

Hitchcock Independent School District

2019-2020 Stewart Elementary Improvement Plan



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Principal

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Mission Statement

Stewart Elementary strives to educate the whole child by building strong partnerships between home and school. Through active involvement and shared responsibilities, together we will empower our students to be enthusiastic life-long learners with a thirst for knowledge.

Vision:

Our school will:

- Welcome parental involvement and provide opportunities for open communication
- Provide a safe environment of high expectations which will promote a joy of literature, build confidence in mathematics, and spark scientific discovery.
- Encourage students to become responsible citizens of our community by embracing diversity and by cultivating respect for self and others.

Goals

Goal #1: Make academic achievement and student performance the primary priority of Stewart Elementary

Goal #2: Recruit, Reward, and Retain Highly Qualified Staff

Goal #3: Maintain a safe and disciplined environment conducive to learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stewart Elementary is a 3-5th grade campus of approximately 372 students. This is an increase from the 2017-18 year by 20 students. The ethnicity breakdown for the campus is as follows: 38.9% African American; 36.1% Hispanic; 21.6% White; and 3.1% Two or more races. 83.5% of the students are economically disadvantaged with 8% ELL and 17.3% receiving special education services. Class sizes are below the state average with a 17.1 teacher to student ratio. Campus membership has a 20% mobility rate compared to the State rate of 16%. 58% of teachers on staff are in the 1-5 years experience range with no advanced degrees beyond a bachelor. In addition, only 5 staff members have more than 10 years experience.

Demographics Strengths

By being able to keep class size under the state average, teachers and staff are able to build quality relationships with students and help provide needed support both emotionally and academically to our student population. This helps address gaps that can form with students who are economically disadvantaged, English language learners, served by special programs, and ah higher mobility rate be more successful in the education setting.

Demographic Needs

- Increase academic, advancement, and enrichment opportunities for students
- Increase opportunities for parents/guardians to get involved in the educational process.
- Increase attendance rates for both students (97% or above) and staff members.
- Increase the number of teachers on campus who have 3 or more years experience working with at-risk populations.

Student Academic Achievement

Student Academic Achievement Summary

2018 District Performance on State Accountability

- Overall Performance: 78 out of 100 (C)
- Student Achievement: 65 out of 100 (D)
- School Progress: 80 out of 100 (B)
- Closing the Gaps: 73 out of 100 (C)
- Distinctions Earned: ELA/Reading

District STAAR Historical Passing Percentages

3rd Grade Reading STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		50%	N/A	N/A	52%	34%	19%	66%	37%	18%	63%	35%	18%
3rd Grade Math STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		45%	N/A	N/A	56%	24%	12%	52%	25%	9%	63%	27%	10%
4th Grade Reading STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		68%	N/A	N/A	41%	22%	10%	66%	49%	28%	63%	35%	17%
4th Grade Math STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		54%	N/A	N/A	55%	21%	11%	61%	33%	13%	55%	29%	13%
4th Grade Writing STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		59%	N/A	N/A	58%	18%	6%	55%	34%	10%	56%	22%	5%
5th Grade Reading STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		73%	N/A	N/A	76%	47%	19%	76%	43%	14%	82%	48%	24%
5th Grade Math STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		70%	N/A	N/A	75%	34%	19%	82%	34%	14%	82%	39%	17%
5th Grade Science STAAR Summary	Tested Year	2016			2017			2018			2019		
	Passing Standards	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
		69%	N/A	N/A	70%	40%	18%	65%	27%	11%	77%	48%	17%

Student Academic Achievement Strengths

- The campus exceeded state academic growth in 4th reading, 4th grade math, and 5th reading

2017 District STAAR Progress Measure

The distinction earned and the performance in the area of school progress, and are due to academic progress made by students.

STAAR Test	Accelerated Progress	Expected Progress	Limited Progress
4 th Reading	14%	36%	50%
4 th Math	17%	28%	54%
5 th Reading	40%	35%	25%
5 th Math	28%	50%	21%

Student Academic Achievement Needs

- Increase student achievement on all assessments at all criteria levels
- Increase student academic growth
- Increase instructional rigor and expectations
- Increase number of students who are on or above level in reading (baselines come from iStation)
- Monitor instruction through frequent meetings to analyze data and implement interventions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District/campus goals; current and prior year(s) district/campus improvement plans; district/campus planning and decision-making committee(s) meeting data; state and federal requirements; etc.

Accountability Data

Texas Academic Performance Report (TAPR) data; Performance Index Framework data; Accountability Distinction Designations; Federal Report Card data; PBMAS data; etc.

Student Assessment Data

State and federally required assessment information; State of Texas Assessment of Academic Readiness (STAAR) assessment data; Texas English Language Proficiency Assessment System (TELPAS) data; iStation, and other assessments; local unit assessment data; attendance data; discipline data; report card grades; observational data; etc.

2019-2020 Campus Team Members

Committee Role	Name	Position
District Level Administrator	Travis Edwards	Superintendent
Administrator	Lisa Fain	Principal
Administrator	Kevin Lankford	Assistant Principal
Counselor	Melissa Arnold	Campus Counselor
Classroom Teacher	Cynthia McCalla	3 rd grade Team Leader
Classroom Teacher	Adrian Moy	4 th grade Team Leader
Classroom Teacher	Stacey Wheeland	5 th grade Teacher
Parent	Katherine Noah	4 th grade parent
Parent	Alicia Robinson	4 th grade parent
Community member	Anna Dellinger	Legacy Collision
Community member	Beverly Holmes	Cabo Construction Ltd.
Community member	Karen Hyatt	KICK Club

Goals and Performance Objectives

Goal #1: Make academic achievement and student performance the priority of Hitchcock ISD.

Performance Objective 1: 100% of students will achieve at least one year’s academic progress on year-end assessments (STAAR, TELPAS, etc.)

Performance Objective 2: 30% or more of students will achieve Mastery on STAAR assessments (14% in 2018; 13% in 2019)

Performance Objective 3: 100% of students will meet or exceed the level of Approaches for the STAAR (in each subject area: all tests approaches for 2019 was 62%)

Performance Objective 4: Will provide a foundation in reading, math, and writing for all students.

Performance Objective 5: Attendance rate will at least be at the state average or higher.

Evaluation Data Sources / Evidence Demonstrating Progress: lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing collection/evaluation/disaggregation of data (formative, summative, district unit assessments, state assessments, universal screeners, etc.) and utilization of data to drive/differentiate/scaffold instruction and interventions	Title I: for Coordination of School Improvement (Instructional Coach); Local	Teachers, Principals				
Thorough pre-planning of lessons for instruction and intervention, include high-level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation		Teachers, Principals				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/walk-throughs), evaluation of student progress monitoring data (administrative data meetings), effective master scheduling, planning for instruction and intervention periods, monitoring of special programs and student support, ongoing targeted and effective professional development, etc.		Principals, District Coordinators; Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement – to include chrome carts for every teacher 3rd-5 th , utilization of computer labs by grades 3-5 th , use of software (such as: iStation, Study Island, Flocabulary, etc.)		Principal, Curriculum Coordinator				
Ongoing encouragement and positive incentives to students – to include student awards ceremonies, promotion of the importance of assessments, and opportunities earned through academic achievement	IMA, Local Funds	Teachers, Principals				
Provide incentives for students and staff with perfect attendance.		Principals				
Monitor student goal setting and progress towards meeting goals;		Teachers				
Specialized material for “hands-on” instruction for math and science.		Teachers				

Continue use of Accelerated Reader to promote reading and reward students for reading points.	IMA, Local Funds	Teachers				
Identify At-Risk students and provide individual support through the use of online and supported intervention programs.		School Administrators, Counselor, Teachers				
Utilize iStation to assess students reading and math levels three times a year.		Teachers				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Stewart Elementary.

Performance Objective 6: Decrease the achievement gap between special populations of students (socio-economic status, ethnicity, Special Education, English Learners, etc.) to achieve “Met Standard” in “Closing the Gaps” on State Accountability

Evaluation Data Sources / Evidence Demonstrating Progress: lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing staff training in effective differentiation strategies and best practice related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	263, Local	Teachers, Principals, District Coordinators				
Provide appropriate technology and resources to support ELs in the classroom		Principal, Special Programs Coordinator				
Ongoing data disaggregation and monitoring of instruction		Teachers, Principals				
For 2019-20 school year, provide professional development to increase district-wide support for Special Education and English Learners		Principals				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students		Teachers, Principals, District Coordinators				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required		Principals, District Coordinators				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						

Goal #2: Recruit, Reward, and Retain Highly Qualified Staff

Performance Objective 1: Increase staff retention rate through training and incentives.

Performance Objective 2: Provide opportunity for professional growth through PD, seminars, and ongoing education.

Evaluation Data Sources / Evidence Demonstrating Progress: staff hiring and salary documentation, staff surveys

Strategy Description	Local	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Administrators will participate in ongoing recruitment activities (publish open positions, attend job fairs, etc.)		Principal				
Continue to provide support for teachers through team leader support and shared planning with peers teaching same content.		Principal, Team Leads				
Daily communication with staff for all pertinent information and monthly faculty meetings with agendas and an ongoing calendar.		Principal				
Ensure ongoing growth and increased effectiveness of campus staff – through ongoing PD, webinars, and conferences.		Principal				
District will reimburse teachers for certification tests to achieve ESL certification.		Principal, Special Programs Coordinator				
Administrators will maintain professional support for staff		Principal				
Ongoing activities and monitoring to improve school culture and climate		Principal Team Leads				
For Reviews: <input type="checkbox"/> = Accomplished <input checked="" type="checkbox"/> = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="checkbox"/> = No Progress <input type="checkbox"/> = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 1: 25% decrease in the number of office discipline referrals (in 2018-19, there were 127 total referrals in elementary)

Evaluation Data Sources / Evidence Demonstrating Progress: discipline data, classroom walk-through documentation

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students, and utilize positive behavioral incentives (individual, classroom, campus-wide)	General Funds	Teachers, Principals				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
Class Dojo will be used to communicate with parents regarding behavior.		Teachers				
For Reviews: ☐ = Accomplished → = Continue/Modify ☐ = Considerable Progress ☐ = Some Progress ○ = No Progress ☐ = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 2: When surveyed, students, staff, and parents will report feeling the campus is a safe and secure learning environment

Evaluation Data Sources / Evidence Demonstrating Progress: visitor logs, maintenance logs

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking	General Funds	All Staff				
Ensure all visitors enter through main door and sign-in to the school visitor management system (escort any non-registered visitor to office immediately) – teach students not to open doors for strangers/visitors		All Staff				

Monitor safety/security; advertise/inform public/community of the sign-in system; educate staff; convey school policy to parents; stress student safety		Principal				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
Red Ribbon activities will focus on bullying. District will use reporting software for students and parents to report incidents.		Principal, Counselor				
For Reviews: <input type="checkbox"/> = Accomplished ➔ = Continue/Modify <input type="checkbox"/> = Considerable Progress <input type="checkbox"/> = Some Progress <input type="radio"/> = No Progress <input type="checkbox"/> = Discontinue						