Conroe Independent School District

Stewart Elementary

2022-2023 Campus Improvement Plan

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Student Achievement

Student Achievement Summary

In 2022...

Stewart Elementary received an overall Accountability Rating of an A with a Distinction in Mathematics and Postsecondary Readiness. While the campus received an A rating in Academic Growth, a B rating was received for Relative Performance.

91% of all students scored at the "Approaches" level or above for all subjects combined. This is a 5% increase from the 2021 results. 69% all students scored at the "Meets" level or above for all subjects combined. This is a 8% increase from the 2021 results. 45% of all students scored at the "Mastered" level or above for all subjects combined. This is a 9% increase from the 2021 results

Stewart Student Achievement Data - 2021 and 2022 Comparison

Third Grade STAAR	2021 Approaches	2022 Approaches	2021 Meets	2022 Meets	2021 Masters	2022 Masters
Reading	80%	89%	63%	74%	35%	55%
Math	89%	92%	73%	81%	43%	52%

Fourth Grade STAAR	2021 Approaches	2022 Approaches	2021 Meets	2022 Meets	2021 Masters	2022 Masters
Reading	85%	91%	57%	66%	36%	42%
Math	87%	90%	68%	74%	52%	52%

Fifth Grade STAAR	2021 Approaches	2022 Approaches	2021 Meets	2022 Meets	2021 Masters	2022 Maters
Reading	89%	93%	52%	51%	43%	56%
Math	90%	95%	71%	65%	43%	41%
Science	91%	90%	71%	79%	39%	43%

Sixth Grade Staar	2021 Approaches	2022 Approaches	2021 Meets	2022 Meets	2021 Masters	2022 Masters
Reading	80%	89%	52%	51%	24%	37%
Math	91%	90%	71%	79%	39%	43%

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

Student Achievement Strengths

91% of all students scored at the "Approaches" level or above for all subjects combined. This is a 5% increase from the 2021 results. 69% all students scored at the "Meets" level or above for all subjects combined. This is a 8% increase from the 2021 results. 45% of all students scored at the "Mastered" level or above for all subjects combined. This is a 9% increase from the 2021 results

The percentage of students scoring in Reading and Math in all areas...Approaches, Meets and Masters in 3rd grade and 4th grade increased.

The percentage of students scoring in Reading at Approaches and Masters in 5th and 6th grade increased.

The percentage of students scoring in Math at Approaches and Meets in 5th grade increased.

The percentage of students scoring in Math at Meets and Masters in 6th grade increased.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause:** Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.

Problem Statement 2 (Prioritized): 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:** Teachers continue to be unclear of our campus instructional model.

Problem Statement 3 (Prioritized): The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year. **Root Cause:** There continues to be a learning gap in reading due to COVID and lack of in person learning.

Problem Statement 4 (Prioritized): Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year. **Root Cause:** There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.

Problem Statement 5 (Prioritized): STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause:** There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 6 (Prioritized): Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math. **Root Cause:** Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 7 (Prioritized): While there was a 5% increase from 2021-2022 in the number of students approaching the grade level in 5th grade math, the percentage of students scoring at the Meets and Masters levels decreased. **Root Cause:** Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 8 (Prioritized): There is a lack of the most up to date technology devices to utilize in classrooms to engage students and improve learning. **Root Cause:** There is a need to allocate additional funding to replace older devices to allow specific applications to be installed for students to access during instruction and assessments.

Culture and Climate

Culture and Climate Summary

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

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

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

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

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

Culture and Climate Strengths

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

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

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

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

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

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

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

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

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): According to the results from the Level 2 High Reliability Schools survey, teachers indicated 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 educators.

Problem Statement 2 (Prioritized): The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to continue 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): The results of the Level 1 High Reliability Schools survey indicated there is a need to raise awareness of safety procedures for district level visitors and classroom substitutes. **Root Cause:** Needed training for classroom substitutes and other visitors on 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 parents stay abreast of the activities on campus and want to participate by volunteering to help and/or support activities in classrooms and various off campus opportunities. Attendance at "Meet the Teacher", grade level music performances, open house, holiday celebrations and end of year activities is high. The campus has a very active PTO that works to support the instructional needs on campus. The campus has a collaborative and supportive relationship with the church that is located across the street from the campus.

Parent and Community Engagement Strengths

Active parent community. Most parents volunteer to help and/or support activities in classrooms and various off campus opportunities, attend the yearly "Meet the Teacher" event, attend all grade level, band, orchestra and choir music performances, attend open house, and attend holiday celebrations, and end of year activities. Stewart Elementary has an active and supportive PTO. The parents support instructional needs by providing funds for technology, books, manipulatives and outdoor equipment. Stewart Elementary has established a Parent Involvement Committee 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. **Root Cause:** There are limited opportunities to collect information from parents regarding the functioning of the school.

Problem Statement 2: We have a lack of opportunities on our campus for parents to volunteer in classrooms or other areas of the campus. **Root Cause:** There continued to be COVID restrictions in the 2021/2022 school year. This limited the opportunities parents had to volunteer in various areas of the campus.

Problem Statement 3: We want to increase the number of dads we have to volunteer, mentor and support our students through our WatchDog program. **Root Cause:** Due to restrictions in the 2021/2022 school year, there were limited opportunities for dads to come volunteer on campus.

Priority Problem Statements

Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: 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 3: Although members of the administrative staff conduct walkthroughs and formal observations, the feedback to teachers should be timely and specific. Teachers need timely feedback in order to allow themselves an opportunity to reflect on their instruction and grow as educators.

Problem Statement 3 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: There are limited opportunities to collect information from parents regarding the 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

Problem Statement 2: 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 2: Teachers continue to be unclear of our campus instructional model.

Problem Statement 2 Areas: Student Achievement

Problem Statement 9: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to continue to be Optimal Power Equalization- the ability to maintain a relatively equitable distribution of influence between the leader and team members.

Root Cause 9: 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 9 Areas: Culture and Climate

Problem Statement 6: The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year.

Root Cause 6: There continues to be a learning gap in reading due to COVID and lack of in person learning.

Problem Statement 6 Areas: Student Achievement

Problem Statement 4: According to results of the Level 2 High Reliability Schools survey, teachers need additional opportunities to observe and discuss effective teaching.

Root Cause 4: 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 Areas: Culture and Climate

Problem Statement 7: Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year.

Root Cause 7: There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.

Problem Statement 7 Areas: Student Achievement

Problem Statement 13: The results of the Level 1 High Reliability Schools survey indicated there is a need to raise awareness of safety procedures for district level visitors and classroom substitutes.

Root Cause 13: Needed training for classroom substitutes and other visitors on campus.

Problem Statement 13 Areas: Culture and Climate

Problem Statement 8: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population.

Root Cause 8: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 8 Areas: Student Achievement

Problem Statement 10: Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math.

Root Cause 10: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: While there was a 5% increase from 2021-2022 in the number of students approaching the grade level in 5th grade math, the percentage of students scoring at the Meets and Masters levels decreased.

Root Cause 11: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: There is a lack of the most up to date technology devices to utilize in classrooms to engage students and improve learning.

Root Cause 12: There is a need to allocate additional funding to replace older devices to allow specific applications to be installed for students to access during instruction and assessments.

Problem Statement 12 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success

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

Performance Objective 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 81% to 86%.
Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 74% to 79%.
Increase the percent of 5th grade students that score meets grade level or above on STAAR Math from 65% to 70%.
Increase the percent of 6th grade students that score meets grade level or above on STAAR Math from 79% to 84%.

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

Strategy 1 Details	Reviews			
Strategy 1: All teachers in kindergarten through 6th grade will continue to receive professional learning regarding guided math and CISD solves strategies for math from the campus and district coaches.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

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, core team and administration
 	
    Problem Statements: Student Achievement 2, 5, 6, 7				

Strategy 2 Details	**Reviews**			
Strategy 2: All teachers in kindergarten through 6th grade will receive professional learning regarding Marzano's 43 Elements from the New Art and Science of Teaching. This professional learning will take place during pre-scheduled after school faculty learning meetings.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student's performance level to "Meets" or "Masters" on grade level common formative assessments and STAAR in 3rd - 6th grade.
    Staff Responsible for Monitoring: teachers, core team and administration
 	
    Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and administration will read and participate in a book study to focus on instructional strategies for students with specialized instructional plans.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase collaboration between general education and special education teachers of students who are served through special education. **Staff Responsible for Monitoring:** teachers and administration **Problem Statements:** Student Achievement 5				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Dreambox to build mathematics skills and allow students to make connections between classroom instruction and problem solving.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Problem Statements: Student Achievement 5, 6, 7 **Funding Sources:** Dreambox - Online Math Program - ESSER III - $8,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide teachers with professional learning to integrate high levels of instruction utilizing technology.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student engagement by utilizing technology.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: instructional technology coach, teachers and administration **Problem Statements:** Student Achievement 1, 2, 5, 6, 7				

Strategy 6 Details	Reviews			
Strategy 6: Provide staff development to train teachers how to implement Ongoing Review, a CISD best practice for mathematics.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student's understanding of the application of mathematical skills. **Staff Responsible for Monitoring:** instructional coach, teachers and administration **Problem Statements:** Student Achievement 2				

Strategy 7 Details	Reviews			
Strategy 7: Provide math intervention for students to foster academic growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in 4th through 6th grade are expected to make progress in math. **Staff Responsible for Monitoring:** teachers and administration **Problem Statements:** Student Achievement 6, 7 **Funding Sources:** Math Interventionist - ESSER III - $70,000	**Oct**	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.
Problem Statement 2: 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**: Teachers continue to be unclear of our campus instructional model.
Problem Statement 3: The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning.
Problem Statement 4: Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.
Problem Statement 5: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.
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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 at the meets grade level or above on STAAR Reading from 74% to 70%.
Increase the percent of 4th grade students that score at the meets grade level or above on STAAR Reading from 66% to 71%.
Increase the percent of 5th grade students that score at the meets grade level or above on STAAR Reading from 70% to 75%.
Increase the percent of 6th grade students that score at the meets grade level or above on STAAR Reading from 65% to 70%.

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

Strategy 1 Details		Reviews		
Strategy 1: All teachers in kindergarten through 6th grade will continue to receive professional learning regarding the Units of Study for reading and writing from the campus and district coaches.		**Formative**		**Summative**
		Oct	Dec	Mar	June
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: campus coach and administration					
TEA Priorities:					
Connect high school to career and college					
Problem Statements: Student Achievement 2, 3, 4, 5, 6					
Funding Sources: Campus Instructional Coach - State Comp Ed - $75,326					

Strategy 2 Details		Reviews		
Strategy 2: All teachers in kindergarten through 6th grade will receive professional learning regarding Marzano's 43 Elements from the New Art and Science of Teaching. This professional learning will take place during pre-scheduled after school faculty learning meetings.		**Formative**		**Summative**
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase student's performance level to "Meets" or "Masters" on grade level common formative assessments and STAAR in 3rd - 6th grade.					
Increase student's BAS levels to grade level benchmark expectations in kindergarten - 2nd grade.					
Staff Responsible for Monitoring: teachers, core team and administration					
Problem Statements: Student Achievement 2, 3, 4					

Strategy 3 Details		Reviews			
Strategy 3: Teachers and administration will read and participate in a book study to focus on instructional strategies for students with specialized instructional plans.		**Formative**			**Summative**
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase collaboration between general education and special education teachers of students who are served through special education. **Staff Responsible for Monitoring:** teachers and administration **Problem Statements:** Student Achievement 5					

Strategy 4 Details		Reviews			
Strategy 4: Utilize the data from BAS testing and running records to help design interventions for students who are below benchmarks levels after the beginning, middle and end of year assessment.		**Formative**			**Summative**
		Oct	Dec	Mar	June
Problem Statements: Student Achievement 3, 4 - Culture and Climate 2 **Funding Sources:** Reading Intervention - ESSER III - $48,171					

Strategy 5 Details		Reviews			
Strategy 5: Add additional books in the guided reading library to use with English Learners.		**Formative**			**Summative**
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Students will have books they can access as they acquire the English language. **Staff Responsible for Monitoring:** administration and teachers **Problem Statements:** Student Achievement 3 **Funding Sources:** Guided Reading books - Title III - $2,250					

Strategy 6 Details		Reviews			
Strategy 6: Provide teachers with professional learning to integrate technology during instruction to promote higher levels of engagement and learning.		**Formative**			**Summative**
		Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Improve student engagement by utilizing technology. **Staff Responsible for Monitoring:** instructional technology coach, teachers and administration **Problem Statements:** Student Achievement 1, 8					

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

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.

Problem Statement 2: 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**: Teachers continue to be unclear of our campus instructional model.

Problem Statement 3: The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning.

Problem Statement 4: Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.

Problem Statement 5: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 6: Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 8: There is a lack of the most up to date technology devices to utilize in classrooms to engage students and improve learning. **Root Cause**: There is a need to allocate additional funding to replace older devices to allow specific applications to be installed for students to access during instruction and assessments.

Culture and Climate

Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to continue 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 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: Improve progress made on STAAR in fourth through sixth grade in Reading and in Math.

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

Strategy 1 Details			Reviews			
Strategy 1: Use strategically planned data meetings with specific protocols to monitor student progress.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring progress on a regular basis will help determine the need for intervention in a timely manner. **Staff Responsible for Monitoring:** campus coaches, teachers and administration **Problem Statements:** Student Achievement 6			**Oct**	**Dec**	**Mar**	**June**
Strategy 2 Details			Reviews			
Strategy 2: Provide teams with the necessary data to efficiently identify students who are making progress by student expectation and those who are in need of specific targeted instruction in the classroom or through RtI interventions.			**Formative**			**Summative**
Strategy's Expected Result/Impact: To quickly identify students who are not making sufficient progress and provide the necessary interventions. **Staff Responsible for Monitoring:** teachers and administration **Problem Statements:** Student Achievement 5, 6			**Oct**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.
Problem Statement 6: Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Goal 2: School Leadership and Fiscal Responsibility

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

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

    Evaluation Data Sources: campus budget reports and audit reports

Strategy 1 Details				Reviews			
Strategy 1: Meet with campus secretary each week to review budget and upcoming expenses.				**Formative**			**Summative**
Strategy's Expected Result/Impact: We will maintain clean audit reports. **Staff Responsible for Monitoring:** campus principal and secretary				**Oct**	**Dec**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Work with members of the administration team and the campus secretary to develop long range goals and allocate funds accordingly.				**Formative**			**Summative**
Strategy's Expected Result/Impact: We will be able to meet future growth requirements and planning for updated technology. **Staff Responsible for Monitoring:** administration and campus secretary				**Oct**	**Dec**	**Mar**	**June**
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 2: School Leadership and Fiscal Responsibility

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

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

    Evaluation Data Sources: performance reviews

Strategy 1 Details		Reviews			

Strategy 1: Complete leadership book studies to improve leadership skills and the effectiveness of the leadership team. We will continue our study with Leverage Leadership and begin a book study with the book Leading A High Reliability School.
    Strategy's Expected Result/Impact: strong leadership skills and communication
    Staff Responsible for Monitoring: principal
 	
    Problem Statements: Student Achievement 1, 3, 4, 5, 6, 7
		Formative			**Summative**

		Oct	Dec	Mar	June

Strategy 2 Details		Reviews			

Strategy 2: Encourage teachers and instructional coaches to assume leadership roles on campus.
    Strategy's Expected Result/Impact: This will improve optimal power equalization on campus.
    Staff Responsible for Monitoring: principal
 	
    Problem Statements: Culture and Climate 1, 2, 3
		Formative			**Summative**

		Oct	Dec	Mar	June

Strategy 3 Details		Reviews			

Strategy 3: Continue involving teachers on content area committees to align instruction throughout all grade levels on campus.
    Strategy's Expected Result/Impact: Establish clarity regarding teaching and learning expectations in math, reading, science and social studies to improve student learning.
    Staff Responsible for Monitoring: core team , teachers and administration
 	
    Problem Statements: Student Achievement 2, 3, 4
		Formative			**Summative**

		Oct	Dec	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.

Problem Statement 2: 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**: Teachers continue to be unclear of our campus instructional model.

Problem Statement 3: The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning.

Problem Statement 4: Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.

Problem Statement 5: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Problem Statement 6: Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 7: While there was a 5% increase from 2021-2022 in the number of students approaching the grade level in 5th grade math, the percentage of students scoring at the Meets and Masters levels decreased. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

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 educators.

Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to continue 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 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 View-it or Human Resources

Strategy 1 Details			Reviews			

Strategy 1: Attend the CISD job fair with a diverse group of teachers and staff to help us recruit teachers to reflect our student population.
     Strategy's Expected Result/Impact: This will help us develop a diverse staff with a demographic population that matches our student population.
     Staff Responsible for Monitoring: principal
			Formative			**Summative**

			Oct	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Goal 4: Safe and Collaborative School Culture

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

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

    Evaluation Data Sources: staff surveys and discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Continue monthly meetings with the PBIS team to analyze teacher feedback and referral data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will help to improve behavior in common areas on campus and a decrease in the number of referrals.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: administration and members of the PBIS team **Problem Statements:** Culture and Climate 2 - Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue to monitor the effectiveness of campus procedures for our cafeteria and hallway expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve behavior in the cafeteria and the hallway.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: administration and members of the PBIS team				

Strategy 3 Details	Reviews			
Strategy 3: Continue to use Positivity Project lessons in addition to CISD SEL lessons during morning meetings in kindergarten - 6th grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The implementation of this strategy will help to create a culture of respect and kindness in all grade levels and will reduce the number of office referrals.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: PBIS team and administrators				

Strategy 4 Details	Reviews			
Strategy 4: The staff at Stewart, students and families will read the book "Wonder" . We will study this book and implement what we learn during our "Wonder Wednesday" morning meetings. **Strategy's Expected Result/Impact:** Help students learn more about kindness and acceptance. **Staff Responsible for Monitoring:** teachers and administration	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

0% No Progress		100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: The Organizational Health Inventory (OHI) indicated that the staff perceive an area of concern to continue 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.

Parent and Community Engagement
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. **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 2: Increase opportunities for parents to provide input regarding procedures to maintain a safe and collaborative culture.

    Evaluation Data Sources: responses to parent surveys and QR code

Strategy 1 Details	Reviews			
Strategy 1: Provide various QR codes for parents to access to provide input regarding safety procedures, programs and events.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improve safety procedures on campus.
     Staff Responsible for Monitoring: administration and the PBIS team
 	
     Problem Statements: Parent and Community Engagement 1
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide training for all substitutes who work at Stewart by providing them with a QR code to access Stewart campus procedures. Substitutes are expected to view these videos before they substitute on campus.	**Formative**			**Summative**

Strategy's Expected Result/Impact: To improve awareness of the campus safety procedures.
     Staff Responsible for Monitoring: administration
 	
     Problem Statements: Culture and Climate 4
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The PBIS committee will continue to monitor safety protocols and make necessary adjustments to ensure the safety of all students and staff on campus.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improve safety procedures on campus.
     Staff Responsible for Monitoring: campus safety officer, teachers and administration
 	
     Problem Statements: Culture and Climate 4
     Funding Sources: Safety/ Health Services - ESSER III - $35,000
	Oct	Dec	Mar	June

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

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 4: The results of the Level 1 High Reliability Schools survey indicated there is a need to raise awareness of safety procedures for district level visitors and classroom substitutes. **Root Cause**: Needed training for classroom substitutes and other visitors on campus.
Parent and Community Engagement
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. **Root Cause**: There are limited opportunities to collect information from parents regarding the functioning of the school.

Goal 5: Effective Instruction

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend various professional learning throughout the year that targets improving team effectiveness and efficiency.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: This will improve the functionality of all teams and promote daily embedded professional learning.
     Staff Responsible for Monitoring: teacher teams and administration
 	
     Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7
     Funding Sources: Ongoing grade level professional learning and planning support - ESSER III - $18,000				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.
Problem Statement 2: 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**: Teachers continue to be unclear of our campus instructional model.
Problem Statement 3: The percentage of K-2nd grade students reaching the targeted BAS levels at the end of the year increased from 2021 to 2022 but we want to continue to continue to increase these percentages at the end of the 2023 school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning.
Problem Statement 4: Almost 45% of students in 4th grade were not reading at expected benchmark level at the end of the school year. **Root Cause**: There continues to be a learning gap in reading due to COVID and lack of in person learning in addition to the fidelity of the implementation of Tier 1 best practices.
Problem Statement 5: STAAR scores for students who are served through Special Education improved but continue to be lower than the general education population. **Root Cause**: There continues to be a lack of effective collaboration between the general education and special education teachers regarding scaffolding of instructional strategies to effectively meet the learning needs of students while in the general education setting.

Student Achievement

Problem Statement 6: Although achievement scores increased in all grade levels and subject areas, students lack the necessary growth for the campus to receive distinctions in reading and math. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Problem Statement 7: While there was a 5% increase from 2021-2022 in the number of students approaching the grade level in 5th grade math, the percentage of students scoring at the Meets and Masters levels decreased. **Root Cause**: Teachers continue to need resources and support to help improve and maintain achievement levels of students who typically score in the "Meets" and "Exceeds" grade level expectations.

Goal 5: Effective Instruction

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

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

    Evaluation Data Sources: teacher surveys

Strategy 1 Details		Reviews			
Strategy 1: Work with core team to evaluate surveys and determine the course of actions needed to make improvements in specific areas.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: This will improve student engagement and progress.
    Staff Responsible for Monitoring: teacher teams and administration
 	
    Problem Statements: Student Achievement 2 - Culture and Climate 1, 3 - Parent and Community Engagement 1
    Funding Sources: Work with an associate from the Marzano Group to attain Level 1 and 2 HRS accreditation - ESSER III - $14,000					

Strategy 2 Details		Reviews			
Strategy 2: Teachers and administration will participate in a book study of "The New Art and Science of Teaching" by Robert Marzano to learn more about the 43 elements that are designed to increase engagement and student achievement.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student engagement and achievement. **Staff Responsible for Monitoring:** teacher teams and administration **Problem Statements:** Student Achievement 1, 2, 3, 4, 5					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will be provided opportunities to participate in campus led instructional rounds and classroom lab sites led by campus and district coaches instructional rounds.		**Formative**			**Summative**
		Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will have multiple opportunities to observe their colleagues and collaborate on the best practices they observed.
    Staff Responsible for Monitoring: instructional coaches and administration
 	
    Problem Statements: Culture and Climate 1, 3					

Strategy 4 Details			Reviews			
Strategy 4: Purchase additional technology devices to prepare for online assessments in improve the integration of technology during instruction.			**Formative**			**Summative**
			Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Enhance learning through the use of technology and improve student's readiness to take online assessments. **Staff Responsible for Monitoring:** technology coach and administration **Problem Statements:** Student Achievement 8 **Funding Sources:** Technology Devices - ESSER III - $36,000						

Strategy 5 Details			Reviews			
Strategy 5: Increase the number of instructional books in the guided reading library and in classroom libraries and teacher resource books.			**Formative**			**Summative**
			Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Provide additional books for students to access through small group instruction and during independent reading. **Staff Responsible for Monitoring:** campus coaches and administration **Problem Statements:** Student Achievement 3, 4, 5, 6 **Funding Sources:** Instructional Materials - ESSER III - $25,000						

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students scoring at Meets expectations on the Fifth grade STAAR Science assessment increased by 12%. This score was higher than the percentage of students scoring Meets expectations in 2019. The Percentage of students scoring at Masters expectations on the Fifth grade STAAR Science assessment increased by 8% but is 3% lower than 2019. **Root Cause**: Tier 1 best practices, which include science interactive word walls and the Marzano's Six Steps strategy for vocabulary development is needed in all classrooms from kindergarten through sixth grade.
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Student Achievement

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Culture and Climate

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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.

Parent and Community Engagement

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

Campus Funding Summary

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Guided Reading books		$2,250.00
				Sub-Total	$2,250.00
				Budgeted Fund Source Amount	$2,250.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Instructional Coach		$75,326.00
				Sub-Total	$75,326.00
				Budgeted Fund Source Amount	$75,326.00
				+/- Difference	$0.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Dreambox - Online Math Program		$8,000.00
1	1	7	Math Interventionist		$70,000.00
1	2	4	Reading Intervention		$48,171.00
4	2	3	Safety/ Health Services		$35,000.00
5	1	1	Ongoing grade level professional learning and planning support		$18,000.00
5	2	1	Work with an associate from the Marzano Group to attain Level 1 and 2 HRS accreditation		$14,000.00
5	2	4	Technology Devices		$36,000.00
5	2	5	Instructional Materials		$25,000.00
				Sub-Total	$254,171.00
				Budgeted Fund Source Amount	$254,171.00
				+/- Difference	$0.00
				Grand Total Budgeted	$331,747.00
				Grand Total Spent	$331,747.00
				+/- Difference	$0.00