified best instructional practices that include; consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps and utilize the frame of reference with fidelity. Data from daily walks will show consistent patterns of evidence, 85% of the time, by June 2020.				
2) Teachers will provide for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 85% of the time, by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Stuard Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time by, June 2020

    Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) Teachers will implement Critical Writing in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, Stuard Elementary will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

    Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: *identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, Stuard Elementary will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
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	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, Stuard Elementary will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: *have established a SMART goal and assess progress toward reaching the goal	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	86% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Ron Shelton	Principal
Administrator	David Sweeney	Assistant Principal
Classroom Teacher	Corrina Flatten	3rd Grade Teacher
Non-classroom Professional	Angela Adair	Counselor
Classroom Teacher	Callie Caldwell	4th Grade Teacher
Classroom Teacher	Emily Mooney	2nd Grade Teacher
Classroom Teacher	Jamie Littleton	Kindergarten Teacher
Classroom Teacher	Jayne Wood	Specials Teacher
Classroom Teacher	Kim Martin	1st Grade Teacher
Business Representative	Sarah Wallace	Business Rep
Classroom Teacher	Brittany Crimmings	5th Grade Teacher
Parent	Brooke Griffith	Parent Rep
Business Representative	Sarah Gallaher	Business Rep
Parent	Kristen Hoff	Parent Rep
Community Representative	Jared Gabbert	Community Rep
Community Representative	Sarah Nurse	Community Rep