

Clear Creek Independent School District

Stewart Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: November 18, 2019

Mission Statement

The mission of LaVace Stewart Elementary, the facilitators of leaders with character, is to ensure personalized learning, promote core values, and cultivate positive relationships through collaboration, communication and commitment to meaningful learning for each student in a safe and nurturing environment.

Value Statement

Trustworthiness - Act with honesty in all that you do.

Respect - Value yourself and others.

Responsibility - Own your choices.

Fairness - Play by the rules and consider the needs of others.

Caring - Be kind to others.

Citizenship - Work to improve your school, community, and country.

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Comprehensive Needs Assessment

Needs Assessment Overview

LaVace Stewart Elementary is one of forty-five campuses in Clear Creek Independent School District. LaVace Stewart Elementary School was the first public school in Kemah, Texas. Originally named Kemah Elementary it was constructed in 1912. In 1965, it was renamed in honor of LaVace Stewart whose teaching and administrative career spanned over four decades. The school was moved to a brick building in 1950 on its present site. In 1997, a new building was built for Stewart Elementary. In 1998, Stewart Elementary became one of the now five elementary campuses serving bilingual students from all over the district.

LaVace Stewart Elementary serves 770 students in grades pre-kindergarten to fifth grade. 65 percent of our students are economically disadvantaged, and 44 percent of our students meet the criteria for at-risk. LaVace Stewart serves 278 (41.9%) English Language Learner students, 59 (8.9%) students in the Gifted and Talented program, and 68 (10.2%) students served through special education services. The staff population is 0% African-American, 69.9% Anglo, 2.1% Asian, 26% Hispanic, 2.1% male and 97.9% female with an average of 9.5 years of experience. The overall mobility rate for the campus is approximately 17.1%. The average daily attendance rate for students is 96.5%.

Student Population	2018-2019
African-American	2.4%
Hispanic	51.1%
White	40.4%
Asian	1.8%
Pacific Islander	0%
Native American	0.2%

Our school wide Title I program consists of parent involvement activities, summer programs for at-risk students, tutoring for content areas (math, reading, writing, science), early literacy and math interventions, professional development (math, reading, writing, science) and instructional coaches (math, literacy, science). Our State Compensatory Education (SCE) program consists of academic coaches who train teachers in best practices for assisting at-risk students, ESL program for LEP students, and early interventions to prevent retentions.

In 2009 and 2010, LaVace Stewart Elementary was named an Exemplary school. Our TEA rating for 2011 was Recognized. In 2007 and 2014, we received the distinguished honor from the United States Department of Education as a National Blue Ribbon School.

TAKS	2003	2011	8 yr change
Reading	78%	93%	15%
Mathematics	81%	96%	15%
Writing	76%	90%	14%
Science	65%	97%	32%

STAAR	2012	2013	2014	2015	2016	2017	2018	2019
Reading	88%	91%	91%	88%	83%	85%	88%	79%
Math	80%	95%	93%	N/A	86%	86%	88%	71%
Writing	83%	87%	91%	85%	76%	63%	73%	70%
Science	80%	85%	89%	82%	71%	71%	79%	75%

The leadership team and CIIC team looked at the following data as we reflected on our year:

TAPR report, PEIMS data, Student Progress on Individualized Education Plans, Multi-year data from AEIS and TAPR reports, report card grades, promotion rates, attendance rates for students and teachers, Title I guidelines, parental involvement in school activities, At Risk student information, Benchmark Assessment System data, Developing Number Concepts assessment data, standardized district benchmark data, discipline referrals, professional development opportunities for staff, input from parents, teachers and community members (results from 2017-18 survey).

Using this data, the team considered our areas of strengths and needs. We found the following:

Student:

Strengths: Although 65% of our students come from an economically disadvantaged home, they are successful in many areas. We have a zero percent retention rate in all grade levels. Our students enjoy taking books home to read every night. They participate in after school events such as: choir, percussion, robotics, art club, chess club, science club, reading club, track club, tutoring, fine arts night, curriculum night and more. Students have a desire to learn and be successful in academic and non-academic activities.

Needs: A large portion of our students need extra support – academically, socially and emotionally. Because much of learning builds from life experiences, our students often do not have various home experiences. It is our responsibility to provide these experiences for them. Our students also need interventions to begin earlier in their academic careers. According to our test scores, our students are making progress. However, we attribute much of this progress to our coaches and the support they provide the teachers. There is a need to continue this support for our teachers and students. Additionally, our students need to be exposed to a variety of interventions, which would require additional materials such as literacy library books, library books, and manipulatives. Students also have a need for authentic experiences, which we provide by lab experiences, field trips, guest presenters and more. Students need experiences in the summer to continue their learning.

Staff:

Strengths: Our staff is committed to helping our students experience academic success. They are willing to attend professional development sessions on

regularly to discuss students' needs. They create specific plans to address the needs of the students.

Needs: Based on information collected from a campus survey in June 2019 and informal discussions, the campus staff identified the following areas of needs: early academic intervention support, transitioning through vertical alignment in math, time to plan lessons (depth). We will continue to support the staff by providing campus professional development opportunities. We will have an in-depth focus on the work we are expecting for every student and planning authentic lessons. With the diverse needs on our campus, teachers need day to day support from administrators, instructional coaches and other staff members. The school will continue it's after school professional development, in-school professional talk times and summer professional development. For the growth of our bilingual teachers, we will continue our professional learning with Dr. Laurie Weaver and Dr. Judith Marquez. Professional Learning will target curriculum, diversity, character education and differentiation. With title funds, we will fund 1 bilingual instructional para, a full time intervention teacher and 8 part-time intervention support staff (substitute employees).

Parental Involvement:

Strengths: Our Stewart parents are committed to doing everything they can to ensure our students have a balanced educational experience. They are active in our family nights (Literacy, Math and Science) and other school activities. During each of the family nights, over half of our student population was represented with their family. At our annual Hispanic Heritage Dance, we typically have over 350 people in attendance. Parents are also willing to help their students with academics, so our teachers use the family nights and parent conferences to show the parents how to continue supporting their child at home. The teachers provide strategies, books, manipulatives and other items for the parents to use at home. We have seen success with our students after the teachers have spent time teaching the parents how to support the students at home. The Stewart PTA has been an integral part of the involvement of our parents and families. They provide an instructional fund of \$10,000 for teacher needs, and they sponsor many activities, such as a Carnival, Movie Nights, Dances, Fine Arts Night, Hardwork Café, monthly birthday celebrations and much more. They publish a monthly newsletter in English and Spanish. The PTA supports our school and encourages family involvement.

Needs: Many of our parents work multiple jobs; this can be difficult for them to remain involved in their child's education during the work day. The parents of our LEP students have not been as active as those of non-LEP students. We believe this can be attributed to the location of their homes. Stewart is not their home campus, so they can live many miles away from school. Stewart will continue to provide after school programs and activities for parents to be involved in. We will also focus on increasing our parent education classes, both during the day and after school. We will continue to utilize the Skylert call out system to reach all of our parents. Messages will be sent by phone and email in English and Spanish. Every teacher will utilize a communication app to send messages via cell phone to parents.

Priority Problem Statements

Problem Statement 1: Stewart Elementary School received a "D" in the Closing the Gaps Domain, earning 69 out of 100 points for the 2018-19 school year.

Root Cause 1: The Closing the Gaps domain score is determined through a combination of grade level performance (7 out of 16 targets met), academic growth (4 out of 14 targets met), English language proficiency (1 out of 1 target met), and student achievement (9 out of 10 targets met) measures.

Problem Statement 1 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

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

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

**Goal 1: Spring 2020 STAAR Math:
 Grades 3 & 4 English and Spanish- 60% at meets or higher
 Grade 5 English and Spanish- 65% at meets or higher**

Performance Objective 1: 3 learning checkpoints: 70% of students will score a 70% or above

Evaluation Data Source(s) 1: protocol and data collection tool
 data dig calendar
 Lead4ward resources

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) revise structure of planning days to include sufficient time for all contents to reflect a shift from nine weeks planning to unit planning	instructional coaches	planning calendar individualized lesson plans based on data/student population				
2) grade levels participate in data digs with instructional coaches using systemic progress monitoring and utilize data analysis for explicit tiered planning and instruction	teachers and instructional coaches	agenda and sign in sheets application of protocol during data digs application of data analysis reflected in small group lesson plans				
3) review intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation				
4) accountability training for 4th and 5th grade	administration	application of protocol during future data digs lesson plans reflect differentiation/individualized instruction				
5) PL for trainer of trainers on RTI	instructional coaches and AP	workshop attendance (Solution Tree) Stewart sign in sheets for teachers implementation of PL focus PL focus reflected in lesson plans				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
						

Goal 1: Spring 2020 STAAR Math:
 Grades 3 & 4 English and Spanish- 60% at meets or higher
 Grade 5 English and Spanish- 65% at meets or higher

Performance Objective 2: CBA-60% of students will score a 70% or above

Evaluation Data Source(s) 2: protocol and data collection tool

Lead4ward resources
 current data; CBA data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) implement revised structure of planning days to reflect a shift from nine weeks planning to unit planning	teachers	instructional coaches				
2) grade levels participate in data digs with instructional coaches using systemic progress monitoring and utilize data analysis for explicit tiered planning and instruction	teachers and instructional coaches	agenda and sign in sheets application of protocol during data digs application of data analysis reflected in small group lesson plans				
3) PL provided by Math Solutions (2 days)	Math Solutions Title I budget	Stewart sign in sheet Agenda implementation of PL focus PL focus reflected in lesson plans				
4) implement explicit intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation				
5) PL for teachers on RTI	instructional coaches/trainer of trainers and AP	workshop attendance (Solution Tree) Stewart sign in sheets for teachers implementation of PL focus PL focus reflected in lesson plans				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Spring 2020 STAAR Math:
 Grades 3 & 4 English and Spanish- 60% at meets or higher
 Grade 5 English and Spanish- 65% at meets or higher

Performance Objective 3: CCISD Benchmark: 60% of students will score a 70% or above

Evaluation Data Source(s) 3: walkthroughs, Benchmark data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) implement revised structure of planning days	instructional coaches	planning calendar individualized lesson plans based on data/student population strong Tier I instruction				
2) grade levels participate in data digs with instructional coaches using systemic progress monitoring and utilize data analysis for explicit tiered planning and instruction	teachers and instructional coaches	agenda and sign in sheets application of protocol during data digs application of data analysis reflected in small group lesson plans				
3) PL on RTI	instructional coaches and AP	workshop attendance (Solution Tree) Stewart sign in sheets for teachers implementation of PL focus PL focus reflected in lesson plans				
4) implement explicit intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation; Benchmark data				
5) Collecting feedback and data regarding the Language of Instruction Model	leadership team and district EL dept	development of revised Language of Instruction Model				
						

Goal 1: Spring 2020 STAAR Math:
 Grades 3 & 4 English and Spanish- 60% at meets or higher
 Grade 5 English and Spanish- 65% at meets or higher

Performance Objective 4: Intentional data informed and data reflection planning for 2020-2021

Evaluation Data Source(s) 4: Grade 3-5 Math STAAR scores

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) analyze STAAR data and effectiveness of implementation of TIP milestones and make adjustments for the 2020-2021	leadership team	STAAR Scores compare scores to 2019 compare scores to district				
2) Revise Language of Instruction Model based on data source collection	leadership team	language progress reports language proficiency levels teacher survey				
3) review alignment of instruction delivery to the lesson plan and curriculum to provide real time feedback	administration	evidence of curriculum in lesson delivery differentiation in lesson plans based on data anecdotal notes				
4) PL- strategies for specific math units, including SIOP strategies	math coach Rachel Powell	lesson plans learning checkpoints learning progressions				
5) PL- continued focus on Tier 1 , Tier 2 & Tier 3 instruction	instructional coaches and AP	lesson plans learning checkpoints learning progressions interventionists' lesson plans				
6) continue data digs at team meetings & support mind shift from passing to Meets/Masters	instructional coaches	various assessment sources (learning checkpoints, CBA, Benchmark, 2020 STAAR)				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Spring 2020 STAAR Math: Grades 4 & 5 English and Spanish- expected minimum of one-year growth

Performance Objective 1: 3 learning checkpoints: 70% of students will score a 70% or above

Evaluation Data Source(s) 1: protocol and data collection tool
data dig calendar
Lead4ward resources

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) revise structure of planning days to include sufficient time for all contents to reflect a shift from nine weeks planning to unit planning	instructional coaches	planning calendar individualized lesson plans based on data/student population				
2) grade levels participate in data digs with instructional coaches using systemic progress monitoring and utilize data analysis for explicit tiered planning and instruction	teachers and instructional coaches	agenda and sign in sheets application of protocol during data digs application of data analysis reflected in small group lesson plans				
3) review intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation				
4) accountability training for 4th and 5th grade	administration	application of protocol during future data digs lesson plans reflect differentiation/individualized instruction				
5) PL for trainer of trainers on RTI	instructional coaches and AP	workshop attendance (Solution Tree) Stewart sign in sheets for teachers implementation of PL focus PL focus reflected in lesson plans				
6) all lesson plans submitted by Monday at 8:00 am	teachers	lesson plan check off list evidence of curriculum in lesson delivery differentiation in lesson plans based on data				
7) review alignment of instruction delivery to the lesson plan and curriculum to provide real time feedback	administration	evidence of curriculum in lesson delivery differentiation in lesson plans based on data anecdotal notes				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
						

Goal 2: Spring 2020 STAAR Math:
 Grades 4 & 5 English and Spanish- expected minimum of one-year growth

Performance Objective 2: CBA-60% of students will score a 70% or above

Evaluation Data Source(s) 2: protocol and data collection tool

Lead4ward resources
 current data; CBA data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) implement revised structure of planning days to reflect a shift from nine weeks planning to unit planning	teachers	instructional coaches				
2) grade levels participate in data digs with instructional coaches using systemic progress monitoring and utilize data analysis for explicit tiered planning and instruction	teachers and instructional coaches	agenda and sign in sheets application of protocol during data digs application of data analysis reflected in small group lesson plans				
3) all lesson plans submitted by Monday at 8:00 am	teachers	lesson plan check off list evidence of curriculum in lesson delivery differentiation in lesson plans based on data				
4) implement explicit intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation				
5) PL for teachers on RTI	instructional coaches/trainer of trainers and AP	workshop attendance (Solution Tree) Stewart sign in sheets for teachers implementation of PL focus PL focus reflected in lesson plans				
6) review alignment of instruction delivery to the lesson plan and curriculum to provide real time feedback	administration	evidence of curriculum in lesson delivery differentiation in lesson plans based on data anecdotal notes				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Spring 2020 STAAR Math:
 Grades 4 & 5 English and Spanish- expected minimum of one-year growth

Performance Objective 3: CCISD Benchmark: 60% of students will score a 70% or above

Evaluation Data Source(s) 3: walkthroughs, Benchmark data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) implement revised structure of planning days	instructional coaches	planning calendar individualized lesson plans based on data/student population strong Tier I instruction				
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4) implement explicit intervention and enrichment instruction to provide real time feedback	teachers, interventionists, administration	review small group instruction documentation; Benchmark data				
5) all lesson plans submitted by Monday at 8:00 am	teachers	lesson plan check off list evidence of curriculum in lesson delivery differentiation in lesson plans based on data				
6) review alignment of instruction delivery to the lesson plan and curriculum to provide real time feedback	administration	evidence of curriculum in lesson delivery differentiation in lesson plans based on data				
7) PL provided by Graham Fletcher (1 day)	Graham Fletcher Title I budget	Stewart sign in sheet Agenda implementation of PL focus PL focus reflected in lesson plans				
8) Collecting feedback and data regarding the Language of Instruction Model	leadership team and district EL dept	development of revised Language of Instruction Model				
						

Goal 2: Spring 2020 STAAR Math:
 Grades 4 & 5 English and Spanish- expected minimum of one-year growth

Performance Objective 4: Ensure student growth for all students

Evaluation Data Source(s) 4: Grade 3-5 Math STAAR scores

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) analyze STAAR data and effectiveness of implementation of TIP milestones and make adjustments for the 2020-2021	leadership team	STAAR Scores compare scores to 2019 compare scores to district				
2) Revise Language of Instruction Model based on data source collection	leadership team	language progress reports language proficiency levels teacher survey				
3) review alignment of instruction delivery to the lesson plan and curriculum to provide real time feedback	administration	evidence of curriculum in lesson delivery differentiation in lesson plans based on data anecdotal notes				
4) PL- strategies for specific math units, including SIOP strategies	math coach Rachel Powell	lesson plans learning checkpoints learning progressions				
5) PL- continued focus on Tier 1 , Tier 2 & Tier 3 instruction	instructional coaches and AP	lesson plans learning checkpoints learning progressions interventionists' lesson plans				
6) continue data digs at team meetings & support mind shift from passing to Meets/Masters	instructional coaches	various assessment sources (learning checkpoints, CBA, Benchmark, 2020 STAAR)				
7) PL- new to Stewart teachers - front loading	leadership team	lesson plans learning checkpoints learning progressions observable evidence of SIOP strategies that address individual language proficiency levels in classrooms, lesson delivery and in lesson plans				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue