Campus Improvement Plan
2019-2020

Elementary/Intermediate Campus: Stewart Elementary (K-6)

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress –*the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*
Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages*.

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:
70% of students will meet grade level standard or above in all subject areas for STAAR.

STRATEGY DESCRIPTION(S):
- Teachers and administration will monitor student progress through weekly meetings and monthly progress meetings to ensure any students not making progress are placed in RtI Tier 2 or Tier 3 Interventions or special programs.
- Provide weekly time and support for teachers to collaborate around student progress and planning of small group instruction and remediation.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Establish systems for students to be provided with a mentor.
- Provide tutorials before and after school.

READING/ELA

PERFORMANCE OBJECTIVE:
- 90% of kindergarten through second grade students will leave reading on or above grade level.
- 70% of students will meet grade level standard or above on reading STAAR.

STRATEGY DESCRIPTION(S):
- Staff development provided by district coaches and administration several times throughout the school year to embed the instructional practices from the Units of Study.
- Learn to meet with small groups for conferencing, small group instruction, targeted strategy groups or guided reading. The purposed is to grow readers and grow their knowledge about how to determine the reading behaviors that should be targeted.

- Hold monthly child study meetings to track student's growth in reading and discuss next action steps to grow students as readers.
- Use formative assessments to guide small group instruction.
- Work with students to establish long term and short- term goals and meet with them regularly to discuss their progress.
- Provide tutorials before and after school.

WRITING
PERFORMANCE OBJECTIVE:
70% of students will meet grade level standard or above on writing STAAR.

STRATEGY DESCRIPTION(S):
- Continue using Patterns of Power daily when teaching mentor sentences.
- Use formative assessment data to guide writing conferences, writing strategy groups, word study and revise/grammar groups.
- Conference with students to continue utilizing previously learned skills within their writing.
- Hold monthly child study meetings to track student's growth in writing and discuss next action steps to grow students as writers.
- Provide tutorials before and after school.

MATH
PERFORMANCE OBJECTIVE:
70% of students will meet grade level standard or above on math STAAR.

STRATEGY DESCRIPTION(S):
Staff development provided by district coaches and administration several times throughout the school year to embed guided math instructional practices in every classroom.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction during guided math.
- Continue growing teacher knowledge in teaching fact fluency.
- Hold monthly child study meetings to track student's growth in math and discuss next action steps to grow students.
- Provide tutorials before and after school.

SOCIAL STUDIES
PERFORMANCE OBJECTIVE:
80% of all students will score an 85% or above on district level DCCs.

STRATEGY DESCRIPT PERFORMANCE OBJECTIVE:
- Staff development provided by district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other and teachers at other campuses to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction.

SCIENCE
PERFORMANCE OBJECTIVE:
70% of students will meet grade level standard or above on math STAAR.

STRATEGY DESCRIPTION(S):
- Staff development provided by district coaches and administration several times throughout the school year.
- Establish systems that enable teachers to observe / collaborate with each other and teachers at other campuses to build their individual capacity around small group instruction.
- Use common formative assessments to differentiate small group instruction.
- Hold monthly child study meetings to track student's growth in math and discuss next action steps to grow students.
- Provide tutorials before and after school.

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HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):
- Plan instruction that provides students with physical activity at least two to three times a week.
- Differentiate instruction so all students make progress.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :– (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)
- Teachers and administration will monitor student progress through weekly meetings and monthly progress meetings to ensure any students not making progress are placed in RtI Tier 2 or Tier 3 Interventions or special programs.
- Provide weekly time and support for teachers to collaborate around student progress and planning of small group instruction and remediation.
- Establish systems that enable teachers to observe / collaborate with each other to build their individual capacity around small group instruction.
- Establish systems for students to be provided with a mentor.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS
Attendance rate will increase from 96.7% in 2018/19 to 98% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)
50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations
Top quartile of campus comparison group in performance for student progress
Meet Top 25% in Closing Performance Gaps Distinction Designations
Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations
50% of indicators will be in top quartile

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches
Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language
Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services
Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common
Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY
Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal

Assistant Principals

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):
- Provide support and feedback to help teachers improve their instructional practices.
- Establish systems that enable teachers to observe and collaborate with each other to build their individual capacity.
- Plan celebrations to boost morale on campus.
- Meet with new teachers at the beginning of the year and at least monthly to build their knowledge of CISD curriculum and Stewart Elementary.
- Provide teachers opportunities for professional growth and team collaboration.
- Provide leadership opportunities for teachers and staff and support their growth as leaders on campus.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):
- Host campus events that builds their knowledge on how to support their child at home.
- Teachers continue to meet with parents for individual conferences at least once each semester.
- Communicate with parents regularly regarding events on campus and how they can support their child's learning at home.
- Counselors will host parent meetings throughout the year that informs them of social/emotional barriers that could hinder their child's progress academically.
- Provide communications, in a language parents can understand, regarding campus initiatives, programs, meetings, and activities through a variety of media.
- Maintain a SITE based committee that includes parents, community, and teachers who analyze planning, operation, and evaluation of the campus education program.
- Host parent safety meetings to provide parents with information regarding the safety drills and procedures we practice with students.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):
- Continue reflecting on school-wide procedures that increases student safety.
- Practice table top drills in every faculty meeting.
- Maintain the Stewart Safety App to provide staff with the most up to date information regarding drills and classroom
- Provide clubs for students that encourage student involvement in school.
- Continue implementing PBIS strategies campus-wide.
- Continue reflecting on the safety plan to increase student safety.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):
- Provide technology resources for teachers and students.
- Provide technology staff developments.
- Provide technology resources that teachers can use in small groups for students to demonstrate their learning of specific concepts in math, reading, social studies and science.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Coach

STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy #5	Academic Tutorials	$3,092.00	0.06
All Students Strategy #1	Instructional Support for At-Risk Students	$60,970.00	1.00
Reading Strategy #7 Math Strategy #6	Instructional Materials for At-Risk Students	$8,838.00	0.00
	TOTAL SCE	**$72,900.00**	**1.06**

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
ELA Strategy #6 Science Strategy #5 Math Strategy #6	Academic Tutorials	$1,500.00	0.03
Technology Strategy #3	Technology	$500.00	0.00
Reading Strategy #6	Books	$500.00	0.00
Math Strategy #6	Instructional Materials	$500.00	0.00
	TOTAL Title III EL	**$3,000.00**	**0.03**

Data Summary Report 2019-2020

Elementary/Intermediate Campus: Stewart K-6

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
87% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
65% scored Meets Grade Level Standards	70% will score Meets Grade Level Standards
37% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
70% Met Expected or Accelerated Growth Measure	90% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
76% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
42% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
18% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
57% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
10% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: African American*
77% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
17% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
77% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
43% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
16% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
56% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
31% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
7% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: African American*
64% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
36% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
21% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards

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WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
61% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
25% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	40% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Special Education*
20% scored Approaches Grade Level Standards	50% will score Approaches Grade Level Standards
0% scored Meets Grade Level Standards	30% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	15% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: African American*
100% scored Approaches Grade Level Standards	70% will score Approaches Grade Level Standards
0% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	40% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
81% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
49% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
23% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Type Group Here*
67% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
41% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
15% scored Masters Grade Level Standards	40% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: Type Group Here*
86% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
50% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
21% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
75% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
36% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
25% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards
Focus Student Group: Special Education	*Focus Student Group: Type Group Here*
69% scored Approaches Grade Level Standards	80% will score Approaches Grade Level Standards
54% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
8% scored Masters Grade Level Standards	20% will score Masters Grade Level Standards
Focus Student Group: African American	*Focus Student Group: Type Group Here*
67% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
0% scored Meets Grade Level Standards	75% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	50% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	