Conroe Independent School District

Stewart Elementary

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In 2023, Stewart Elementary received a preliminary overall Accountability Rating of an "A."

Below are the achievement levels for all students combined by subject area:

Math

97% Approaches

86% Meets

54% Masters

Reading

96% Approaches

82% Meets

56% Masters

Science

87% Approaches

67% Meets

43% Masters

Stewart Student Achievement Data - 2022 and 2023 Comparison

Third Grade STAAR	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
Reading	89%	97%	74%	83%	55%	52%
Math	92%	96%	81%	81%	52%	50%

Fourth Grade STAAR	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
Reading	91%	96%	66%	86%	42%	60%
Math	90%	95%	74%	85%	52%	58%

Fifth Grade STAAR	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Maters
Reading	93%	95%	51%	71%	56%	53%
Math	95%	97%	65%	77%	41%	45%
Science	90%	87%	79%	68%	43%	43%

Sixth Grade STAAR	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
Reading	89%	94%	51%	86%	37%	61%
Math	90%	99%	79%	93%	43%	68%

Monitored Groups	2022 Approaches	2022 Meets	2022 Masters			
Hispanic	90%	67%	41%			
English Learners	80%	47%	24%			
Special Education	61%	32%	8%			

Student Achievement Strengths

86% of all students scored at the Meets level for Math in 2023.

75% of all students scored at the Meets level for Math in 2022.

This is an 11% increase.

82% of all students scored at the Meets level for Reading in 2023.

61% of all students scored at the Meets level for Reading in 2022.

This is a 21% increase.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students scoring at Meets grade level on the fifth grade STAAR Science Assessment decreased by 11%. The percentage of students scoring at Masters level on the fifth grade STAAR Science Assessment remained the same at 43%. **Root Cause:** Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development, is needed in all classrooms from kindergarten through sixth grade.

Problem Statement 2 (Prioritized): An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps. **Root Cause:** Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.

Problem Statement 3 (Prioritized): STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause:** There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 4 (Prioritized): Almost 20% of students in third through fifth grade received a zero or two points on the extended constructed response on the 2023 STAAR assessment. **Root Cause:** Teachers need additional professional learning regarding the expectations for mastery and how to improve instruction to help students draft a composition that will earn higher scores.

Problem Statement 5 (Prioritized): While Stewart Elementary is anticipated to receive an A rating on STAAR for achievement, our rating for student growth is anticipated to drop from an A to a B. **Root Cause:** Teachers need additional professional training to better understand how students will be expected to respond on the STAAR assessment. This includes the use of technology and student's exposure to various item types.

Culture and Climate

Culture and Climate Summary

Culture and Climate Summary

Stewart Elementary previously started the process to become a High-Reliability School. We have met the requirements required for Level 1 (Safe and Collaborative Culture) and are currently working to achieve the requirements for Level 2 (Ensuring Effective Teaching in Every Classroom).

The following indicators indicated positive results. The faculty and staff perceive the school environment as safe and orderly. Teacher teams regularly interact to address common issues regarding curriculum and achievement of all students. Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. The fiscal operational, and technological resources of the school are managed in a way that directly supports teachers. At the end of the 2020/21 school year, the campus conducted another survey to determine the perceptions of teachers regarding instructional strategies in each classroom.

The results of the survey showed the following positive results. The school leader communicates a clear vision as to how instruction should be addressed in the school. Predominant instructional practices throughout the school are known and monitored. Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

The Stewart motto is One Team, One Goal, We are Stewart Elementary. The Core Team at Stewart has developed our Mission, Vision, Motto and Collective Commitments. The campus conducted a survey late in 2018 and again in 2021 to determine the perceptions of parents, students and staff regarding a safe and collaborative culture and school environment.

Positive Behavior Interventions and Supports (PBIS), which empowers students to build positive relationships and become their best selves, was implemented in 2016 and has had positive results. The members of the PBIS Committee have worked hard to continuously evaluate the processes. Each committee member collaborates with their team to develop and present strengths and weaknesses in processes and make plans for continuous improvement.

Our character acronym is PRIDE, and stands for Purpose, Respect, Integrity, Determination and Excellence. Students receive recognition for showing Stewart PRIDE and personal achievement each month. We also utilize the Positivity Project, which is a program used to empower our students to build positive relationships and become their best selves. This program provides daily lessons for teachers to utilize each morning. The lessons also align with our PRIDE character program.

Culture and Climate Strengths

As a part of our Multi-Tiered System of Supports (MTSS), Stewart Pre-K-6 has established problem solving teams to cover several areas that monitor the functions of our campus.

The Core team at Stewart Elementary was established in 2017 and consists of a member from each grade level and department, members of administration, librarian and campus instructional coaches. The team evaluates the academic progress of students and makes decisions regarding instruction that directly impact students academic performance.

Team Leader team at Stewart was established when the school opened to make decisions regarding the interworkings of the school. The members are the communication liaisons for their team, community and the faculty.

The Positive Behavior Interventions and Supports (PBIS) team was established in 2016 and consists of one teacher from each grade level and department, members from administration, librarian and instructional coaches. This committee continuously evaluates campus procedures to determine proactive approaches to improve school safety and promote positive behavior. The focus of the PBIS committee is to implement practices that promote prevention, not punishment.The team evaluates positive behavioral intervention and supports throughout the grade levels.

Math and Reading Academic teams were established in 2020 to ensure that CISD Tier 1 Best Practices are implemented daily with fidelity. The Science Academic team was added in 2021.

The RtI committee consists of teachers, administrators, coaches, diagnostician, dyslexia teacher and speech teacher. This team has been in place since the school opened. The team members monitor the progress of students in Tier 2 and Tier 3 interventions and support programs.

The Positivity Project, which is a program used to empower our students to build positive relationships and become their best selves, began in 2019. The feedback from teachers has been overwhelmingly positive. Students have responded well to the program and we have begun to see changes in disciplinary actions over the past five years. Our character acronym , PRIDE, Respect, Integrity, Determination and Excellence. PRIDE expectations align with the Positivity Project. Students receive recognition for showing Stewart PRIDE and personal achievement each month.

Our campus continues to work to achieve a high-reliability school status. We have completed analyzing the leading indicators for Level 1 and are working on Level 2. The strengths from our Level 2 survey shows: The faculty and staff perceive the school environment as safe and orderly. Teacher teams regularly interact to address common issues regarding curriculum and achievement of all students. The school leader communicates a clear vision as to how instruction should be addressed in the school. Predominant instructional practices throughout the school are known and monitored. Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): According to the results from the Level 2 High Reliability Schools survey, teachers indicated that they do not have enough clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. **Root Cause:** Although members of the administrative staff conduct walkthroughs and formal observations, the feedback to teachers should be timely and specific. Teachers need timely feedback in order to allow themselves an opportunity to reflect on their instruction and grow as educators.

Problem Statement 2 (Prioritized): The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration. **Root Cause:** Some staff members do not have complete clarity about the distribution or influence between leaders and team members.

Problem Statement 3 (Prioritized): According to results of the Level 2 High Reliability Schools survey, teachers don't have enough opportunities to observe and discuss effective teaching. **Root Cause:** Scheduling and coverage have hindered the ability for teachers to observe their colleagues during instruction. This includes new and experienced teachers.

Problem Statement 4 (Prioritized): Staff do not understand our financial or maintenance procedures for the campus. **Root Cause:** The high number of new staff members each year make it challenging to ensure staff are sufficiently trained to understand our financial and maintenance procedures for the campus.

Problem Statement 5 (Prioritized): Improvement is needed with alignment of our staff population with the diversity of students on campus. **Root Cause:** Although this has improved, hiring qualified applicants has been challenging.

Problem Statement 6 (Prioritized): Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%. **Root Cause:** Some staff members do not implement the Positivity Project with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

The parent and community engagement at Stewart Elementary is strong. Parents are supportive and are involved in their child's education. Most parents are actively engaged with the teacher on a regular basis and support their child's learning. Most parents stay abreast of the activities on campus and want to participate by volunteering to help and/or support activities in classrooms and various off campus opportunities. Attendance at "Meet the Teacher," grade level music performances, open house, holiday celebrations and end of year activities is high. The campus has a very active PTO that works to support the instructional needs on campus. The campus has a collaborative and supportive relationship with the church that is located across the street from the campus.

Parent and Community Engagement Strengths

Active parent community. Most parents volunteer to help and/or support activities in classrooms and various off campus opportunities, attend the yearly "Meet the Teacher" event, attend all grade level, band, orchestra and choir music performances, attend open house, and attend holiday celebrations, and end of year activities. Stewart Elementary has an active and supportive PTO. The parents support instructional needs by providing funds for technology, books, manipulatives and outdoor equipment. Stewart Elementary has established a Parent Involvement Committee that works to involve the parents and members of the community through grade level and campus events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We want to increase the number of dads we have to volunteer, mentor and support our students through our WatchDog program. **Root Cause:** Due to safety concerns and the desire to be a part of the school community, parents want additional opportunities to visit and volunteer at Stewart Elementary.

Problem Statement 2 (Prioritized): Results from the HRS Survey indicate that parents would like to see a formal way to provide input regarding the optimal functioning of the school. **Root Cause:** There are limited opportunities to collect information from parents regarding the functioning of the school.

Priority Problem Statements

Problem Statement 1: The percentage of students scoring at Meets grade level on the fifth grade STAAR Science Assessment decreased by 11%. The percentage of students scoring at Masters level on the fifth grade STAAR Science Assessment remained the same at 43%.

Root Cause 1: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development, is needed in all classrooms from kindergarten through sixth grade.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: According to the results from the Level 2 High Reliability Schools survey, teachers indicated that they do not have enough clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Root Cause 2: Although members of the administrative staff conduct walkthroughs and formal observations, the feedback to teachers should be timely and specific. Teachers need timely feedback in order to allow themselves an opportunity to reflect on their instruction and grow as educators.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps.

Root Cause 3: Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population.

Root Cause 4: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration.

Root Cause 5: Some staff members do not have complete clarity about the distribution or influence between leaders and team members.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Almost 20% of students in third through fifth grade received a zero or two points on the extended constructed response on the 2023 STAAR assessment.

Root Cause 6: Teachers need additional professional learning regarding the expectations for mastery and how to improve instruction to help students draft a composition that will earn higher scores.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: While Stewart Elementary is anticipated to receive an A rating on STAAR for achievement, our rating for student growth is anticipated to drop from an A to a B.

Root Cause 7: Teachers need additional professional training to better understand how students will be expected to respond on the STAAR assessment. This includes the use of technology and student's exposure to various item types.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Staff do not understand our financial or maintenance procedures for the campus.

Root Cause 8: The high number of new staff members each year make it challenging to ensure staff are sufficiently trained to understand our financial and maintenance procedures for the campus.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: Results from the HRS Survey indicate that parents would like to see a formal way to provide input regarding the optimal functioning of the school.

Root Cause 9: There are limited opportunities to collect information from parents regarding the functioning of the school.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Improvement is needed with alignment of our staff population with the diversity of students on campus.

Root Cause 10: Although this has improved, hiring qualified applicants has been challenging.

Problem Statement 10 Areas: Culture and Climate

Problem Statement 11: According to results of the Level 2 High Reliability Schools survey, teachers don't have enough opportunities to observe and discuss effective teaching.

Root Cause 11: Scheduling and coverage have hindered the ability for teachers to observe their colleagues during instruction. This includes new and experienced teachers.

Problem Statement 11 Areas: Culture and Climate

Problem Statement 12: Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%.

Root Cause 12: Some staff members do not implement the Positivity Project with fidelity.

Problem Statement 12 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: STAAR Performance

Math STAAR Performance - Increase the percent of students that score at Meets grade level or above on the 2024 STAAR Math Assessment in 3rd grade from 81% to 84%, in 4th grade from 81% to 84%, in 5th grade from 85% to 88%, and in 6th grade from 77% to 85%.

Reading STAAR Performance - Increase the percent of students that score at Meets grade level or above on the 2024 STAAR Reading Assessment in 3rd grade from 79% to 84%, in 4th grade from 83% to 86%, in 5th grade from 86% to 89%, and in 6th grade from 77% to 85%.

Science STAAR Performance - Increase the percent of students that score at Meets grade level or above on the 2024 STAAR Science Assessment in 5th grade from 68% to 83%.

End of Year Benchmark Assessment System Performance - Increase the percentage of students who meet expected EOY reading levels on the 2024 EOY BAS Assessment in Kindergarten from 85% to 90%, in 1st grade from 88% to 90%, and in 2nd grade from 79% to 85%.

High Priority

Evaluation Data Sources: Common Formative Assessments, Summative Assessments, Interim Assessments, and STAAR Assessments

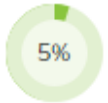
Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Teachers in kindergarten through 6th grade will continue to receive professional learning regarding tiering instruction during guided math from the campus and district coaches. **Strategy's Expected Result/Impact:** Improved student performance level to the Meets or Masters level on Common Formative Assessments, BAS monitoring, and the 2024 STAAR Math, Reading and Science Assessments. **Staff Responsible for Monitoring:** teachers, core team, campus coaches and administration **Problem Statements:** Student Achievement 5	10%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: All teachers in kindergarten through 6th grade will receive professional learning regarding Marzano's 43 Elements from the New Art and Science of Teaching. This professional learning will take place during pre-scheduled after school faculty learning meetings. **Strategy's Expected Result/Impact:** Increased student performance level to the Meets or Masters level on Common Formative Assessments and the 2024 STAAR Assessment in 3rd - 6th grade, and increased EOY BAS levels for students in kindergarten through sixth grade. **Staff Responsible for Monitoring:** teachers, core team and administration **Problem Statements:** Student Achievement 2	N/A		

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Teachers and administration will read and participate in a book study to focus on instructional strategies to differentiate for students who require modified instruction and those who are high achieving or gifted and talented. **Strategy's Expected Result/Impact:** Increased understanding of how to tier instruction to motivate and challenge students who score at the Masters level on STAAR or those who are high achieving. Increased reading levels and reading habits for students in all grade levels. **Staff Responsible for Monitoring:** teachers and administration **Problem Statements:** Student Achievement 3			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 4: Utilize Dreambox to build mathematical skills and allow students to make connections between classroom instruction and problem solving. **Strategy's Expected Result/Impact:** Improved problem solving skills and calculation for students in kindergarten through sixth grade. **Staff Responsible for Monitoring:** teachers, core team and administration **Problem Statements:** Student Achievement 5			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 5: Provide teachers with professional learning to integrate high levels of instruction utilizing technology. **Strategy's Expected Result/Impact:** Improved student engagement by utilizing technology. **Staff Responsible for Monitoring:** instructional technology coach, teachers and administration **Problem Statements:** Student Achievement 5 - Culture and Climate 3			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide professional development for implementing researched best practices for all science instruction. **Strategy's Expected Result/Impact:** Improved instruction and engagement for students in kindergarten through sixth grade. **Staff Responsible for Monitoring:** administration **Problem Statements:** Student Achievement 1	Formative		
	Dec	Mar	June
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide additional professional learning to improve reading skills and how to respond to high levels questions about the reading through the read aloud and writing extended constructed responses. **Strategy's Expected Result/Impact:** Improved writing skills and extended constructed responses. **Staff Responsible for Monitoring:** administration **Problem Statements:** Student Achievement 4	Formative		
	Dec	Mar	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Stewart's math and English language arts coaches will monitor student growth and support teachers as they design and execute lessons with engaging and challenging activities to ensure high levels of learning. **Strategy's Expected Result/Impact:** Increased student growth in both Math and in English Language Arts. **Staff Responsible for Monitoring:** administration **Problem Statements:** Student Achievement 2, 3, 4, 5 **Funding Sources:** Math Instructional Coach and English Language Arts Coach - State Comp Ed - $155,818	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Add additional English Language Arts resources to help English Learners acquire the English language and progress in grade level curriculum. **Strategy's Expected Result/Impact:** An increase in English Learners becoming more fluent readers. **Staff Responsible for Monitoring:** teachers, coaches and administration **Problem Statements:** Student Achievement 5 **Funding Sources:** Additional books for Guided Reading - Title III - $2,000	Formative		
	Dec	Mar	June
	N/A	N/A	N/A

Strategy 10 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 10: Continue to plan and execute instructional rounds and teacher learning lab sites for guided math, read alouds, phonics instruction, and read aloud with writers response to the reading. **Strategy's Expected Result/Impact:** Increased teacher effectiveness **Staff Responsible for Monitoring:** administration and campus coaches **Problem Statements:** Student Achievement 2, 3, 4, 5 - Culture and Climate 3			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students scoring at Meets grade level on the fifth grade STAAR Science Assessment decreased by 11%. The percentage of students scoring at Masters level on the fifth grade STAAR Science Assessment remained the same at 43%. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development, is needed in all classrooms from kindergarten through sixth grade.
Problem Statement 2: An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps. **Root Cause**: Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.
Problem Statement 3: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.
Problem Statement 4: Almost 20% of students in third through fifth grade received a zero or two points on the extended constructed response on the 2023 STAAR assessment. **Root Cause**: Teachers need additional professional learning regarding the expectations for mastery and how to improve instruction to help students draft a composition that will earn higher scores.
Problem Statement 5: While Stewart Elementary is anticipated to receive an A rating on STAAR for achievement, our rating for student growth is anticipated to drop from an A to a B. **Root Cause**: Teachers need additional professional training to better understand how students will be expected to respond on the STAAR assessment. This includes the use of technology and student's exposure to various item types.
Culture and Climate
Problem Statement 3: According to results of the Level 2 High Reliability Schools survey, teachers don't have enough opportunities to observe and discuss effective teaching. **Root Cause**: Scheduling and coverage have hindered the ability for teachers to observe their colleagues during instruction. This includes new and experienced teachers.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Ensure students in fourth through sixth grade show growth as evaluated through the STAAR Assessment in Reading and Math.

Evaluation Data Sources: Common Formative Assessments, Summative Assessments, Interim Assessments and STAAR Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Use strategically planned data meetings with specific protocols to monitor student growth in kindergarten through sixth grade. **Strategy's Expected Result/Impact:** Increased monitoring of progress on a regular basis to help determine the need for intervention in a timely manner. **Staff Responsible for Monitoring:** campus coaches, teachers and administration **Problem Statements:** Student Achievement 5			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Provide teams with the necessary data to efficiently identify students who are making progress by student expectation and those who are in need of specific targeted instruction in the classroom or through RtI interventions. **Strategy's Expected Result/Impact:** Increased response time in identifying students who are not making sufficient growth and providing the necessary interventions. **Staff Responsible for Monitoring:** coaches, teachers and administration **Problem Statements:** Student Achievement 5			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 3: Provide English Language Arts and Math resources to utilize in small group instruction during grade level intervention time and RtI. **Strategy's Expected Result/Impact:** Increased student growth in reading and/or mathematics. **Staff Responsible for Monitoring:** coaches, teachers, administration **Problem Statements:** Student Achievement 2, 5 **Funding Sources:** Individual consumables to be utilized during RtI and accelerated instruction - State Comp Ed - $2,709			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps. **Root Cause**: Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.
Problem Statement 5: While Stewart Elementary is anticipated to receive an A rating on STAAR for achievement, our rating for student growth is anticipated to drop from an A to a B. **Root Cause**: Teachers need additional professional training to better understand how students will be expected to respond on the STAAR assessment. This includes the use of technology and student's exposure to various item types.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Maintain clean audits with our campus budget.

Evaluation Data Sources: campus budget reports and audit reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Meet with campus secretary each week to review budget and upcoming expenses. **Strategy's Expected Result/Impact:** Continued clean audit reports. **Staff Responsible for Monitoring:** campus principal and secretary **Problem Statements:** Culture and Climate 4	N/A		

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 2: Work with members of the administration team and the campus secretary to develop long range goals and allocate funds accordingly. **Strategy's Expected Result/Impact:** Increased ability to meet future growth requirements and planning for updated technology. **Staff Responsible for Monitoring:** administration and campus secretary **Problem Statements:** Culture and Climate 4	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 4: Staff do not understand our financial or maintenance procedures for the campus. **Root Cause**: The high number of new staff members each year make it challenging to ensure staff are sufficiently trained to understand our financial and maintenance procedures for the campus.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Develop leadership throughout the campus to strengthen the skills needed for successful job performance in each individual's role and their contribution to the success towards achieving our campus goals and the goals for CISD.

Evaluation Data Sources: performance reviews

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Encourage teachers and instructional coaches to assume leadership roles on campus. **Strategy's Expected Result/Impact:** Improved optimal power equalization on campus. **Staff Responsible for Monitoring:** principal **Problem Statements:** Culture and Climate 2	Dec	Mar	June
	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Continue involving teachers on content area committees to align instruction throughout all grade levels on campus. **Strategy's Expected Result/Impact:** Clarity established regarding teaching and learning expectations in math, reading, science and social studies to improve student learning. **Staff Responsible for Monitoring:** core team, teachers and administration **Problem Statements:** Student Achievement 2 - Culture and Climate 2	Dec	Mar	June
	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps. **Root Cause**: Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.

Culture and Climate

Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration.
Root Cause: Some staff members do not have complete clarity about the distribution or influence between leaders and team members.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: We will recruit staff to reflect the demographic population of our students.

Evaluation Data Sources: Rosters from View-it or Human Resources

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Attend the CISD job fair with a diverse group of teachers and staff to help us recruit teachers to reflect our student population. **Strategy's Expected Result/Impact:** A diverse staff with a demographic population that matches our student population. **Staff Responsible for Monitoring:** principal **Problem Statements:** Culture and Climate 5	N/A	75%	75%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 5: Improvement is needed with alignment of our staff population with the diversity of students on campus. **Root Cause**: Although this has improved, hiring qualified applicants has been challenging.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Provide time for the members of our PBIS team to meet and collaborate regarding common language, procedures, and expectations in common areas on our campus.

Evaluation Data Sources: staff surveys and discipline referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold monthly meetings with the PBIS team to analyze teacher feedback and referral data.	Formative		
Strategy's Expected Result/Impact: Improved behavior in common areas on campus, decreased number of referrals, and all staff on the same page. **Staff Responsible for Monitoring:** administration and members of the PBIS team **Problem Statements:** Culture and Climate 2	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the effectiveness of campus procedures for our cafeteria and hallway expectations.	Formative		
Strategy's Expected Result/Impact: Improved behavior in the cafeteria and the hallway. **Staff Responsible for Monitoring:** administration and members of the PBIS team **Problem Statements:** Culture and Climate 2	Dec	Mar	June
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Positivity Project lessons in addition to CISD SEL lessons during morning meetings in kindergarten - 6th grade.	Formative		
Strategy's Expected Result/Impact: A campus developed culture of respect and kindness in all grade levels and a reduced number of office referrals. **Staff Responsible for Monitoring:** PBIS team and administrators **Problem Statements:** Culture and Climate 1, 6	Dec	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated that they do not have enough clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. **Root Cause**: Although members of the administrative staff conduct walkthroughs and formal observations, the feedback to teachers should be timely and specific. Teachers need timely feedback in order to allow themselves an opportunity to reflect on their instruction and grow as educators.
Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration. **Root Cause**: Some staff members do not have complete clarity about the distribution or influence between leaders and team members.
Problem Statement 6: Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%. **Root Cause**: Some staff members do not implement the Positivity Project with fidelity.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase opportunities for parents to provide input regarding procedures to maintain a safe and collaborative culture.

Evaluation Data Sources: responses to parent surveys and QR codes

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Provide various QR codes for parents to access in order to provide input regarding safety procedures, programs and events. **Strategy's Expected Result/Impact:** Improved safety procedures on campus. **Staff Responsible for Monitoring:** administration and the PBIS team **Problem Statements:** Parent and Community Engagement 2	Dec	Mar	June
	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide training for all substitutes who work at Stewart by providing them with a QR code to access Stewart campus procedures. Substitutes are expected to view these videos before they substitute on campus. **Strategy's Expected Result/Impact:** Improved awareness of the campus safety procedures. **Staff Responsible for Monitoring:** administration **Problem Statements:** Parent and Community Engagement 2	Dec	Mar	June
	50%		

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: The PBIS committee will continue to monitor safety protocols and make necessary adjustments to ensure the safety of all students and staff on campus. **Strategy's Expected Result/Impact:** Improved safety procedures on campus. **Staff Responsible for Monitoring:** campus safety officer, teachers and administration **Problem Statements:** Culture and Climate 2	Dec	Mar	June
	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration. **Root Cause**: Some staff members do not have complete clarity about the distribution or influence between leaders and team members.
Parent and Community Engagement
Problem Statement 2: Results from the HRS Survey indicate that parents would like to see a formal way to provide input regarding the optimal functioning of the school. **Root Cause**: There are limited opportunities to collect information from parents regarding the functioning of the school.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Improve processes for students to develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

Evaluation Data Sources: Teacher and student surveys.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	June
Strategy 1: Provide guidance lessons for students in kindergarten through sixth grade. These will occur at least once each moth. **Strategy's Expected Result/Impact:** Students will have developed strong social-emotional skills to better able to cope with everyday challenges and benefit academically, professionally, and socially. **Staff Responsible for Monitoring:** counselors and teachers **Problem Statements:** Culture and Climate 6	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Culture and Climate
Problem Statement 6: Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%. **Root Cause**: Some staff members do not implement the Positivity Project with fidelity.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Continue to increase the effectiveness of our Professional Learning Community and the level on inter-dependency for all grade level and department teams.

Evaluation Data Sources: team collaboration agendas and evaluation of team effectiveness continuums

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Teachers will attend various professional learning throughout the year that targets improving team effectiveness and efficiency. **Strategy's Expected Result/Impact:** Improved functionality of all teams and promote daily embedded professional learning. **Staff Responsible for Monitoring:** teacher teams and administration **Problem Statements:** Student Achievement 2	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Continue the mentor program on campus which helps connect adults with students who need additional support and encouragement. **Strategy's Expected Result/Impact:** Increased ability for students to make connections with adults on campus. **Staff Responsible for Monitoring:** counselors and teachers **Problem Statements:** Culture and Climate 6	Dec	Mar	June
	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: An average of 83% of students in Kindergarten - 2nd grade reached grade level reading level expectations by the end of the 2023 school year. Although the EOY levels align with the Meets grade level expectations reached on STAAR by 3rd-6th grade, the levels need to improve to close reading gaps. **Root Cause**: Implementation of Tier 1 best practices and Guided Reading implemented with fidelity continues to be an area of needed professional learning to ensure students read at higher levels.

Culture and Climate

Problem Statement 6: Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%. **Root Cause**: Some staff members do not implement the Positivity Project with fidelity.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Continue to monitor the Highly Effective Schools - level 1 and level 2 framework. Evaluate the leading and lagging indicators and implement changes needed to satisfy the requirements for level 1 and level 2 status.

Evaluation Data Sources: teacher surveys

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Work with core team to evaluate surveys and determine the course of actions needed to make improvements in specific areas. **Strategy's Expected Result/Impact:** Improved student engagement and progress. **Staff Responsible for Monitoring:** teacher teams and administration **Problem Statements:** Culture and Climate 2	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Teachers will be provided opportunities to participate in campus led instructional rounds and classroom lab sites led by campus and district coaches instructional rounds. **Strategy's Expected Result/Impact:** Teachers provided with multiple opportunities to observe their colleagues and collaborate on the best practices they observed. **Staff Responsible for Monitoring:** instructional coaches and administration **Problem Statements:** Culture and Climate 6	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Purchase additional technology devices to prepare for online assessments and improve the integration of technology during instruction. **Strategy's Expected Result/Impact:** Enhanced learning through the use of technology and improve student's readiness to take online assessments. **Staff Responsible for Monitoring:** technology coach and administration **Problem Statements:** Student Achievement 5	Dec	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: While Stewart Elementary is anticipated to receive an A rating on STAAR for achievement, our rating for student growth is anticipated to drop from an A to a B. **Root Cause**: Teachers need additional professional training to better understand how students will be expected to respond on the STAAR assessment. This includes the use of technology and student's exposure to various item types.
Culture and Climate
Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive there is not enough distribution of influence between staff and administration. **Root Cause**: Some staff members do not have complete clarity about the distribution or influence between leaders and team members. **Problem Statement 6**: Although almost 28% of our students were rezoned to a new campus, our discipline referrals have decreased by 12%. **Root Cause**: Some staff members do not implement the Positivity Project with fidelity.

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Additional books for Guided Reading		$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,000.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Math Instructional Coach and English Language Arts Coach		$155,818.00
1	2	3	Individual consumables to be utilized during RtI and accelerated instruction		$2,709.00
				Sub-Total	$158,527.00
				Budgeted Fund Source Amount	$158,527.00
				+/- Difference	$0.00
				Grand Total Budgeted	$160,527.00
				Grand Total Spent	$160,527.00
				+/- Difference	$0.00