

Conroe Independent School District
Stewart Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

One Team.

One Goal.

Everyone.

We are Stewart Elementary.

Vision

Stewart Elementary – a community which inspires and empowers the leaders of tomorrow.

Collective Commitments

Creating an exemplary school is an individual and a collective endeavor. Stewart Elementary is committed to continued and sustained improvement. As a faculty, we established these collective commitments as a basis for our values as teachers and professionals. They are intended as a means for informal personal reflection. They represent our shared purpose and will continue to guide us as educators. The extent to which each of us fulfills our responsibilities is outlined in this document.

In order to ensure all students learn at higher levels, Stewart Elementary is committed to:

- providing an environment where all students are supported in taking risks, overcoming challenges, and celebrating successes,
- establishing a guaranteed and viable curriculum so that all students have access to the same knowledge and skills,
- designing instruction that is innovative, data-driven and responsive to all students' needs,
- ensuring a safe and secure school environment where everyone feels emotionally, physically and intellectually safe,
- shaping a supportive, kind, compassionate and inclusive culture where everyone will reach their fullest potential, and
- partnering with the community and our families to inspire and empower the leaders of tomorrow.

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Comprehensive Needs Assessment

Revised/Approved: October 27, 2020

Student Achievement

Student Achievement Summary

While we are very proud of our Stewart Mustangs, we know we have areas to grow. Student enrollment continues to grow as the community continues growing. The teachers have been working to implement guided math, readers workshop and phonemic awareness. We have implemented guided math in every classroom from kindergarten through sixth grade. We have also implemented reader's workshop and are working hard to improve instruction through writer's workshop. Teachers are currently working to learn more about and implement the workshop phonics program, Heggerty and are currently being trained through the Texas Reading Academy.

In 2019...

87% of all students scored at the "Approaches" level or above for all subjects combined.

65% of all students scored at the "Meets" level or above for all subjects combined.

37% of all students scored at the "Mastered" level or above for all subjects combined.

Demographic summary for the percentage of students scoring at the "Met" level is as follows:

- 34% of African American students met grade level standard
- 63% of Hispanic students met grade level standard
- 67% of White students met grade level standard
- 42% of Economically Disadvantaged students met grade level standard
- 62% of English Learner students met grade level standard

Growth

Results from the 2019 STAAR assessment indicated that 22% of students showed accelerated growth in ELA/Reading and 24% of students showed accelerated growth in Math.

Scoring at the "Mastered" level - Comparison of 2019 and 2018

2019

Grade 3

- Reading - 43% of students met the Masters level on STAAR
- Math - 46% of students met the Masters level on STAAR

Grade 4

- Reading - 32% of students met the Masters level on STAAR
- Math - 42% of students met the Masters level on STAAR
- Writing - 11% of students met the Masters level on STAAR

Grade 5

- Reading - 42% of students met the Masters level on STAAR
- Math - 47% of students met the Masters level on STAAR
- Science - 31% of students met the Masters level on STAAR

Grade 6

- Reading - 33% of students met the Masters level on STAAR
- Math - 39% of students met the Masters level on STAAR

2018

Grade 3

- Reading - 34% of students met the Masters level on STAAR
- Math - 34% of students met the Masters level on STAAR

Grade 4

- Reading - 34% of students met the Masters level on STAAR

- Math - 47% of students met the Masters level on STAAR
- Writing - 9% of students met the Masters level on STAAR

Grade 5

- Reading - 45% of students met the Masters level on STAAR
- Math - 42% of students met the Masters level on STAAR
- Science - 32% of students met the Masters level on STAAR

Grade 6

- Reading - 37% of students met the Masters level on STAAR
- Math - 43% of students met the Masters level on STAAR

Student Achievement Strengths

The percentage of students scoring at "Meets" grade level or above in all subjects is 65% in 2019 which is the same as the percentage seen in 2018.

The percentage of students scoring at "Meets" grade level or above in both Reading and Math is 58% which is 2% higher than the percentage seen in 2018.

The percentage of 3rd grade students scoring at the masters level in math increased from 34% in 2018 to 46% in 2019.

The percentage of 3rd grade students scoring at the masters level in reading increased from 34% in 2018 to 43% in 2019.

The percentage of 5th grade students scoring at the masters level in math increased from 42% in 2018 to 47% in 2019.

87% of all students scored at the "Approaches" grade level and above in all subjects assessed at Stewart Elementary. 85% of Hispanic students scored at the "Approaches" grade level and above in all subjects assessed. 88% of White students scored at the "Approaches" grade level and above in all subjects assessed. 57% of Special Education students scored at the "Approaches" grade level and above in all subjects assessed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Academic growth in reading (expected or accelerated) decreased from 70% in 2018 to 63% in 2019. **Root Cause:** Tier 1 best practices of Reading and Writing Workshop not fully implemented with fidelity in all classrooms and the lack of systematic phonics instruction.

Problem Statement 2 (Prioritized): Academic growth in math (expected or accelerated) decreased from 73% in 2018 to 67% in 2019. **Root Cause:** Tier 1 best practices of Guided Math have not been fully implemented with fidelity in all classrooms.

Problem Statement 3 (Prioritized): 4th grade writing scores at "Meets" grade level decreased from 48% in 2018 to 45% in 2019. **Root Cause:** Writer's workshop model has not been implemented with fidelity in every classroom.

Culture and Climate

Culture and Climate Summary

Stewart Elementary began the process towards receiving a Level 1 Certification as a High-Reliability School in 2019 (Safe and Collaborative Culture). 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 of the parent, student and staff perceptions regarding a safe and collaborative culture and school environment. 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.

Positivity Behavior Interventions and Supports (PBIS), which empowers students to build positive relationships and become their best selves, was implemented in 2016-2017 and had positive results. The members of the PBIS Committee has 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, PRIDE, Respect, Integrity, Determination and Excellence. PRIDE expectations align with the Positivity Project, which is a program used to empower our students to build positive relationships and become their best selves, in 2018. Students receive recognition for showing Stewart PRIDE and personal achievement each month. Stewart Elementary will receive its certification of Level 1 HRS in 2021 and pursue Level 2 Certification (Effective Teaching in Every Classroom).

Culture and Climate Strengths

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.

The Stewart PBIS Committee began their work in 2016. 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 Core Team at Stewart Elementary was established in 2017 and consists of a member from each grade level and department, administration, librarian and campus instructional coaches. The team evaluates academic progress of students and makes decisions regarding instruction that directly impact students academic performance.

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 two years.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: The results of the HRS survey for a Safe and Collaborative School indicate that parents want to participate more in the decision making on campus. **Root Cause:** There has been a lack of surveys to determine how parents perceive the direction of the campus.

Problem Statement 2 (Prioritized): Developing positive relationships between staff and students and between staff members. **Root Cause:** There is a lack of positive interactions between adults and students, and between adult staff members.

Problem Statement 3: OHI survey results indicated a need in the area of communication adequacy. **Root Cause:** There is a lack of timely and effective communication throughout the campus.

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 parent 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 who 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,
- 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 who 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 (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.

Problem Statement 2: There is a lack of community involvement and community service projects. **Root Cause:** There is a limited amount of time and resources to do more community service projects.

Priority Problem Statements

Problem Statement 1: 4th grade writing scores at "Meets" grade level decreased from 48% in 2018 to 45% in 2019.

Root Cause 1: Writer's workshop model has not been implemented with fidelity in every classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Academic growth in reading (expected or accelerated) decreased from 70% in 2018 to 63% in 2019.

Root Cause 2: Tier 1 best practices of Reading and Writing Workshop not fully implemented with fidelity in all classrooms and the lack of systematic phonics instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Academic growth in math (expected or accelerated) decreased from 73% in 2018 to 67% in 2019.

Root Cause 3: Tier 1 best practices of Guided Math have not been fully implemented with fidelity in all classrooms.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Developing positive relationships between staff and students and between staff members.

Root Cause 4: There is a lack of positive interactions between adults and students, and between adult staff members.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: 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 5: There are limited opportunities to collect information from parents regarding the functioning of the school.

Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- 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 Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data
- 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
- Highly qualified staff data
- 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
- TTESS 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
- Study of best practices

Goals

Revised/Approved: August 12, 2020





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Stewart Elementary will increase the percentage of students at scoring at the "Meets" grade level on the Fourth Grade Writing STAAR by 10%.

Evaluation Data Sources: Grade level common assessments, district DCCs and benchmarks

Summative Evaluation: None

<p>Strategy 1: Teachers will implement an inclusive writing program that includes grammar, phonemic awareness, phonics and writing.</p> <p>Strategy's Expected Result/Impact: The implementation of all components will increase the writing scores as students increase their knowledge of grammar, phonics and readability of written compositions.</p> <p>Staff Responsible for Monitoring: Teachers, Core Team, Administrators, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: District and campus coaches will work with teachers each week to develop strategies to help students improve their writing and effectively conduct writing conferences.</p> <p>Strategy's Expected Result/Impact: Students writing will improve and Writing benchmarks and STAAR scores will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Core Team and Instructional Coaches</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 3: 4th grade writing scores at "Meets" grade level decreased from 48% in 2018 to 45% in 2019. Root Cause: Writer's workshop model has not been implemented with fidelity in every classroom.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.


Performance Objective 2: Stewart Elementary will increase the percentage of students making expected progress on the Reading STAAR by 15% and accelerated progress on the Reading STAAR by 10%.


Evaluation Data Sources: Grade level common assessments, district benchmarks and DCCs

Summative Evaluation: None

<p>Strategy 1: Staff developers from the Reading and Writing Project will work with teachers in kindergarten through 6th grade to increase their knowledge in reading and strengthen the implementation of the Reader's Workshop model.</p> <p>Strategy's Expected Result/Impact: Students will progress and improve their reading levels through the bands of complexity and Reading STAAR scores will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Core Team and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional coaching of best practices in Reading and Writing Workshop - State Comp Ed - \$40,368 , Professional Development for teachers - State Comp Ed - \$22,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: All kindergarten through third grade teachers will participate in and complete the components in the Texas Reading Academy to improve their knowledge of how students build literacy.</p> <p>Strategy's Expected Result/Impact: Students will make progress through the reading bands of complexity.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Core Team and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: All pre-K through second grade teachers will implement the Heggerty Phonemic Awareness resource to build literacy.</p> <p>Strategy's Expected Result/Impact: Starting early with helping students better understand how to construct and deconstruct words, recognizing rhyming words and blending sounds will help them to progress through the reading bands of complexity.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Core Team and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Additional small group instruction tutoring groups provided for ELLs - Title III - \$3,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Student Achievement

Problem Statement 1: Academic growth in reading (expected or accelerated) decreased from 70% in 2018 to 63% in 2019. **Root Cause:** Tier 1 best practices of Reading and Writing Workshop not fully implemented with fidelity in all classrooms and the lack of systematic phonics instruction.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Stewart Elementary will increase the percentage of students making expected progress on the Math STAAR by 15% and accelerated progress by 10%.

<p>Strategy 1: Teachers will teach guided math to ensure differentiated instruction and intervention/enrichment.</p> <p>Strategy's Expected Result/Impact: Teaching through guided math will help students progress in mathematical skills and problem solving.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will monitor student growth through grade level common assessments and district benchmarks and intervene by creating small groups to target gaps in learning.</p> <p>Strategy's Expected Result/Impact: By implementing this monitoring system, teachers can assess the progress students are making.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Teachers will implement and monitor the use of Dreambox during the instructional day and after school to differentiate for students and monitor areas of needed improvement.</p> <p>Strategy's Expected Result/Impact: Students will be able to work on concepts they are struggling with and teachers can intervene when necessary</p> <p>Staff Responsible for Monitoring: Teachers, Administrators and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: Academic growth in math (expected or accelerated) decreased from 73% in 2018 to 67% in 2019. Root Cause: Tier 1 best practices of Guided Math</p> <p>Stewart Elementary Generated by Plan4Learning.com</p>


have not been fully implemented with fidelity in all classrooms.


Goal 2: Fiscal Responsibility:


CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.


Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

<p>Strategy 1: Conduct weekly meetings with the campus secretary to ensure the budget is being used properly.</p> <p>Strategy's Expected Result/Impact: This will ensure that monies that are spent are being allocated properly to improve student performance and are based on the campus needs assessment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1, 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Academic growth in reading (expected or accelerated) decreased from 70% in 2018 to 63% in 2019. Root Cause: Tier 1 best practices of Reading and Writing Workshop not fully implemented with fidelity in all classrooms and the lack of systematic phonics instruction.</p>
<p>Problem Statement 2: Academic growth in math (expected or accelerated) decreased from 73% in 2018 to 67% in 2019. Root Cause: Tier 1 best practices of Guided Math have not been fully implemented with fidelity in all classrooms.</p>
<p>Problem Statement 3: 4th grade writing scores at "Meets" grade level decreased from 48% in 2018 to 45% in 2019. Root Cause: Writer's workshop model has not been implemented with fidelity in every classroom.</p>

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Provide training and support for teachers to help them make progress as a professional educator.</p> <p>Strategy's Expected Result/Impact: By providing quality professional development will help make teachers feel more confident in their ability to help students grow academically.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Staff Developers - State Comp Ed - \$22,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Developing positive relationships between staff and students and between staff members. Root Cause: There is a lack of positive interactions between adults and students, and between adult staff members.</p>

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Provide more opportunities for parents to participate in campus decisions through the use of surveys. Strategy's Expected Result/Impact: By giving parents a voice, they will feel they are part of the school and will develop more ownership as a stakeholder. Staff Responsible for Monitoring: Parent Involvement Committee and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Use technology to conduct PTO meetings in order to allow more parents to participate and be involved in the decisions that are made. Strategy's Expected Result/Impact: By utilizing technology to conduct virtual meetings, more parents will be able to participate and will feel they are part of the decision making process and will better support the initiatives at the school. Staff Responsible for Monitoring: Parent Involvement Committee and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: The campus currently participates in a coin drive for Texas Children's Hospital, a food drive for the Montgomery County Food Bank, Coats for Kids, and a Holiday Toy Drive. Stewart Elementary will provide at least two additional community service projects. Strategy's Expected Result/Impact: When students participate in community service projects, it helps them learn more about outreach opportunities and how they can impact the world in which they live. Staff Responsible for Monitoring: Principal and Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: 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.</p>

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: Review safety procedures by conducting fire, bad weather and intruder drills. Strategy's Expected Result/Impact: By providing regular drills, students and staff will determine areas of needed improvement before a real event occurs. Staff Responsible for Monitoring: Safety Committee and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Make improvements to a campus safety APP to help staff access the safety procedures established for the campus. Strategy's Expected Result/Impact: By providing this APP, staff members are able to quickly identify procedures for various drills and emergencies that can happen on campus. Staff Responsible for Monitoring: Safety Committee and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 3: Implement the Positivity Project in every classroom each day to build strong character skills and prevent bullying. Strategy's Expected Result/Impact: The implementation of the Positivity Project allows teachers to have access to a resource that is easy to use and can be implemented each day in every class in the master schedule. Staff Responsible for Monitoring: Positive Behavior Intervention and Support Committee and Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Developing positive relationships between staff and students and between staff members. Root Cause: There is a lack of positive interactions between adults and students, and between adult staff members.</p>

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Provide professional development that will help teachers effectively utilize the online platforms used for distance learning.</p> <p>Strategy's Expected Result/Impact: The professional development will help teachers gain more confidence with the online platforms. This will help them create their online lessons and activities for students.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1, 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Conduct walk through observations while teachers instruct virtually and look for innovative and engaging instruction and activities.</p> <p>Strategy's Expected Result/Impact: Increasing student engagement through technology will increase student's academic progress.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Academic growth in reading (expected or accelerated) decreased from 70% in 2018 to 63% in 2019. Root Cause: Tier 1 best practices of Reading and Writing Workshop not fully implemented with fidelity in all classrooms and the lack of systematic phonics instruction.</p>
<p>Problem Statement 2: Academic growth in math (expected or accelerated) decreased from 73% in 2018 to 67% in 2019. Root Cause: Tier 1 best practices of Guided Math have not been fully implemented with fidelity in all classrooms.</p>
<p>Problem Statement 3: 4th grade writing scores at "Meets" grade level decreased from 48% in 2018 to 45% in 2019. Root Cause: Writer's workshop model has not been implemented with fidelity in every classroom.</p>

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: Ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Utilize school messenger, social media and monthly newsletters to provide and share information about school activities, meetings and initiatives.</p> <p>Strategy's Expected Result/Impact: By utilizing multiple sources to communicate with parents and guardians, we are able to provide opportunities to reach more parents.</p> <p>Staff Responsible for Monitoring: Parent Involvement Committee and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Continue working with teams to effectively develop and utilize team meeting agendas.</p> <p>Strategy's Expected Result/Impact: The use of team agendas will provide quick and accurate communication between team members regarding decisions that were made during collaboration meetings.</p> <p>Staff Responsible for Monitoring: Team leaders, Administration and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Developing positive relationships between staff and students and between staff members. Root Cause: There is a lack of positive interactions between adults and students, and between adult staff members.</p>
Parent and Community Engagement
<p>Problem Statement 1: 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.</p>

State Compensatory

Personnel for Stewart Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah King	Instructional Coach	State Comp Ed	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional coaching of best practices in Reading and Writing Workshop		\$40,368.00
1	2	1	Professional Development for teachers		\$22,000.00
3	1	1	Staff Developers		\$22,000.00
Sub-Total					\$84,368.00
Budgeted Fund Source Amount					\$84,368.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Additional small group instruction tutoring groups provided for ELLs		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$87,368.00

Addendums