Huntsville Independent School District



Estella Stewart Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Stewart Elementary serves 547 students in grades EE through 5. The campus is 42.6% White, 25.1% Hispanic, 24.6% African American, and 6.8% Two or More Races. 69.5% of students are economically disadvantaged (vs. 65.6% district, 60.5% state), and 100% of students are served under Title I. Special education enrollment is notably high at 21.3% (vs. 17.9% district, 15.3% state), while EB/EL enrollment is comparatively low at 3.9% (vs. 14.0% district, 24.3% state). Student mobility is 22.5% and annual student attrition is 39.5% — both well above district (26.4%) and state (18.0%) averages.

Strengths

Class sizes at or below district averages in most grades (e.g., Grade 4: 17.2 students vs. 20.1 district; Grade 2: 19.3 vs. 21.0 district).
Strong identification and service systems for students with dyslexia (8.1% of enrollment) and special education needs (21.3%), both above district and state rates.
100% Title I campus, maximizing access to federal funding and support resources for a high-need population.

Needs

The following have been identified as demographic needs:

- the achievement gap between African American, Hispanic, Economically Disadvantaged and English Language Learners compared to White and all students
- the achievement of English Language Learners and African Americans in Reading, Writing and Math
- the percentage of students performing at the advanced level

Student Achievement

Summary

Stewart Elementary received an overall 2025 campus accountability score of D. Campus-wide, only 22% of students met grade level or above across all grades and subjects, compared to 37% in the district and 50% at the state level; only 7% reached Masters level (vs. 12% district, 21% state). The gap is most pronounced in mathematics, where 21% of students met grade level (vs. 31% district, 45% state). Growth measures show some bright spots — Grade 4 ELA/Reading annual growth reached 62%, exceeding the district's 54% and approaching the state's 70%.

Strengths

Grade 4 ELA/Reading annual growth (62%) exceeded the district average and approached the state average.
EB/EL students outperformed the overall campus average on several measures (e.g., All Grades Meets Grade Level: 41% EB/EL vs. 22% campus overall).
Grade 5 Reading Meets Grade Level (43%) trails the state by a smaller margin than most other measures, suggesting relative strength in upper-grade reading instruction.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Student performance at Meets and Masters Grade Level trails district and state averages across nearly all tested grades and subjects, most notably in mathematics and in the combined 3rd-8th grade Reading & Math measure (16% campus vs. 38% state), indicating that most students are not yet reaching grade-level proficiency.	Insufficient Tier 1 instructional consistency -- driven by a teaching staff heavily weighted toward early-career teachers (68.8% with 1-5 years' experience) -- combined with high student mobility and attrition disrupts sustained academic progress and the continuity of intervention support needed to close proficiency gaps.

★ = Priority

School Culture and Climate

Summary

Campus office call logs collected since August 2025 document over 3,400 recorded calls, with eloping behavior (609 calls) and administrative-response calls (723) representing the largest categories, followed by Break (148), behavioral/physical Contact (82), Custodial (78), and Escort (76) calls. 65% of all calls originate from just 8 of the campus's classrooms, with a few number of rooms generating consistently the highest volumes. Call volume rose sharply in the second semester — monthly totals of 600–975 calls from February through April 2026, compared to 33–520 calls per month from August through December 2025.

Strengths

The campus systematically tracks office/behavior calls by date, room, student, and reason, providing a data foundation to target intervention where it's needed most.
Behavioral needs are concentrated rather than diffuse — 65% of calls trace to just 8 classrooms and a relatively small number of repeat students — making targeted, high-leverage intervention feasible.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	A small number of classrooms and students account for a disproportionate share of behavioral office calls, and overall call volume has grown substantially since the start of the second semester, indicating an escalating and increasingly concentrated need for behavioral support that current systems are not fully containing.	Insufficient behavioral intervention capacity and structured de-escalation support in the identified high-need classrooms -- compounded by a young, less-experienced teaching staff still developing classroom management systems -- has allowed rising student behavioral needs (including elopement, often linked to unmet developmental, sensory, or emotional-regulation needs) to outpace available supports

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Stewart Elementary employs 48.9 total staff FTE, including 24.1 teacher FTE. Staff report that recruiting and retaining teachers has been a real and ongoing struggle, a challenge reflected clearly in the TAPR data: 68.8% of teachers have only 1–5 years of experience (vs. 42.5% district, 28.3% state), while just 2.8% have 11–20 years' experience (vs. 15.0% district, 27.6% state). Average teacher experience is 6.4 years (vs. 7.4 district, 11.2 state), and campus leadership is also relatively new, with an average principal tenure of 2.0 years (vs. 4.3 district, 6.0 state).

Strengths

Favorable student-to-teacher ratio of 22.6:1, notably better than the district average of 34.8:1. Assistant principals bring strong average experience (11.0 years), well above the district (6.3) and state (5.1) averages, providing a source of instructional and operational continuity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Stewart Elementary struggles to recruit and retain experienced teaching staff. The workforce is heavily skewed toward early-career educators, with a marked shortage of teachers in the 6-30 year experience range, and average teacher salaries trail district and state averages at every experience band.	Below-market compensation relative to district and state averages, combined with the intensive demands of serving a high-poverty, high-mobility, high-need student population, reduces the campus's ability to attract and retain experienced staff, contributing to a cycle of inexperience that compounds instructional and behavioral challenges elsewhere in the CNA.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Stewart Elementary uses the Bluebonnet curriculum for both Math and Reading instruction. Instructional support structures include weekly collaborative team (PLC) meetings for teachers and structured observation/ feedback cycles for instructional coaching. Despite these structures, STAAR performance (see Student Achievement) shows that the majority of students are not yet meeting grade-level expectations, particularly in mathematics.

Strengths

Consistent, campus-wide curriculum adoption (Bluebonnet) in both core content areas.
Dedicated weekly collaborative planning time built directly into the schedule.
Regular observation/feedback cycles provide ongoing instructional coaching support.

Needs

The following have been identified as curriculum, instruction and assessment needs:

- continue discussions about student expectations being taught and at what level
- time for more vertical alignment
- intentional focus on higher level questioning when planning instruction
- designing instruction so that students are involved in meaningful, critical thinking activities
- earlier intervention for students through the RtI process

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Despite curriculum consistency and collaborative planning structures being in place, STAAR Meets Grade Level performance remains well below district and state averages -- particularly in mathematics (21% Meets vs. 45% state) -- revealing a gap between the instructional structures in place and their translation into grade-level student mastery.	A predominantly early-career teaching staff (68.8% with 1-5 years' experience) may not yet have the depth of experience needed to fully leverage the Bluebonnet curriculum and feedback cycles for rigorous, grade-level instruction, resulting in inconsistent implementation fidelity that limits the intended instructional impact.

★ = Priority

Family and Community Engagement

Summary

Parent and family engagement at Stewart Elementary is inconsistent, varying significantly by family and by grade level, according to staff input. The campus does not currently track formal engagement data (e.g., survey results, event attendance, or communication metrics) campus-wide.

Strengths

Some families are highly engaged, indicating existing relationships and channels exist that can potentially be extended campus-wide.

Needs

Families would benefit from:

- being informed of the child's daily curriculum
- an understanding of the state assessments
- having information on how to help their child at home to be successful at school
- a stronger, more active campus booster club
- the importance of their children following school procedures and meeting their individual responsibilities

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parent and family engagement is inconsistent across the campus, and the absence of formal engagement data or tracking makes it difficult to identify which families and grade levels need targeted outreach, or to measure whether current engagement efforts are effective.	Barriers likely tied to the campus's high rates of economic disadvantage (69.5%) and student mobility (22.5%) -- such as transportation, inflexible work schedules, and communication/language access -- combined with the lack of a systematic method for tracking engagement, limit the campus's ability to identify and close engagement gaps.

★ = Priority

Technology

Summary

Technology access at Stewart Elementary is generally adequate, according to staff input; however, integration and usage of technology in day-to-day instruction is inconsistent across classrooms.

Strengths

- 1:1 ratio of student to chromebook in grades K-5
- PK has iPads for ease of use
- New promethean boards in classrooms for up-to-date learning

Needs

The following are technology needs:

- continued training on how students can utilize technology available during instruction
- add wi-fi in areas where we don't have it - gym, office and add more wireless access points for better connectivity
- continue to purchase devices that become available to keep up to date

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Inconsistent classroom-level integration of available technology limits its potential to support differentiated instruction and intervention for a student population with significant need (21.3% special education, 69.5% economically disadvantaged).	The campus lacks structured, campus-wide expectations, training, or coaching support for effective technology integration in instruction, compounded by an early-career teaching staff who have not yet developed strong, consistent technology-integration practices.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Increase the percent of students at each of the Approaches, Meets and Masters Level on STAAR by 10% (Domain 1).

Evaluation Data Source: Student achievement gaps between student populations will decrease. The percentage of students from all student groups achieving advanced academic performance will increase from the prior year.

Strategy 1

A schoolwide Intervention and Enrichment time (Hornet Time) will be provided daily for all students using researched based interventions and certified Title 1 tutors.

Strategy's Expected Result/Impact: An academic plan for success developed for the campus that targets all students groups and individual students.

Staff Responsible for Monitoring: Administrators
Collaborative Grade Level Teams
Instructional Coaches

Funding Sources: Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock, 211 - Title I, Part A, $500, 2 Title 1 Tutors 211 - Title I, Part A, $22,434

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Strategy 2

Provide training for teachers in Developing Academic Language for Second Language Learners resulting in a 20% increase in English Language Proficiency results: Listening, Speaking, Reading, Writing.

Strategy's Expected Result/Impact: Increased student achievement by 20%
Proficiency Level Descriptors (PLDs)
TELPAS reports
Unit Assessment Results
STAAR scores

Staff Responsible for Monitoring: Principal
Assistant Principal
Director of Bilingual
Classroom Teachers

Funding Sources: Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers Bilingual Allotment,

Formative Reviews

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Strategy 3

Implement a common data analysis protocol for collaborative teams to use to analyze students assessment data and plan effective instruction.

Strategy's Expected Result/Impact: A 30% increase in students meeting standard in reading and math as evidenced in the following measures:
-benchmark results
-unit assessments
-Reading Levels
-Common Formative Assessments

Staff Responsible for Monitoring: Administrators
Teachers
Reading and Math Coaches
Reading and Math Interventionists

Funding Sources: Snap & Read 214 - Title IV, Part A, Sub 1,

Formative Reviews

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Strategy 4

Provide timely feedback to all staff through utilizing the observation feedback walkthroughs and protocol.

Strategy's Expected Result/Impact: Timely and appropriate feedback will be provided to 100% of the teachers with the use of T-TESS walk-through forms, and targeted walk through forms.

Staff Responsible for Monitoring: Campus Administrators
Peer observations

Funding Sources: Eduphoria (Strive), LOCAL,

Formative Reviews

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Strategy 5

Establish effective strategies during Collaborative Team Meeting time weekly for internalizing, discussing, and modeling RLA and Math lessons that are aligned K-5.

Strategy's Expected Result/Impact: Increased rigor in lessons and increase in student achievement

Staff Responsible for Monitoring: Administrators
Instructional Coaches

Funding Sources: Staff Development 211 - Title I, Part A, $1,000, Heggerty 214 - Title IV, Part A, Sub 1, , Supplies for Poster Maker 211 - Title I, Part A, $1,000

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Strategy 6

Instructional Coaches in Reading and Math will provide teacher support through Collaborative Team Meeting time, lesson internalization, professional development, mentoring, and modeling.

Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training and work with collaborative teams.

Staff Responsible for Monitoring: Director of C&I.

Funding Sources: Extra Duty Pay for Planning 211 - Title I, Part A, $1,000, Training Materials 211 - Title I, Part A, $500, Instructional Coach - Math State Comp Ed, , Instructional Coach - ELA 20% (TCLAS 80%) 211 - Title I, Part A, $14,751

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Performance Objective 2 ☑ High Priority

Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level in STAAR by 5% (Domain 3).

Evaluation Data Source: Staff development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1

Teachers will participate in professional development focused on researched based instructional strategies.

Strategy's Expected Result/Impact: Evidence in the staff development plan & agendas along with classroom implementation

Staff Responsible for Monitoring: Administrators
Academic Coaches
Guiding Coalition

Funding Sources: Academic Coaches 211 - Title I, Part A, $500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Campus Administration will provide new teacher training targeting specific needs, such as creating classroom expectations, reinforcing campus expectations, classroom management plan creation, etc...

Strategy's Expected Result/Impact: New teachers will receive needed support in a variety of ways.

Staff Responsible for Monitoring: Campus Administration Team
Team Mentors

Funding Sources: Copy Paper for hand-outs, Campus Administrators LOCAL,

Formative Reviews

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Strategy 3

Campus Administration will provide clearly defined grade level Collaborative Team Meeting time for all teaching teams that includes tight/loose expectations, planning day schedules, and lesson internalization procedures.

Strategy's Expected Result/Impact: This will result in increased student achievement by at least 20% on state and district assessments. This will be evidenced in PLC agenda, completed units, and student data.

Staff Responsible for Monitoring: Campus Administration
Math and Reading Coaches
Teachers Leaders

Funding Sources: Provide After School Planning Time 211 - Title I, Part A, $4,000

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Performance Objective 3

Increase the percentage of students meeting or exceeding growth in Math and ELA/Reading by 5% (House Bill 3 Goal, Domain II).

Evaluation Data Source: Curriculum content and programs implemented to meet the needs of student learners.

Strategy 1

Utilize full time teacher specialists to provide additional support for students who are in need of Tier 3 Reading and Math intervention.

Strategy's Expected Result/Impact: Students reading on or above grade level in K-5. Students performing at or above grade level in Math.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Math & Reading Specialists

Funding Sources: Interventionist and Dyslexia Teacher State Comp Ed,

Formative Reviews

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Strategy 2

Provide Tier 3 intervention for students who are second language learners by staff trained to communicate in the students native language using researched based intervention.

Strategy's Expected Result/Impact: Increase academic achievement of second language learners.

Staff Responsible for Monitoring: Campus administrators
Interventionist

Funding Sources: Part Time Title 3 Tutor LOCAL, , Rosetta Stone access for EB learners 263 - Title III, Part A,

Formative Reviews

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Strategy 3

Students will track and monitor their own learning through goal setting and reflection.

Strategy's Expected Result/Impact: Student engagement in learning will increase due to motivation in tracking their own progress. Increase in the number of students meeting standard in Math and Reading.

Staff Responsible for Monitoring: Campus Administration
Teachers
Students

Formative Reviews

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Strategy 4

Provide researched based manipulatives in math to increase understanding by providing concrete examples of TEKS.

Strategy's Expected Result/Impact: Increase the number of students meeting and exceeding standard on unit assessments, exit tickets, and benchmarks.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Funding Sources: Leveled Readers 211 - Title I, Part A, 6326, $6,000, Math manipulatives 211 - Title I, Part A, $9,000

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Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase percent of students on track for reading (PK-K) or reading on grade level (1st-8th) by 5% (HB3, Domain I, II, III).

Strategy 1

Provide professional learning opportunities for staff on how to differentiate instruction using researched based best practices (small group instruction).

Strategy's Expected Result/Impact: Increase in students meeting or exceeding standard on assessments.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

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Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 1

Implement procedures and systems that promote and support positive behaviors and social and emotional well being.

Evaluation Data Source: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1

Provide training to 100% on the PBIS framework.

Strategy's Expected Result/Impact: Understanding of positive behavior interventions and support so that expectations are established school wide to increase student engagement and decrease discipline incidents.

Staff Responsible for Monitoring: Principal
Assistant Principal
PBIS Campus Committee
Counselor

Funding Sources: Posters for each classroom to support the programs LOCAL,

Formative Reviews

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Strategy 2

Provide discipline management training for all staff utilizing the discipline flow chart to clarify office management vs. classroom managed behaviors.

Staff Responsible for Monitoring: Assistant Principal
PBIS Campus Committee
Principal
Counselor

Formative Reviews

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Strategy 3

Monitor discipline referrals monthly to determine trends and patterns and report data to the campus PBIS team and the staff

Strategy's Expected Result/Impact: Decrease in student discipline referrals and an increase in positive office referrals.

Staff Responsible for Monitoring: Assistant Principal
PBIS Campus Committee

Formative Reviews

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Strategy 4

Conduct campus assemblies monthly to recognize good citizenship, attendance, academics, and specials awards.

Strategy's Expected Result/Impact: Increase in positive behaviors on campus and student academic success.

Staff Responsible for Monitoring: Principals
Counselor
School Secretary
PEIMS Clerk
Teachers

Funding Sources: certificates and incentives for awards LOCAL,

Formative Reviews

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Performance Objective 2

Monitor and assess the effectiveness of the district health, safety, and emergency plans.

Evaluation Data Source: All plans in place and conducted by staff as needs arise.

Strategy 1

Review and make needed changes to the campus emergency operations plan

Strategy's Expected Result/Impact: Emergency procedures will be provided to staff at the safety training.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Nurse
Campus SRO

Formative Reviews

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Strategy 2

Provide staff training to all staff on campus crisis management plan

Strategy's Expected Result/Impact: Training will be documented through the agenda and sign in sheet for the training. Effective implementation will also be demonstrated during the use of monthly safety drills.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

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Strategy 3

Meet with campus emergency response team, including the campus SRO, to ensure appropriate procedures are in place including Active Shooter protocols.

Strategy's Expected Result/Impact: Increase safety awareness and protocols among all students and staff.

Staff Responsible for Monitoring: Principal
Emergency Response Team

Funding Sources: Campus Safety Response Kit LOCAL,

Formative Reviews

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Performance Objective 3

Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Source: Policies and practices in addressing bullying are aligned campus wide.

Strategy 1

Conduct training for all personnel in recognizing bullying, reporting requirements, and appropriate interventions

Strategy's Expected Result/Impact: This will be evidenced through documentation of all staff being trained.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Safe School on-line training

Formative Reviews

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Strategy 2

Provide information to parents regarding bullying and prevention.

Strategy's Expected Result/Impact: Using the Home School Connection newsletter, we will increase parent and community awareness about bullying and prevention.

Staff Responsible for Monitoring: Campus Administration
Counselor

Formative Reviews

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Strategy 3

Provide a schoolwide program called "Morning Meetings" (20 minutes daily) to develop social skills, character education, and conflict resolution.

Strategy's Expected Result/Impact: Increase in positive student to student interactions. Decrease in office referrals.

Staff Responsible for Monitoring: Counselor
Campus Administrators

Formative Reviews

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Strategy 4

Provide ongoing training to staff on de-escalation strategies.

Strategy's Expected Result/Impact: Decrease in office referrals

Staff Responsible for Monitoring: Behavior Coaches
Campus Administrators

Formative Reviews

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Goal 3

COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and collaboration.

Performance Objective 1

Provide opportunities for parents and community involvement which promote academic achievement and school climate.

Evaluation Data Source: Increased community involvement in all operations of the district.

Strategy 1

Increase opportunities for family involvement by adding new events throughout the year such as Science Night/Science Fair and continue Reading and Math Night.

Strategy's Expected Result/Impact: This will be evidenced through the calendar of events and parent & student attendance.

Staff Responsible for Monitoring: Principal
Campus committees
Interventionists
Academic Coaches

Funding Sources: Various supplies for Reading Night materials and Math Night materials. 211 - Title I, Part A, $1,700

Formative Reviews

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Strategy 2

Plan informational meetings for parents with a focus on ways to support the academic curriculum.

Strategy's Expected Result/Impact: This will be evidenced through the use of agendas, sign in, and school event calendar.

Staff Responsible for Monitoring: Principal
Teachers

Funding Sources: Decorations/Handouts 211 - Title I, Part A, $200, Serve Light Snack 211 - Title I, Part A, $500

Formative Reviews

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Performance Objective 2

Provide a variety of communication methods to share information with parents, student and community stakeholders.

Evaluation Data Source: Completed list of communications shared with all stakeholders.

Strategy 1

Continue to increase English and Spanish communication with external stakeholders to include campus newsletters and social media platforms.

Strategy's Expected Result/Impact: This will be evidenced in the campus publications (Newsletter) and social media platforms.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

Continue to utilize campus Tuesday folders to communicate regularly with parents regarding academic progress and behavior. Clarify expectations of Tuesday folders with staff at BOY.

Strategy's Expected Result/Impact: Increased parent awareness of their student's academic and behavior success will occur when weekly communication is offered.

Staff Responsible for Monitoring: Principal
Teachers

Funding Sources: Red Tuesday Folders (Take Home Folder) LOCAL, $600

Formative Reviews

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Performance Objective 3

Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Strategy 1

Communicate with parents and community using a variety of communication platforms regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through open forum and surveys.

Strategy's Expected Result/Impact: Increase in parent involvement and learning for students.

Staff Responsible for Monitoring: Principal
Assistant Principal
Guiding Coalition

Formative Reviews

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Goal 4

RESOURCES
The District will ensure fiscal accountability and responsibility through transparent and sound stewardship of our resources.

Performance Objective 1

Implement a budget development process that ensures resources are identified, prioritized, aligned, and allocated to reflect our mission and core belief statements.

Evaluation Data Source: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1

Prioritize and allocate resources to provide meaningful professional development focused on TEKS based student learning

Strategy's Expected Result/Impact: PD Budget will be utilized to support teacher growth.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

Continue to implement, add, and replace technological devices to enhance the engagement of student learners.

Strategy's Expected Result/Impact: Comprehensive Funds will support the purchases of technology devices to increase student achievement.

Staff Responsible for Monitoring: Principal

Funding Sources: Technology Updates as Needed LOCAL,

Formative Reviews

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Performance Objective 2

Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Strategy 1

Evaluate and prioritize the purchase of replacing outdated and broken furniture including desks, chairs and educational support materials (boards, screens, etc) for classrooms .

Strategy's Expected Result/Impact: Increased student achievement and community pride in the campus

Formative Reviews

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Goal 5

STAFF
The District will recruit and retain exceptional staff to inspire, encourage, and empower student academic and social success.

Performance Objective 1

Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Source: Yearly staff rosters reflect a decline in teacher turnover rate.

Strategy 1

Provide campus new teacher mentor program to meet monthly on identified and targeted topics.

Strategy's Expected Result/Impact: agendas

Staff Responsible for Monitoring: Campus new teacher coordinator

Funding Sources: Mentor Stipends 255 - Title II, Part A, , New Tchr Academy ESC6 & Pre-Contract PD Pay 255 - Title II, Part A,

Formative Reviews

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Strategy 2

Provide extensive staff development to teachers targeting specific areas of need including opportunities for personal learning.

Strategy's Expected Result/Impact: This will be evidenced in completed training and the implementation of the training in lesson plan execution and delivery.

Staff Responsible for Monitoring: Administrators
Instructional Coach

Funding Sources: Solution Tree Conferences (2) 211 - Title I, Part A, $5,000

Formative Reviews

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Strategy 3

Provide consistent team building opportunities for staff throughout the school year.

Strategy's Expected Result/Impact: Retain staff.

Staff Responsible for Monitoring: Principals
Assistant Principal
School Climate Team

Formative Reviews

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Performance Objective 2

Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as math, science, bilingual education, and foreign languages.

Strategy 1

Continue partnership with Sam Houston State University and other entities to identify qualified student teachers that are ready for employment.

Strategy's Expected Result/Impact: Employ student teachers at Stewart once certified.
Retain high quality staff.

Staff Responsible for Monitoring: Principal
Assistant Principal
Mentor Teachers
SHSU Supervising Professors

Formative Reviews

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Performance Objective 3

Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Strategy 1

Survey staff on professional development needs and provide opportunities to attend sessions.
as identified in the survey as needs.

Strategy's Expected Result/Impact: Build capacity in staff.

Staff Responsible for Monitoring: Principal
Assistant Principal
Administrative Team

Formative Reviews

October	January	March	June

State Compensatory Education

State Compensatory

Budget for Estella Stewart Elementary

Total SCE Funds: $413,864.00

Total FTEs Funded by SCE: 9.25

Brief Description of SCE Services and/or Programs

Personnel for Estella Stewart Elementary

Name	Position	FTE
Archie, Lockie	Math Interventionist	1
Augustine Archie	PK Sped	1
Cassandra Singleterry	Social Learning Lab	1
Chelsea Poncinie	SpEd IA	1
Danielle Sandmann	RLA/SS Instructional Coach	1
Kristy Ferguson	Dyslexia	0.75
LaTia Taylor	PK IA	1
Marlin, Betsy	Dyslexia	0.5
Shandy Stewart	Reading Interventionist	1
Velma Scott	PK IA SpEd	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Crystal Byrd	Math/Science Instructional Coach	Title I	1
Kimberly Machinsky	EC -2 Instructional Coach	Title I	1

Committees

Committees

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock,	--	$500.00
1	1	1	2 Title 1 Tutors	--	$22,434.00
1	1	5	Staff Development	--	$1,000.00
1	1	5	Supplies for Poster Maker	--	$1,000.00
1	1	6	Extra Duty Pay for Planning	--	$1,000.00
1	1	6	Training Materials	--	$500.00
1	1	6	Instructional Coach - ELA 20% (TCLAS 80%)	--	$14,751.00
1	2	1	Academic Coaches	--	$500.00
1	2	3	Provide After School Planning Time	--	$4,000.00
1	3	4	Leveled Readers	6326	$6,000.00
1	3	4	Math manipulatives	--	$9,000.00
3	1	1	Various supplies for Reading Night materials and Math Night materials.	--	$1,700.00
3	1	2	Decorations/Handouts	--	$200.00
3	1	2	Serve Light Snack	--	$500.00
5	1	2	Solution Tree Conferences (2)	--	$5,000.00
				Sub-Total	$68,085.00
				Budgeted Fund Source Amount	$134,841.00
				+/- Difference	**$66,756.00**

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Mentor Stipends	--	$0.00
5	1	1	New Tchr Academy ESC6 & Pre-Contract PD Pay	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Rosetta Stone access for EB learners	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Eduphoria (Strive),	--	$0.00
1	2	2	Copy Paper for hand-outs, Campus Administrators	--	$0.00
1	3	2	Part Time Title 3 Tutor	--	$0.00
2	1	1	Posters for each classroom to support the programs	--	$0.00
2	1	4	certificates and incentives for awards	--	$0.00
2	2	3	Campus Safety Response Kit	--	$0.00
3	2	2	Red Tuesday Folders (Take Home Folder)	--	$600.00
4	1	2	Technology Updates as Needed	--	$0.00
				Sub-Total	$600.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$600.00**

214 - Title IV, Part A, Sub 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Snap & Read	--	$0.00
1	1	5	Heggerty	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Coach - Math	--	$0.00
1	3	1	Interventionist and Dyslexia Teacher	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 - Title I, Part A, School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00