

Willard Ross Stuard

Elementary School

STUARD



BEARCATS

Campus Improvement Plan

2017-2018

Campus Improvement Committee (CIC) Members

David Sweeney – 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

Christen Gullatt

Business Representatives

Sarah Wallace

Community Representatives

Lyndsey Finegan

Stuard Elementary School
Comprehensive Needs Assessment
2017-18 School Year

Demographics

Narrative: *Stuard Elementary is a campus serving K through 5th grades. We served K – 4th grades during the 2016-17 school year. There are 43 staff members: 33 teachers, 3 professional support, 2 campus administrators and 5 educational aides.*

Our campus is 87.9% White, 6.8% Hispanic, 0.5% African American, 1.1% American Indian and 0.5% Asian and 3.2% Two or More Races. There are 6.1% of our students receiving Special Education services and 4.6% of our students are served in the Gifted and Talented program. The attendance rate is 97.5%. 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 is 5.8%. We improved our attendance rate from Quartile 3 to Quartile 1 in our Accountability Summary during the 16-17 school year.*

Needs: *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 98% and although we made great improvements, we must continue to help our students reach that goal.*

School Context & Organization

Narrative: *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 Literacy teacher, Response to Intervention (RtI), computer programs such as I Station, Reflex Math, MAP, 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 through 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, student Chromebooks 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 gaining 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 the Level III Masters Grade Level score on STAAR. This is a school-wide effort from Kindergarten to fifth 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 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 continue to 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 – 5, 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 continuing to make changes in 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 fully certified by ESSA 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% fully certified. 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.

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 ESSA categories for other Title funds (II and III).

2017-18 Stuard Elementary Campus Strategic Plan

District Priority #1: Learning

Stuard Elementary shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|--|---|---|---|--|--|---------------------|
| 1.1 Stuard Elementary curriculum will have appropriate rigor to maximize student success. | Campus Administration Campus Staff, AISD and Stuard Curriculum Specialists | Eduphoria, Think Through Math (TTM), Reflex Math iStation, Scope & Sequence, Thinking Maps, Fundamental Five, Data Meetings | 2017-18 school year, changes made as data becomes available | STAAR Results, Data Notebooks, TAPR, Lesson plans, Federal Report Card | Comparison of BOY, MOY and EOY reports and objectives annually by targeted student groups | PL CNA A C |
| 1.2 Stuard Elementary will provide a variety of opportunities such as Art, UIL, TOT team and Student Council to meet student needs to help prepare them to be successful. | Campus Administration and Staff, Counselor | HQ Campus Staff, Campus Administration | Annual comparison of course and program offerings | Master schedule TAPR Report, After school offerings | Campus Parent Surveys Master Schedule | HQ C |
| 1.3 Stuard Elementary will identify and implement a variety of effective instructional strategies which will include the integration of existing technology by staff and students. | Campus Administration, HQ Campus Staff Computer lab Teaching Assistant, Instructional Technology Specialist | Instructional Technology Specialist, All teaching staff, Bearcat INC representative, Principal | August 2017- June 2018 | Rtl, Campus documentation, Progress Monitoring Data for Individual Students, Lesson plans, Professional Learning | Sign in sheets & agendas, Clarity Brightbytes, Staff Development sign in sheets, Staff Survey, Parent Survey | PL C |
| 1.4 Stuard Elementary will provide a variety of extracurricular activities for enrichment such as LEAD team, Runner's Club, UIL Meet, Spelling Bee, etc. with a high level of student participation. | Campus Administration, Campus staff | UIL coaches LEAD sponsors, Runner's Club Sponsor | August 2017- June 2018 | Enrollment numbers in activities (runner's club, Cowtown 5K) Rosters from programs | Increased attendance, academic achievements. UIL Recognition at district level | PI C R/R |

| | | | | | | |
|--|---|--|-------------------------|---|---|---------------|
| 1.5 Stuard Elementary will provide support programs to meet the diverse needs of all learners and identified targeted student groups. | Campus/District Administration, Campus staff | GT Specialists, SE staff, ESL staff 504, Rtl Team | August 2017 – June 2018 | GT Differentiation documentation forms, Rtl Campus documentation, Progress Monitoring Data for Individual Students, Class Rosters | TAPR, Special Ed, 504, GT annual reports, TELPAS reports, Rtl documentation | C PI HQ |
| 1.6 Stuard Elementary will increase the rate of student attendance from 97.5% to 98% through communication of expectation to parents and student incentives by class, by grade level and by individual students. | Campus/District Administration, Campus staff | Campus Improvement Plan, Student incentives, Parent Link | August 2017– June 2018 | PEIMS Data, Attendance incentives awarded | Comparison of yearly attendance rate, PEIMS end of year report | CNA PI |
| 1.7 Stuard Elementary will review STAAR Alt 2 Participation Guidelines to ensure eligibility criteria is established prior to STAAR Alt 2 testing | Campus/District Administration, Campus Staff, Diagnostician | Campus Improvement Plan, ARD documentation/minutes | August 2017- July 2018 | STAAR Alt 2 Participation, ARD documentation | STAAR Alt 2 results | RS PI A |

Title I School wide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #2: Safety –

Stuard Elementary shall maintain a safe and orderly environment.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|--|--|--|-----------------------------|--|--|---------------------|
| 2.1 Stuard Elementary will evaluate and update all emergency communication systems to ensure that all employees and students are prepared in an emergency situation. | AISD Police, Campus Administration, Technology, Maintenance/Operations, AISD Safety Coordinator | AISD Police Local funds Edwards Risk Management AISD Safety Coordinator | June 2017– July 2018 | Written plans for each campus, Eduphoria | Appropriate response if emergency occurs, Eduphoria documentation | CNA |
| 2.2 Stuard Elementary will establish procedures for students and staff to report and respond to safety needs and concerns. | AISD Police, Campus Administration, Campus staff AISD Safety Coordinator | SHAC Edwards Risk Management, Campus website AISD Safety Coordinator | June 2017 – July 2018 | Campus website, Student/teacher handbooks | Teacher and Parent Survey Results, documentation of use of online reporting, agenda and sign in sheets | CNA |
| 2.3 Stuard Elementary will ensure compliance with governmental safety regulations. | AISD Police/Maintenance, Campus Administration AISD Safety Coordinator | AISD Police/Maintenance Edwards Risk Management AISD Safety Coordinator | August 2017 – July 2018 | Written documentation demonstrating compliance | All buildings and procedures will meet regulations | CNA |
| 2.4 Stuard Elementary will conduct a review and revision of the Student Code of Conduct including discipline data for trends each year. | Campus Administration, Campus Imp. Com. (CIC) Campus Staff | TASB Legal Services PEIMS data | March 2017 – August 2018 | Discipline data for each campus/district in PEIMS, CIC Agenda | Decreased discipline issues | CNA PI |
| 2.5 Stuard Elementary will provide safety programs and Professional Learning to ensure a safe environment for students, staff, substitutes, volunteers and visitors. | Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition, Counselor | SHAC Title II- \$6156 Local funds AISD Police Edwards Risk Management AISD Safety Coordinator | August 2017- June 2018 | District/Campus Calendar of Events, Campus drill documentation | Lesson Plans for Red Ribbon & National Digital Citizenship Week | CNA PL PI |

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #3: Parents/Community –

Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of Stuard Elementary.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|--|---|---|---------------------------|--|--|---------------------|
| 3.1 Stuard Elementary will utilize various communication opportunities for our community such as Facebook, Remind app, AISD web page, local newspapers, Parent Link, AISD app. Twitter and our marquee | Campus Administration Technology Webmaster Communications Officer | IT Department District Website State and Local funds Social Media Sites | Aug 2017 – July 2018 | Training dates, Documentation of communication methodology, Web status | Increased utilization of a variety of communication methods, Parent feedback Parent survey | PI PL |
| 3.2 Stuard Elementary will provide various programs for parent and community volunteer involvement such as grade level plays, field day, Teacher Appreciation Day, Watch D.O.G.S., Student Council, Movies with Mom, Daddy Daughter Dance and Grandparents Day | Campus Administration, Campus Staff | DWEIC SHAC State & local funds Watch Dogs PTO | Monthly 2017 – 2018 | Sign in sheets, Campus calendars of events | Increased parental involvement at the campus and district level Community feedback Parent survey | PI |
| 3.3 Stuard Elementary will provide communication opportunities and continue to work with the members of the community to gain support for the mission and goals of the campus. | District/Campus Administration | Student Council Community Business Partners Educational Foundation Local funds | Aug 2017– July 2018 | Documentation of attendance at meetings, Calendar of events, District App, Attendance AISD meetings and events | Attendance at public meetings Sign-in sheet News releases District App Data Parent survey | PI |
| 3.4 Stuard Elementary will build positive relationships with parent and school organizations by supporting PTO monthly meetings, PTO newsletters and AdvoCats. | Campus Administration, Campus Staff | PTO SHAC, DWEIC Local funds | Aug 2017– July 2018 | Parent surveys | Increased results for parent survey | PI |

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #4 Human Resources –

Stuard Elementary shall recruit, hire, train and retain a highly qualified staff.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|--|---|---------------------------|---|--|---------------------|
| 4.1 Stuard Elementary will maintain 100% fully certified and highly qualified staff throughout the campus. | Campus Administration | Local funds Federal funds Title II - \$6156 | August 2017- June 2018 | HQ Campus Reports, TAPR Report | HQ District/Campus reports, Personnel records | HQ CNA R/R |
| 4.2 Stuard Elementary will support a consistent structure of Professional Learning for all employees which includes a new teacher mentor program. | Campus Administration, Mentor Teachers | Local funds Federal funds Title II \$6156 | August 2017-June 2018 | Calendar of Events, Sign in sheets, Staff Development Agendas Flex hours documentation | New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys | CNA PL R/R |
| 4.3 Stuard Elementary will continue to develop future leaders through professional learning communities at the campus level. | District/Campus Administration | Title II-\$6156 IDEA funding Local funds | August 2017- June 2018 | Professional Learning Calendar, sign in sheets, Agendas, TTESS Goal Setting | Online Staff Development, Evaluations | PL R/R |

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #5 Financial/Facilities – Stuard Elementary shall exhibit excellence in financial and facility planning, management, and stewardship.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---------------------------------------|---|---------------------------|--|--|---------------------|
| 5.1 Stuard Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances. | Campus Administration | Campus Administration Campus Staff Local Funds Title II - \$6156 | Aug 2017– July 2018 | Annual audits FAST/FIRST data | Campus funds balance | CNA C |
| 5.2 Stuard Elementary will identify and pursue new revenue opportunities to support academic needs of the campus. | Campus Administration Campus Staff | Educational Foundation | Aug 2017 – July 2018 | Documentation of explored and approved revenue opportunities | Additional revenue opportunities will be available | PI C |

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #6 Continuous Improvement – Stuard Elementary shall monitor and revise systems and processes to evaluate organizational effectiveness and stakeholder satisfaction.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|--|--------------------------------|---|---------------------------|---|--|---------------------|
| 6.1 Stuard Elementary will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology) | District/Campus Administrators | UIL Coaches/Sponsors Parent surveys, Staff surveys | Aug 2017 – July 2018 | Annual Evaluation (i.e., survey meetings with stakeholders) Campus Improvement Plans | Improvement in areas of concern as identified in evaluation process, Parent and Teacher Surveys | CNA PL C |
| 6.2 Stuard Elementary will utilize technology to improve and automate internal systems. | District/Campus Administrators | IT Department Program Directors | Aug 2017 – July 2018 | School Website, Social Media Sites AESOP Eduphoria Parent Portal | Increase in Automated internal systems Increase ease of access to real time information, Parent and Teacher Surveys | CNA PL |

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PL = Professional Learning, R/R = Recruitment and Retention,

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan,

STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System