Conroe Independent School District

Stewart Elementary

2021-2022 CIP Board Item

Table of Contents

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In 2021...

86% of all students scored at the "Approaches" level or above for all subjects combined.

63% all students scored at the "Meets" level or above for all subjects combined.

36% of all students scored at the "Mastered" level or above for all subjects combined.

Stewart Student Achievement Data - 2019 and 2021 Comparison

Third Grade STAAR	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
Reading	89%	87%	70%	63%	42%	35%
Math	92%	89%	72%	73%	45%	43%

Fourth Grade STAAR	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
Reading	82%	85%	54%	57%	34%	36%
Math	81%	87%	59%	68%	42%	52%
Writing	67%	75%	43%	43%	11%	16%

Fifth Grade STAAR	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
Reading	92%	89%	69%	64%	43%	43%
Math	88%	90%	77%	71%	48%	43%
Science	89%	78%	66%	47%	31%	20%

Sixth Grade STAAR	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
Reading	89%	80%	57%	52%	33%	24%
Math	94%	91%	73%	71%	39%	39%

Demographic Summary for the Percentage of Students Scoring at the "Meets" Level on STAAR Comparison

Demographic Summary- All Subjects	2019 Approaches	2021 Approaches	2019 Meets	2021 Meets	2019 Masters	2021 Masters
African American	77%	78%	34%	47%	17%	18%
Hispanic	85%	83%	63%	52%	29%	24%
White	88%	87%	67%	67%	41%	40%
Asian	86%	89%	50%	58%	36%	37%
Economically Disadvantaged	76%	78%	42%	47%	18%	22%
Special Education	57%	53%	34%	34%	10%	10%
English Learners	89%	76%	62%	36%	38%	22%

End of Year BAS Levels for Kindergarten, First and Second Grade - Three Year Comparison

Grade Level	At Expected Reading Level at EOY 2017-2018	At Expected Reading Level at EOY 2018-2019	At Expected Reading Level at EOY 2020-2021
Kindergarten	87%	83%	80%
First Grade	87%	92%	81%
Second Grade	70%	81%	74%

Student Achievement Strengths

The percentage of students scoring at "Meets" grade level or above in both Reading and Math is 65%, which is 7% higher than the percentage seen in 2019 and 9% than the percentage seen in 2018.

Despite the amount of time students were learning online, the percentage of students reaching the "Approaches" level for all subjects and grade levels assessed was 86%. This was only 1% lower than the percentage from 2019.

The percentage of "Approaches", "Meet", and "Masters" in 4th grade increased from 2019 to 2021. Writing showed the greatest increase in "Approaches" by 8%. Math showed the greatest

increase in "Masters" by 10%. There were small gains in all levels for 4th grade reading.

When comparing percentages between 2019 and 2021, students scoring in the "Approaches", and "Meets" levels decreased by nominal percentages in math and reading, but the "Masters" percentages remained equal. This is similar to students in 6th grade, where "Approaches", and "Meets" decreased by nominal percentages, the "Masters" levels remained equal.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause:** Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Problem Statement 2 (Prioritized): Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters". **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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.

Problem Statement 3: As a result of our Level 2 High Reliability Schools survey, teachers indicated there was a lack of clarity of our instructional model and vertical alignment as defined by High Reliability Schools. **Root Cause:** Due to COVID restrictions, we were not able to offer the level of professional learning needed to develop commitments to teaching and learning needed through the grade levels.

Problem Statement 4 (Prioritized): The percentage of students scoring at the "Meets" level on the Math STAAR remains about the same from one year to the next. **Root Cause:** Implementation of guided math and all other components of CISD Solves was not done with fidelity.

Problem Statement 5 (Prioritized): The percentage of students reaching the targeted BAS levels at the end of the year decreased from 2020 to 2021. **Root Cause:** Due to COVID restrictions, small group instruction and guided reading groups were limited in the amount of students that could be pulled together at one time. These groups also started later in the school year.

Problem Statement 6: STAAR scores for students who are served through Special Education decreased in "Approaches," "Meets," and "Masters" levels. **Root Cause:** Due to COVID restrictions, several students were virtual for a majority of the school year and small group instruction, guided reading and resource instruction was limited at the beginning of the school year.

Problem Statement 7 (Prioritized): Reading STAAR scores for English learners decreased at the "Approaches," "Meets," and "Masters" levels. **Root Cause:** Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Problem Statement 8: Reading STAAR scores for Spanish speakers decreased at the "Approaches," "Meets," and "Masters" levels. **Root Cause:** Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Culture and Climate

Culture and Climate Summary

Stewart Elementary began the process of achieving the elements towards receiving the certifications to be determined 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 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 to determine the perceptions of parents, students and staff 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.

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.

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 is currently working 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 an area of concern was to be provided with more 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 an educator.

Problem Statement 2 (Prioritized): The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members. **Root Cause:** Staff members do not have clarity of the roles of the members of the various problem solving teams on campus and who to contact with questions and/or concerns.

Problem Statement 3 (Prioritized): According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching. **Root Cause:** Due to COVID restrictions, we were unable to combine classes or find sufficient substitutes to allow teachers to leave their classrooms to spend time watching their colleagues.

Problem Statement 4 (Prioritized): Despite the work of the PBIS committee and implementation of strategies for classroom management, we continue to maintain a high level of behavior referrals. **Root Cause:** Lack of training and implementation of the three levels of misbehavior based on rapid campus and staff growth.

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, 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 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): We have a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus. **Root Cause:** Due to COVID restrictions, parents were not able to enter the campus throughout the school year.

Problem Statement 2: We have a lack of opportunities on our campus for our dads to volunteer, mentor and support our students in our WatchDOG program **Root Cause:** Due to COVID restrictions, parents were not able to enter the campus to volunteer or support students throughout the school year.

Problem Statement 3 (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 4 (Prioritized): Decrease of PTO membership, parent volunteers, and community involvement for special events on campus. **Root Cause:** Due to COVID restrictions, parents were not able to enter the campus to volunteer or support students throughout the school year.

Priority Problem Statements

Problem Statement 1: Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters".

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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels.

Root Cause 2: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The percentage of students scoring at the "Meets" level on the Math STAAR remains about the same from one year to the next.

Root Cause 3: Implementation of guided math and all other components of CISD Solves was not done with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members.

Root Cause 4: Staff members do not have clarity of the roles of the members of the various problem solving teams on campus and who to contact with questions and/or concerns.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 5: 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 an educator.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching.

Root Cause 6: Due to COVID restrictions, we were unable to combine classes or find sufficient substitutes to allow teachers to leave their classrooms to spend time watching their colleagues.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Despite the work of the PBIS committee and implementation of strategies for classroom management, we continue to maintain a high level of behavior referrals.

Root Cause 7: Lack of training and implementation of the three levels of misbehavior based on rapid campus and staff growth.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: We have a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus.

Root Cause 8: Due to COVID restrictions, parents were not able to enter the campus throughout the school year.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: The percentage of students reaching the targeted BAS levels at the end of the year decreased from 2020 to 2021.

Root Cause 9: Due to COVID restrictions, small group instruction and guided reading groups were limited in the amount of students that could be pulled together at one time. These groups also started later in the school year.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Reading STAAR scores for English learners decreased at the "Approaches," "Meets," and "Masters" levels.

Root Cause 10: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: 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 11: There are limited opportunities to collect information from parents regarding the functioning of the school.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Decrease of PTO membership, parent volunteers, and community involvement for special events on campus.

Root Cause 12: Due to COVID restrictions, parents were not able to enter the campus to volunteer or support students throughout the school year.

Problem Statement 12 Areas: Parent and Community Engagement

Goals

Revised/Approved: September 30, 2021

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: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 63%to 69%.
Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 57% to 63%.
Increase the percent of 5th grade students that score at the meets grade level or above on STAAR Reading from 64% to 70%.
Increase the percent of 6th grade students that score at the meets grade level or above on STAAR Reading from 52% to 57%.

HB3 Goal

Evaluation Data Sources: common formative assessments and STAAR

Strategy 1 Details
Strategy 1: Third, Fourth, Fifth and Sixth grade teachers will continue to receive professional learning regarding The Units of Study for reading and writing from Teachers College.
Strategy's Expected Result/Impact: Increase student's performance level to "Meets" or "Masters" on grade level common formative assessments and STAAR.
Staff Responsible for Monitoring: teachers, third grade team, core team and administration
TEA Priorities: Connect high school to career and college
Problem Statements: Student Achievement 1
Funding Sources: Staff Development from Teacher's College - ESSER - $32,290
Strategy 2 Details
Strategy 2: Provide materials, technology, professional learning and support for small group instruction and closing the gaps.
Strategy's Expected Result/Impact: There will be an increase in student's BAS levels, MClass data and performance on STAAR.
Staff Responsible for Monitoring: teachers, core team and administration
Problem Statements: Student Achievement 1
Funding Sources: Guided Reading Resources - State Comp Ed - $7,888, IPads, Chromebooks, Classroom and Guided Reading Library - ESSER - $95,327, Substitutes for Tutoring - State Comp Ed - $7,788

Strategy 3 Details
Strategy 3: Implement the Stewart multi-tiered systems of supports to improve effectiveness of Tier 1, Tier 2 and Tier 3 interventions and supports for literacy. **Strategy's Expected Result/Impact:** Student will show progress in all subject areas. **Staff Responsible for Monitoring:** teacher teams and administration **Problem Statements:** Student Achievement 1 **Funding Sources:** Tutoring - State Comp Ed - $15,000, Interventionist - ESSER - $93,755

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

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: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 73% to 80%.
Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Math from 68% to 75%.
Increase the percent of 5th grade students that score at the meets grade level or above on STAAR Math from 71% to 78%.
Increase the percent of 6th grade students that score at the meets grade level or above on STAAR Math from 71% to 78%.

  Evaluation Data Sources: common formative assessments, universal screeners and exit tickets

Strategy 1 Details
Strategy 1: Ensure CISD Solves is implemented with fidelity in each classroom. This includes daily math review, fluency practice, problem solving and guided math.
Strategy's Expected Result/Impact: We will see an improvement in number sense for students in kindergarten - 2nd grade and increase the percentage of students scoring as "Meets" grade level expectations on the STAAR assessment in 3rd-6th grade.
Staff Responsible for Monitoring: teachers teams, core team, instructional coaches and administration
Problem Statements: Student Achievement 4
Strategy 2 Details
Strategy 2: Schedule opportunities for teachers to observe their colleagues teaching guided math.
Strategy's Expected Result/Impact: We will see increased math and reading progress and STAAR scores.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 4 - Culture and Climate 1, 3
Strategy 3 Details
Strategy 3: Utilize the Dreambox and IXL platforms to close gaps and extend learning
Strategy's Expected Result/Impact: Teachers will be able to close gaps and extend learning.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 4
Funding Sources: Math Software Programs - ESSER - $12,000

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: The percentage of students scoring at the "Meets" level on the Math STAAR remains about the same from one year to the next. **Root Cause**: Implementation of guided math and all other components of CISD Solves was not done with fidelity.

Culture and Climate

Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.

Problem Statement 3: According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching. **Root Cause**: Due to COVID restrictions, we were unable to combine classes or find sufficient substitutes to allow teachers to leave their classrooms to spend time watching their colleagues.

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 3: Increase the percent of 5th grade students that score at the meets grade level or above on STAAR Science from 47% to 60%.

    Evaluation Data Sources: common formative assessments and Science STAAR

Strategy 1 Details
Strategy 1: Provide professional learning to help teachers utilize the Tier 1 CISD Best Practices of interactive word walls and Marzano's 6 steps for vocabulary development.
Strategy's Expected Result/Impact: Students will develop a deeper understanding of science vocabulary in all grade levels.
Staff Responsible for Monitoring: instructional coaches, teachers, district coaches and administration
Problem Statements: Student Achievement 2 - Culture and Climate 1, 3
Strategy 2 Details
Strategy 2: Create a science committee focused on implementation of CISD best practices for science instruction throughout all grade levels
Strategy's Expected Result/Impact: Students STAAR science scores will improve.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 2 - Culture and Climate 1, 2, 3

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters". **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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.
Culture and Climate
Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.
Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members. **Root Cause**: Staff members do not have clarity of the roles of the members of the various problem solving teams on campus and who to contact with questions and/or concerns.
Problem Statement 3: According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching. **Root Cause**: Due to COVID restrictions, we were unable to combine classes or find sufficient substitutes to allow teachers to leave their classrooms to spend time watching their colleagues.

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 4: Increase the percent of the performance for English Learners in all grade levels on the STAAR Reading from 36% to 50%.

    Evaluation Data Sources: STAAR scores

Strategy 1 Details
Strategy 1: Provide additional interventions to support English Learners to increase their acquisition of the English language and improve reading levels
Strategy's Expected Result/Impact: English acquisition and literacy scores will improve.
Staff Responsible for Monitoring: teacher teams, LPAC committee and administration
Problem Statements: Student Achievement 7 - Culture and Climate 1
Funding Sources: EL Instructional Materials - Title III - $3,000

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 7: Reading STAAR scores for English learners decreased at the "Approaches," "Meets," and "Masters" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Culture and Climate
Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.

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 5: Provide additional interventions and supports, during the school day, to ensure students learn essential standards and extend their understanding and application of their knowledge.

    Evaluation Data Sources: common formative assessments, STAAR assessments

Strategy 1 Details
Strategy 1: Teams meet weekly to evaluate data from recent formative assessments to determine which students have reached mastery and those who need additional support
Strategy's Expected Result/Impact: Students will make measurable progress on common formative assessments and STAAR.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 1, 2

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.
Problem Statement 2: Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters". **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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.

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 6: Increase the percentage of students reading at BAS level D or above by the end of their kindergarten year from 80% to 88%.
Increase the percentage of students reading at BAS level I or above by the end of their first grade year from 81% to 90%.
Increase the percentage of students reading at BAS level M or above by the end of their 2nd grade year from 74% to 81%.

    Evaluation Data Sources: beginning of year, middle of year and end of year BAS assessments

Strategy 1 Details
Strategy 1: Teachers in kindergarten, first and second grade will attend professional learning opportunities for the Units of Study which will be provided by staff developers from Teacher's College.
Strategy's Expected Result/Impact: Students will reach higher levels of end of year BAS scores.
Staff Responsible for Monitoring: teachers, campus coaches and administration
Problem Statements: Student Achievement 1, 5 - Culture and Climate 1
Funding Sources: Teacher's College Staff Development - ESSER - $15,000

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.
Problem Statement 5: The percentage of students reaching the targeted BAS levels at the end of the year decreased from 2020 to 2021. **Root Cause**: Due to COVID restrictions, small group instruction and guided reading groups were limited in the amount of students that could be pulled together at one time. These groups also started later in the school year.

Culture and Climate
Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.

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 each year with our campus budget.

    Evaluation Data Sources: campus budget reports and audit reports

Strategy 1 Details
Strategy 1: Meet with campus secretary each week to review budget and upcoming expenses.
Strategy's Expected Result/Impact: We will maintain clean audit reports.
Staff Responsible for Monitoring: campus principal and secretary

Strategy 2 Details
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: We will be able to meet future growth requirements and planning for updated technology.
Staff Responsible for Monitoring: administration

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 Conroe ISD.

    Evaluation Data Sources: performance reviews

Strategy 1 Details

Strategy 1: Complete leadership book studies to improve leadership skills and the effectiveness of the leadership team.
    Strategy's Expected Result/Impact: strong leadership skills, communication
    Staff Responsible for Monitoring: principal

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 continue to recruit staff to reflect the demographic population of our students.

    Evaluation Data Sources: rosters from Human Resources

Strategy 1 Details
Strategy 1: Continue to attend the district job fair with a diverse group of teachers and staff from Stewart to help us recruit teachers to reflect our student population
Strategy's Expected Result/Impact: This will help us develop a diverse staff with a demographic population that matches our student population.   **Staff Responsible for Monitoring:** campus principal

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: Continue to 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
Strategy 1: Continue monthly meetings with the PBIS team to analyze teacher feedback and referral data.
Strategy's Expected Result/Impact: This will help to improve behavior in common areas on campus and a decrease in the number of referrals.
Staff Responsible for Monitoring: Stewart PBIS team
Problem Statements: Culture and Climate 4
Strategy 2 Details
Strategy 2: Continue to hold class morning meetings implementing the lessons from the Positivity Project.
Strategy's Expected Result/Impact: To improve student behavior and promote positive relationships.
Staff Responsible for Monitoring: Stewart PBIS team and counselors
Problem Statements: Culture and Climate 4

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 4: Despite the work of the PBIS committee and implementation of strategies for classroom management, we continue to maintain a high level of behavior referrals. **Root Cause**: Lack of training and implementation of the three levels of misbehavior based on rapid campus and staff growth.

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 the decisions regarding maintaining a safe and collaborative culture.

> **Evaluation Data Sources:** responses to parent surveys

Strategy 1 Details

Strategy 1: Provide short surveys during activities when parents are on campus for special events and performances.
    Strategy's Expected Result/Impact: We will evaluate the input and consider making adjustments that are best for students.
    Staff Responsible for Monitoring: administration
    Problem Statements: Parent and Community Engagement 3

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 3: 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: Establish procedures for parents to volunteer in classrooms and other areas on campus.

Strategy 1 Details

Strategy 1: Communicate through the parent newsletter to sign up and join the PTO.
    Strategy's Expected Result/Impact: To increase parent involvement throughout the school year.
    Staff Responsible for Monitoring: administration
    Problem Statements: Parent and Community Engagement 4

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 4: Decrease of PTO membership, parent volunteers, and community involvement for special events on campus. **Root Cause**: Due to COVID restrictions, parents were not able to enter the campus to volunteer or support students throughout the school year.

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 collaboration and the level of inter-dependency for all teams.

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

Strategy 1 Details
Strategy 1: Teachers will attend various professional learning throughout the year that targets improving team collaboration provided by the administrators on campus.
Strategy's Expected Result/Impact: This will improve effectiveness of teams and daily embedded professional learning.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Culture and Climate 2
Strategy 2 Details
Strategy 2: Continue weekly meetings focused on student learning utilizing data from recent common formative assessments (district assessments, campus assessments and exit tickets).
Strategy's Expected Result/Impact: We will see improved STAAR scores and BAS levels across the campus due to collaboration and collective commitments to learning.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 1, 2, 4 - Culture and Climate 1
Strategy 3 Details
Strategy 3: Provide coaching cycles and instruction supports for teachers to improve student learning and ensure progress in reading and math.
Strategy's Expected Result/Impact: This will help our teachers implement Tier 1 best practices in all classrooms.
Staff Responsible for Monitoring: teachers, coach, administration
Funding Sources: Instructional Coach - State Comp Ed - $60,133

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.
Problem Statement 2: Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters". **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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.
Problem Statement 4: The percentage of students scoring at the "Meets" level on the Math STAAR remains about the same from one year to the next. **Root Cause**: Implementation of guided math and all other components of CISD Solves was not done with fidelity.

Culture and Climate

Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.

Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members. **Root Cause**: Staff members do not have clarity of the roles of the members of the various problem solving teams on campus and who to contact with questions and/or concerns.

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. Evaluate the leading/ lagging indicators and implement changes needed to satisfy the requirements for level 2 status.

    Evaluation Data Sources: teacher surveys

Strategy 1 Details
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: This will improve student engagement and progress.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Culture and Climate 4

Strategy 2 Details
Strategy 2: Teachers and administrators will participate in a book study of The New Art and Science of Teaching, by Robert Marzano, to explore instructional strategies that align to the essential elements that are designed to increase engagement and student achievement.
Strategy's Expected Result/Impact: Improve student engagement and achievement.
Staff Responsible for Monitoring: teacher teams and administration
Problem Statements: Student Achievement 1, 2, 4 - Culture and Climate 1, 3

Strategy 3 Details
Strategy 3: Teachers will be provided opportunities to participate in instructional rounds.
Strategy's Expected Result/Impact: Teachers will have the opportunity 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 3

Strategy 4 Details
Strategy 4: Provide information for teachers that will provide clarity of the roles of various problem solving teams on campus and who to contact with questions and/or concerns.
Strategy's Expected Result/Impact: Optimal Power Equalization indicator will increase.
Staff Responsible for Monitoring: core team and administration
Problem Statements: Culture and Climate 2

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Third, Fifth and Sixth grade STAAR Reading percentages decreased in the "Approaches" and "Meets" levels. **Root Cause**: Due to early stages of implementation of the Units of Study and limited face-to-face training, teachers lacked the experience with the units to provide instruction with fidelity. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development was limited.

Problem Statement 2: Fifth grade STAAR Science scores decreased by 11% in "Approaches", 19% in "Meets" and 11% in "Masters". **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. Additionally, due to COVID restrictions and virtual/hybrid instruction, staff development and small group instruction was limited.

Problem Statement 4: The percentage of students scoring at the "Meets" level on the Math STAAR remains about the same from one year to the next. **Root Cause**: Implementation of guided math and all other components of CISD Solves was not done with fidelity.

Culture and Climate

Problem Statement 1: According to the results from the Level 2 High Reliability Schools survey, teachers indicated an area of concern was to be provided with more 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 an educator.

Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members. **Root Cause**: Staff members do not have clarity of the roles of the members of the various problem solving teams on campus and who to contact with questions and/or concerns.

Problem Statement 3: According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching. **Root Cause**: Due to COVID restrictions, we were unable to combine classes or find sufficient substitutes to allow teachers to leave their classrooms to spend time watching their colleagues.

Problem Statement 4: Despite the work of the PBIS committee and implementation of strategies for classroom management, we continue to maintain a high level of behavior referrals. **Root Cause**: Lack of training and implementation of the three levels of misbehavior based on rapid campus and staff growth.

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 3: Continue ongoing evaluation of technology resources specifically targeted at preparing for online assessments.

    Evaluation Data Sources: inventory analysis

Strategy 1 Details
Strategy 1: Purchase additional devices to utilize for instruction and online assessments.
Strategy's Expected Result/Impact: preparation for online assessments
Staff Responsible for Monitoring: administration and technology teacher
Funding Sources: Technology Devices - ESSER - $25,000

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Guided Reading Resources		$7,888.00
1	1	2	Substitutes for Tutoring		$7,788.00
1	1	3	Tutoring		$15,000.00
5	1	3	Instructional Coach		$60,133.00
				Sub-Total	$90,809.00
				Budgeted Fund Source Amount	$90,809.00
				+/- Difference	$0.00
			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	EL Instructional Materials		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Staff Development from Teacher's College		$32,290.00
1	1	2	IPads, Chromebooks, Classroom and Guided Reading Library		$95,327.00
1	1	3	Interventionist		$93,755.00
1	2	3	Math Software Programs		$12,000.00
1	6	1	Teacher's College Staff Development		$15,000.00
5	3	1	Technology Devices		$25,000.00
				Sub-Total	$273,372.00
				Budgeted Fund Source Amount	$273,372.00
				+/- Difference	$0.00
				Grand Total	$367,181.00