Aledo Independent School District

Walsh Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Ensuring High Levels of Learning for All Students

Show Greatness

Share Greatness

Grow Greatness

Vision

Aledo ISD Vision Statement:

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our 6th year as a community school, educating all students in our zoned area. Our current population at Walsh is 537 students with 48% female and 52% male.

The current breakdown of student ethnicity is as follows: African American 3%, Asian 3%, Two or more races 6%, Caucasian 73%, and 15% Hispanic. Our economically disadvantaged population is reported at 11%, resulting in the identification of Walsh Elementary as a Title 1 campus. The percentage of students receiving special education services is 13%, our students receiving 504 services is at 5%, and our students receiving ESL services is 2% of our overall student population. Additionally, we have 10% of our students currently receiving Gifted and Talented (GT) services. Walsh is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist, one part-time literacy specialist, one part-time interventionist, one full-time librarian, 28 full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, 4 full-time special education instructors, and 5 instructional aides.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development, and create rigorous and meaningful work. Our facility has a variety of collaborative areas, visible thinking walls, technology access with 1 to 1 device support, an art classroom, and science labs to meet the needs of all our students.

Walsh gathered data from a variety of sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

Demographics Strengths

- Walsh is currently comprised of a faculty that is 100% highly qualified.

- 80% of our current staff are ESL certified with a strategic plan for 100% to be certified by the end of the 2022-23 school year.

- Walsh faculty continues to focus on building the professional learning community of the campus and district to support student learning.

- Walsh culture and climate is rooted in collaboration, transparency for the purpose of growth, communication, and professionalism.

- Walsh staff and students have strategically developed "Welcome to Walsh" processes to ensure families and students who arrive, either new to the community or mid-year, to feel connected to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff and community have reported an increased desire to feel connected to the campus and community. **Root Cause:** Due to fast growth and neighborhood development, restrictions associated with the pandemic, and re-zoning due to the opening of a new campus, Walsh Elementary stakeholders have struggled to connect

with the campus as previously expected.

Student Achievement

Student Achievement Summary

Walsh Elementary believes that achievement, growth, and success for all students is the main priority.

As reported through the Texas Education Agency, Walsh Elementary earned an overall student achievement score of an A on the accountability rating summary resulting from our end of year STAAR data. Performance in the 2021-22 school year resulted in distinction designations in the areas of Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Students have the regular opportunity to collaborate, think critically, exhibit creativity and demonstrate communication skills through meaningful work which connects to real-world application. Growth for students is monitored through purposeful instruction,as well as, specific and targeted intervention and extension opportunities based on individual student needs. During WIN (What I Need) time, teachers and staff collaborate to provide targeted instruction to both strengthen and extend skills. Students may work with a variety of staff during WIN time in order to match student need with targeted instructional groups, while also building the community of learners across grade levels, content areas, and learning styles. Our Response to Intervention process allows for the identification and targeted intervention of students for whom Tier I and Tier II instruction is insufficient. While the RTI processes are in place, the campus continues to work in conjunction with the district to refine and strengthen this process to ensure its effectiveness for student outcomes.

Our data below demonstrates a continued need to ensure rigorous instructional practices coupled with an embedded, transdisciplinary approach to literacy instruction. In addition to the focus on the district problem of practice, we will continue to focus on both student growth and achievement through collaborative planning and research-based instructional practices. While within close range of the district, we have opportunities for improvement, particularly in the area of literacy across all grade levels.

Student Achievement Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, is used to measure individual and collective progress with meaningful learning experiences are planned for during this time.

- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement.

- Assessment data, both formative and summative, is used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum, and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when desparities are noticed across classes.

- Instructional supports are in place that are designed to help supplement and/or extend learning; including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, and digital curriculum-based programs.

- Instructional resources and models such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group are used to enhance achievement.

- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning. Additions such as digital choice boards, individualized playlists, hyperdocs, and must-do/may-do options are developed with embedded accountability tools by classrooms and non-classroom staff for all learners.

- Teachers facilitate regular goal-setting conferences across all grade levels, with a 3-5 focus on student-led goal setting processes.

- Writing across content areas, through the initiation of Thinking Maps framework, occurs in grades K-5.

- ESSER Funds will be utilized to support targeted student tutorials
- Specific student intervention and extension time (WIN - What I Need) in the master schedule allows for campuswide addressing of student needs.
- Title 1 funds are used, in part, for an Instructional Specialist position on campus - $30, 070 is the campus portion applied.
- Title 2 funds will be used to provide additional professional learning for Walsh staff. The total amount of allocated Title 2 funds is $6585.
- Title 3 funds will be used to provide continual support for English learners in the following ways: $19,880 - supplies and tutoring (district wide)
- Title 4 funds of $11,833 is available for district training.

Needs:

- Increase of student-led goal-setting and regular data discussion and reflection that include all students to support the goal setting processes already actively in place.
- Increase the understanding of critical writing at high levels across content areas and grade levels.
- Increased focus on literacy based professional learning and implementation of instructional strategies, grades K-5, both Tier 1/Whole group, and small group instruction.
- Focus on differentiated lesson planning and delivery of meaningful work tasks that support the learning styles of all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating critical writing, of high quality, across content areas. **Root Cause:** Multiple changes and additions in staff, coupled with content-specific professional learning constraints, have left a deficit in the overall understanding and implementation associated with high quality literacy instruction.

School Culture and Climate

School Culture and Climate Summary

As a campus with great growth and change occuring since its opening, Walsh has worked towards developing strong relationships among staff, students, and families as the foundation. With changing administration, as well as fluxuations in staff and student numbers, it has been a challenge to build a cohesive and solid culture in which all feel informed and involved. To build upon this identified challenge, the adoption of Capturing Kids' Hearts (CKH) and strategic student leadership opportunities have been a continued process. Through the adoption of CKH strategies and P2 curriculum, teachers are able to "create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior."

Walsh has developed a student recognition process to ensure student are recognized with a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Broadcast Club, Student Council, Welcome to Walsh, Student Ambassadors and a Community Helpers Club.

- The Walsh staff is 100% highly qualified and have developed essential agreements and commitments to maintaining a positive culture of high expectations.

- Walsh has determined Instructional Team Leads and established a Guiding Coalition to provide feedback regarding the campus direction, needs and challenges, and to serve as guides in the decision making allowing for a variety of perspectives.

- Campus surveys and parent input is sought out for a variety of topics, focus areas, and initiatives as it pertains to the campus functioning at high levels. Time for reflection is provided, trends are analyzed, and adjustments are made as needed.

For staff:

All staff are required to complete the annual child abuse training: Identification and Intervention training course in order to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Parents are also invited to participate and become members of various campus and district committees such as: SHAC, Campus Improvement Team, and District Improvement

Teams, to name a few. Our goal at Walsh is to partner with our community and our families, in support of the growth of our students.

School Culture and Climate Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students.

- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input.

- Capturing Kids Hearts components have been embedded in the campus expectations, in conjunction with P2, for building relationships and management components.

- Our campus improvement process, and Instructional Team Leads, and Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.

- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture

- All newly hired teachers are in need of the initial PLC and Capturing Kids Hearts training - Title 4 funds

- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in operating at high levels within the PLC rubrics resulting in high levels of learning for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently Walsh Elementary has 35 teaching staff members, all of which are highly qualified, and 5 paraprofessional teaching staff. This is also coupled with those staff who do not serve in homeroom classrooms but function in support of all students. This includes, but is not limited to, all office staff, the campus librarian, dyslexia, ESL and GT teachers which are shared among campuses and campus level specialists. Of our 32 professional staff, 8 are new to Aledo ISD, 1 of which is new to the teaching profession as a first year teacher.

We are currently a Title 1 campus and also receive Title 2 allotments. In addition, the district receives Title 3 and Title 4 funds which are used to support other professional development such as Capturing Kid's Hearts, Professional Learning Community with Solution Tree, and vetted professional learning opportunities to support subject-specific learning.

Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the District mission and vision.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators and special education staff. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, Special Education training, and Technology training are provided by district personnel in alignment with state and local mandates. Trainings are also made available in these areas through the district portal and through virtual webinars housed within the Special Education handbook.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunitiy to participate in new teacher training and are partnered with a teaching mentor through out the course of a full school year. This involves district and teacher determined professional learning topics and opportunities to visit other campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations, and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified.

- Professional learning is provided via campus and district initiatives to support student success.

- Teacher of the month is nominated, voted on, and recognized by peers.

- Instructional Specialists, Literacy Specialists, and Interventionist provide support and coaching opportunities to teachers regularly.

- New teacher candidates are interviewed by a teacher committee, rubric normed and scored, and present a model lesson to the committee as part of the interview process.

- New to the district staff will attend the PLC conference held in November of 2022, prior to the school year starting, to ensure alignment of district and campus expectations.

- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.

- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular

planning time with their teams.

- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.

- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate of trust, respect and high expectations developed over time working with one another

- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

- Additional professional learning aligned with literacy expectations, K-5

- Additional accountability systems and specific feedback for instructional implementations

- Connections across campuses to learn from others in the same grade level/content areas to broaden Walsh's professional learning community

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a result of consistent data trends, the following areas were identified as our district focus areas for the 2022-2023 school year:

- Ensuring a years worth of academic progress for all students - Walsh has a particular focus in k-2 literacy due to data supported needs
- Increasing instructional planning and implementation in critical writing across all content areas

The above areas are both in alignment with the district improvement plan and also connect to the campus problem of practice.

Problem of Practice: After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the consistent implementation of a structured and engaging learner environment.

Theory of Action:

- Campus wide behavioral matrix and expectations - Student informed | Guiding coalition led

- Workshop model for K-5

- Strategic Professional learning for staff - K-2 Literacy Cohort | 3-5 Rigor and Engagement Cohort

- Community and Campus Connection Opportunities - Community connection committee and PTO partnership

Curriculum, Instruction, and Assessment Strengths

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and work to implement them with fidelity
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond, and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Professionals at Walsh have incorporated Blended Learning Practices into multiple instructional models that maintain high levels of learning in the learning environment
- Staff support one another in determining the most successful, district vetted resources to support their students' instructional needs

Needs:

- Ongoing professional development focused on Tier 1 literacy-based instructional practices and strategies associated with tasks high in rigor and engagement for all students
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research-based intervention system for struggling learners and consistent enrichment opportunities for students meeting or above mastery
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN

- Strategic refinements to the campus RTI process in identifying and monitoring the progress of identified students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the implementation of a structured and engaging learner environment. **Root Cause:** A lack of direct instruction encompassing clear expectations for academic and pro-social behaviors, across all campus settings.

Parent and Community Engagement

Parent and Community Engagement Summary

Walsh Elementary is surrounded by parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success. The campus is working to maintain and build upon these connections which have been previously limited due to a variety of factors. Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, blackboard updates and notifications that are Walsh specific, the Walsh Elementary social media pages and the PTO communication forums.

Parent and Community Engagement Strengths

- Active PTO working to widen the scope of involvement
- StuCo - over 85 student members
- Parent Representatives on SHAC, AGC, DWEIC, and Campus Improvement Committee
- Meet the Teacher
- KinderKamp
- Curriculum Experience Night
- Fall Festival
- Grandparents and Grownups Event
- Spring Family Celebration
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Fieldtrips with high levels of parental support
- Welcome to Walsh / Student Ambassadors

NEEDS:

- A wide variety of opportunities for parent involvement and the leading of committees for multiple campus events

School Context and Organization

School Context and Organization Summary

Walsh will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

School Context and Organization Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Needs:

- Implementation of School-Wide Expectations and Positive Behavior System - this has systematically been implemented during August of 2022 and is continuing to be reinforced throughout the school year but will continue to be refined and adjusted as feedback and data determine.

Technology

Technology Summary

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. The district has worked to support the campus in developing 1 to 1 technology supports. Throughout the building, technology is available for teacher and student use, including interactive boards for all to use in shared locations. Our staff is trained in Blended Learning and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology professional learning and support is provided in an on-going process.

A cohort of teachers, initiated in 2020-21 school year, continues to focus on extension opportunities and the building of blended learning pathways for students to enhance both engagement and 21st century readiness.

The librarian/media specialist works to present students with tech based applications which are coupled with literacy needs and interest.

Our GT teacher works to support students inside and outside of their GT pull-out settings by introducing new tech-based opportunities that are easily translated in to the classroom setting.

Technology Strengths

Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)

- Professional learning provided regularly including teacher tech tips

- Teachers integrate technology into instruction on a daily basis

Needs:

- Increased professional learning for teachers to support in developing meaningful work opportunities for students with embedded technology applications.
- Replacement of technology that has become worn and non-functional

Priority Problem Statements

Problem Statement 1: After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the implementation of a structured and engaging learner environment.

Root Cause 1: A lack of direct instruction encompassing clear expectations for academic and pro-social behaviors, across all campus settings.

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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1.How we teach - Delivery of Instruction

Performance Objective 1: Walsh Elementary 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: Daily Impact Walks
Observations

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 district wide 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: Goal 1.How we teach - Delivery of Instruction

Performance Objective 2: Walsh Elementary 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
Observations

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 **Staff Responsible for Monitoring:** Campus Administration District Administration	**Dec**	**Feb**	**Apr**	**June**
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 utilize critical writing in daily instruction 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: Goal 1.How we teach - Delivery of Instruction

Performance Objective 3: Walsh Elementary 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
Observations

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.	Dec	Feb	Apr	June

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

Goal 2: Professional Learning Communities

Performance Objective 1: By June 2023, 86% of the Walsh collaborative teams campus-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Sources: PLC reflection rubrics - per 9 week rating

Strategy 1 Details			Reviews		
Strategy 1: Collaborative Teams Will:		**Formative**			**Summative**
Indicator #1		**Dec**	**Feb**	**Apr**	**June**
*Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning. **Strategy's Expected Result/Impact:** 86% of Collaborative Teams at Walsh 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 Communities

Performance Objective 2: By June 2023, 100% of the Walsh collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

**Evaluation Data Sources:** PLC reflection rubrics - per 9 week rating

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
	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:** 85% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2022. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialist Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Communities

Performance Objective 3: By June 2023, 86% of the Walsh collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Sources: PLC reflection rubrics - per 9 week rating

Strategy 1 Details			Reviews		

Strategy 1: Collaborative Teams:
 	
Indicator #1
*Have established an annual SMART goal to 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.
 	
  Strategy's Expected Result/Impact: 86% of Walsh Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2022.
 	
  Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialist
Campus Administration
District Administration
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
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: Walsh Elementary 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.	**Formative**			**Summative**
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.	**Dec**	**Feb**	**Apr**	**June**
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.				
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 Walsh Elementary.				
Staff Responsible for Monitoring: 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: 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: Walsh Elementary will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Walsh Elementary 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:** Campus Administration					

Strategy 2 Details		Reviews			
Strategy 2: Walsh Elementary will offer and promote monthly parent awareness and training opportunities.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will attend these events and use parental feedback to determine future events during the 2022-2023 school year. **Staff Responsible for Monitoring:** Campus Administration					

Strategy 3 Details		Reviews			
Strategy 3: Walsh Elementary will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate. 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.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
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:** 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 3: 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.

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 Service Campus Administration				

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:** Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services				

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

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Campus Improvement Committee is composed on teachers, staff, parents, community members, and central administration. When meetings, the areas of the comprehensive needs assessment are reviewed, updates are explained and clarified, opportunities for feedback are provided and updates are made. The following meetings have occured to support the development of the CNA for the 2022-23 school year.

Guiding Coalition Meeting - 7/26/2022

Guiding Coalition Meeting - 8/27/2022

Campus Improvement Committee - 9/26/2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Walsh Campus Improvement Committee includes teachers, administrators, staff, parents, community members and business members.

2.2: Regular monitoring and revision

The Campus Improvement Committee and Guidig Coalition will be meetng throughout the school year to both monitor and report progress.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be housed on the campus website for public view for all stakeholders.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area.

2.6: Address needs of all students, particularly at-risk

- Our district interventionist works with Tier 3 students to ensure growth and achievement

- ESSER funds will fund tutors to address the needs of at-risk students

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagment Policy is available to all families in the Student Handbook, housed on the campus webpage.

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting - September 8, 2022

- Title 1 Meeting - September 20, 2022

- Campus Improvement Committee - September 26, 2022

5. Targeted Assistance Schools Only

Campus Improvement Team

Committee Role	Name	Position
Administrator	Heather Street	Principal
Administrator	Ashlee Hammond	Assistant Principal
Non-classroom Professional	Megan Settle	Counselor
Non-classroom Professional	Terry Snow	Instructional Specialist
Non-classroom Professional	Elizabeth Wolford	Early Literacy Specialist
Classroom Teacher	Sarah Percival	Teacher
Classroom Teacher	Rachel Burnett	Teacher
Classroom Teacher	Sarah Tarvin	Teacher
Classroom Teacher	Stacy Beville	Teacher
Classroom Teacher	Lauren Smith	Teacher
Classroom Teacher	Emily Kelley	Teacher
District-level Professional	Fred Collie	Police Chief/ District-Level Professional
Paraprofessional	Amanda Wurster	Paraprofessional
Business Representative	Brooke Howerton	Business Representative
Community Representative	Haley Robbins	Community Member
Community Representative	Todd Buckingham	Community Member
Parent	Sara Lopez	Parent/PTO President
Parent	Jessica Chambers	Parent
Parent	Jodi Outland	Parent