

# **Fredericksburg Independent School District**

## **Stonewall Elementary School**

### **2024-2025 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

FISD will guide students to be the best version of themselves and achieve unlimited potential.

## Goals

**High Performing Students:** Fredericksburg ISD will provide innovative and diverse learning programs to ensure high performing students

**Highly Engaged Staff:** Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

**Strong Community Partnerships:** Fredericksburg ISD community members will partner in the continuing improvement of the educational system.

**Strategic Resource Management:** Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

## Vision

Fredericksburg ISD is inspiring excellence.

# Core Beliefs

In Fredericksburg ISD we believe:

Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.

Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.

Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.

Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.

The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor all aspects of the district's goals.

The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

## Core Values

Respect

Integrity

Students First

Excellence

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stonewall Elementary serves the rural community of Stonewall and Fredericksburg and is part of the Fredericksburg ISD system. Twenty two percent of our students are Stonewall residents. The rest reside in Fredericksburg. Our Stonewall enrollment is slowly growing as the area brings in new residents.

Fall 2024 demographic data for Stonewall records the percentage of students in the following sub-populations, 48% economically disadvantaged; 40% at-risk; 0% gifted and talented; 6% English language learners; and 17% are students identified for special education. Ethnicity is 80% White, 20% Hispanic.

The average class size for Stonewall is 20 students.

### Demographics Strengths

Stonewall Elementary has a smaller total number of students per campus compared to FPS and FES. This allows for greater supervision and implementation of behavior and academic expectations.

Stonewall teachers are highly qualified and average 20 years in education. One staff member has master's degrees in education, six staff members are ESL (English as a second language) certified, six staff members have 30 hour of GT training, and three staff members are certified in special education.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Stonewall Elementary's high focus group contributes to and affects data scores for STAAR testing subcategories. A high percentage of our Special Education students also fall into another subcategory. **Root Cause:** Smaller population served

# Student Learning

## Student Learning Summary

Using data from the 2024 STAAR Reading test, 79% of third grades students scored at the approaching level or above; 26% scored at a level that meets grade level or above, and 10% scored at a master's level.

In fourth grade for STAAR Reading, 94% of students scored at the approaching level or above; 28% scored at a level that meets grade level or above, and 39% scored at the mastery level.

In the fifth grade for STAAR Reading, 100% of students scored at the approaching level or above; 32% scored at a level that meets grade level or above, and 58% scored at the mastery level.

Using data from the 2024 STAAR Math test, 68% of third grades students scored at the approaching level or above; 37% scored at a level that meets grade level or above, and 11% scored at a master's level.

In fourth grade for STAAR Math, 83% of students scored at the approaching level or above; 33% scored at a level that meets grade level or above, and 22% scored at the mastery level.

In fifth grade for STAAR Math, 95% of students scored at the approaching level or above; 26% scored at a level that meets grade level or above, and 42% scored at the mastery level.

The levels in Reading are greater than both state and district averages. The levels in Math are greater than both state and district averages.

The fifth grade STAAR Science, 89% of students scored at the approaching level or above, 16% scored at the meets level or above and 21% of the students scored at the Mastery level.

Early Childhood literacy rates from the end of Spring 2024 indicate that 90% of kindergarten students were at or above level in Reading and 72% of first grade students were at or above grade level in Reading.

For Mathematics, Early Childhood literacy rates indicated that 94% of kindergarten students were on or above grade level and 89% of first grade students were on or above grade level.

## Student Learning Strengths

Stonewall students have high learning capacity and resources to overcome learning deficits. Teachers maintain a high level of expectations for students and need for intervention is identified early and started early.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Stonewall primary grades have a greater number of students on grade level in early literacy math skills than in early literacy reading skills showing a need for additional early literacy intervention for students in kinder through second grade. **Root Cause:** Students come to Stonewall with more number sense than with

letter/sound identification skills.

**Problem Statement 2 (Prioritized):** Incorporating opportunities for extended learning and interventions for students needing additional learning supports into the classroom schedules and to accommodate hours of intervention for those students failing STAAR Math, and Reading. **Root Cause:** Limited auxiliary staff positions and for intervention with students who are having difficulties learning basic Math and Reading skills.

# School Processes & Programs

## School Processes & Programs Summary

Stonewall students learn in an environment that is physically and emotionally safe for students and adults. Stonewall students are actively engaged in learning and are connected to the school and broader community. Stonewall students have access to rigorous, personalized learning provided by supportive, well trained staff who use a variety of strategies, technologies and resources. All grade-level curriculum is aligned to the Texas Essential Knowledge and Skills. Teachers use TEKS resources scope and sequence, common district assessments, and other instructional foci documents to ensure that all TEKS are covered and aligned with district and state standards.

Phonics is taught daily in grades kindergarten through third grade while skill-focused spelling and vocabulary development is taught in third, fourth and fifth grades. Phonics skill based and guided reading groups and use of reading intervention programs provide personalized learning and individualized reading opportunities for students.

Math and science instruction aim to construct conceptual knowledge in both subjects. Personalized learning is supported through guided math groups, math centers, group projects and scientific experimentation.

Students at Stonewall use computers daily as part of classroom learning. All students are learning and practicing technology skills daily.

## School Processes & Programs Strengths

The strengths of Stonewall Elementary instruction programming include a phonics based reading program, conceptual understanding for mathematical instruction, guided reading and math for individualized support, and hands-on Science with a STEAM focused enrichment component. All Stonewall Elementary students use personal laptops daily. Students and teachers have access to technology and have integrated elements into daily learning with the use of a common digital platform and other online resources.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Refinement and implantation of a systemic STEAM program across grade levels to focus planning, interventions, enrichment. **Root Cause:** STEAM scheduling for each grade level to not interfere with intervention and instructional minutes.

**Problem Statement 2 (Prioritized):** Students lack the word processing skills needed to reflect their scope of knowledge on an online writing platform. **Root Cause:** STAAR testing is online and written response questions are embedded into the testing at all grade levels.

**Problem Statement 3:** Teachers need for professional development related more directly to student learning and instructional strategies. **Root Cause:** Professional development opportunities less focused on instructional strategies, and more focused on adopted programs and curriculum.



# Perceptions

## Perceptions Summary

Stonewall Elementary has a positive culture and healthy climate. Students participate in weekly counseling and guidance lessons and monthly restorative circles to perpetuate social emotional health both in and out of the classroom. Principal maintains high visibility and seeks out communication opportunities with community, parents, staff and students. Administration and staff is responsive to feedback from all stakeholders. Stonewall has a high active parent/family participation rate in school community events. School staff and administration strive to keep families informed. Communication outlets include individual classroom communication through *See Saw* at every grade level, classroom news letters sent both electronically and printed, printed flyers for school events sent home bi-weekly, monthly updated website, and principal emails.

## Perceptions Strengths

Stonewall staff's commitment to continued community building events, with appropriate safety measures. The campus size which encourages strong and long lasting relationships among staff, parents and students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** District perception that the same district solutions and procedures are applicable to a campus with different systems/ procedures and demographics. **Root Cause:** Uniquely different campus than FPS and FES based on population size and demographic differences.

# Priority Problem Statements

**Problem Statement 1:** Stonewall primary grades have a greater number of students on grade level in early literacy math skills than in early literacy reading skills showing a need for additional early literacy intervention for students in kinder through second grade.

**Root Cause 1:** Students come to Stonewall with more number sense than with letter/sound identification skills.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Incorporating opportunities for extended learning and interventions for students needing additional learning supports into the classroom schedules and to accommodate hours of intervention for those students failing STAAR Math, and Reading.

**Root Cause 2:** Limited auxiliary staff positions and for intervention with students who are having difficulties learning basic Math and Reading skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students lack the word processing skills needed to reflect their scope of knowledge on an online writing platform.

**Root Cause 3:** STAAR testing is online and written response questions are embedded into the testing at all grade levels.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Refinement and implantation of a systemic STEAM program across grade levels to focus planning, interventions, enrichment.

**Root Cause 4:** STEAM scheduling for each grade level to not interfere with intervention and instructional minutes.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Stonewall Elementary's high focus group contributes to and affects data scores for STAAR testing subcategories. A high percentage of our Special Education students also fall into another subcategory.

**Root Cause 5:** Smaller population served

**Problem Statement 5 Areas:** Demographics

# 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)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- School safety data

### **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
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: November 5, 2024

**Goal 1:** High Performing Students: Stonewall Elementary will provide innovative and diverse learning programs to ensure high performing students.

**Performance Objective 1:** All Stonewall student populations (including Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, Section 504, At-Risk, Migrant, and Gifted and Talented) will show at least annual growth in core areas.

**High Priority**

**HB3 Goal**


**Evaluation Data Sources:** STAAR, Texas Academic Performance Report, A-F Accountability Report, MAP Growth Assessments (BOY, MOY, EOY), mClass Amplify Texas, MAP Reading Fluency, Istation, Imagine Math, DRA/EDL, Reading Horizons, Heggerty


| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Stonewall teachers are provided the opportunity to review and study TEKS through the TEKS Resource system and vertically align the TEKS and associated teaching strategies for writing, math, phonics reading and science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned curriculum with district and state standards, aligned core assessments in Reading, Math and Science, student success on STARR</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and Classroom Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Professional Development Days - 199 Local Funds</p> | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |

| Strategy 2 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 2:</b> Stonewall teachers and administrator analyze student current performance data from universal screeners, district evaluations, technology based testing and past year's testing data, to identify areas of strength and areas of improvement for student performance on grade level priority standards in achievement, school progress and closing the gaps domains. Teachers will incorporate high yield strategies into classroom instruction in real time and focus student specific instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on priority standards, MAP data</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teachers, Special Education Teacher</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 Local Funds</p> | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 3 Details  | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Stonewall teachers and counselor generate individualized interventions and testing accommodations based on student documented need and monitor student progress through student review meetings, 504, special education and LPAC as required by TEC 29.061-29 and TAC 89 and advance students for evaluation for specialized instruction as determined by individual student review.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needs met and documented in appropriate service framework (RtI/MTSS, LPAC, 504, Special Education)</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Counselor, Classroom teachers, Social Education teacher</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>   | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 4 Details  | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Stonewall teachers and counselor identify and serve at-risk students for dropping out of school according to TES29.081 with mentoring program and extended opportunities for learning through interventions and tutorials and specified technology resources.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students need met and services documented</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teacher, Counselor</p> <p><b>Funding Sources:</b> Mentoring Program - 199 Local Funds</p>   | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |

| Strategy 5 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 5:</b> Accelerated education in the form of rigorous, research based interventions are provided for those students who have failed STAAR subject testing in grades three and four in accordance to SB4545. Additional accelerated instruction is regularly provided by certified teachers for students who score below grade level in both kindergarten and first grade reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance documents from interventions session<br/>Teacher planning forms<br/>Higher than 65% on grade level as indicated on Early Literacy Reading scores for kindergarten and first grade on EOY measures.</p> <p><b>Staff Responsible for Monitoring:</b> Kinder and First grade teachers, Fourth and Fifth grade classroom teachers, Administrator, Interventionist</p> <p><b>Funding Sources:</b> - 199 Local Funds</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 6 Details   | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Stonewall teachers vertically align writing processes and benchmarks for each grade level and teach these skills to all students so that all students will be proficient in written, electronic communication that adequately expresses their ideas and knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Students proficient in word processing</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrator</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 7 Details   | Formative Reviews |            |             |
| <p><b>Strategy 7:</b> Classroom teachers use strategies from sheltered instruction, research based reading intervention programs, and a literacy approach grounded in phonics instruction to teach Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic reading success for all</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Programs for intervention - 199 Local Funds</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 8 Details   | Formative Reviews |            |             |
| <p><b>Strategy 8:</b> Classroom teachers use strategies from research based programs to improve students conceptual understanding of mathematics through classroom centers and guided small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Equitable student academic success across sub-categories</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Stemsopes Math resource - 199 Local Funds</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







**Goal 1: High Performing Students:** Stonewall Elementary will provide innovative and diverse learning programs to ensure high performing students.

**Performance Objective 2:** Increase Stonewall student safety and well-being.

**High Priority**

**Evaluation Data Sources:** student survey, Emergency Operations Plan, crisis plan, Health and Guidance lessons

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> As bully and aggressive behavior prevention measures, all of Stonewall students participate in monthly circles and problem solving strategies during weekly counseling and guidance class and will report positive ratings on the student safety survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop emotionally safe perceptions among students, practice productive problem solving</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> Student survey at the end of the year - 199 Local Funds</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> All students participate in reviews of character traits and a school wide acknowledgment process will be implemented to highlight students' emulation of positive traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Students acknowledged for character strengths every nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Counselor</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Through a coordinated school health and wellness program that supports students emotional health and physical health, all Stonewall students participate in rigorous daily physical exercise as well as additional opportunities to make healthy lifestyle choices and participate in outdoor activities (gardening) and exercise (morning track). A yearly fitness assessment will be conducted during PE with support of the school nurse as well as all required health screenings.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure student outlet for physical exercise and appropriate outdoor play</p> <p><b>Staff Responsible for Monitoring:</b> PE instructor, Administrator, Nurse, Cafeteria Manager, Teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 4 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 4:</b> Stonewall teachers incorporate elements of Capturing Kids Hearts and best practices in positive behavior supports into both campus and classroom routines. These will include classroom social contract, greeting students at the door of each classroom, affirmations, good things, launches, peace areas or calm down stations and the practice of active listening routines.</p> <p><b>Strategy's Expected Result/Impact:</b> Elements of CKH practices used regularly by teachers, PBS expectations visible in school hallways and used by staff to reinforce campus behaviors. All students are respectful and responsive.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrator</p> | Formative         |     |      |
|   | Jan               | Mar | June |
|   |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                   |     |      |





**Goal 1: High Performing Students:** Stonewall Elementary will provide innovative and diverse learning programs to ensure high performing students.

**Performance Objective 3:** Prepare all Stonewall students to be college, career, and/or military ready.

**High Priority**

**Evaluation Data Sources:** STAAR, MS Choice sheets, STEAM Participation

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Both teachers and students document and frequently share individualized academic progress to foster student academic ownership and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress monitoring data kept by both teachers and students</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher, Special Education teacher</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>  | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> Stonewall teachers develop and implement individualized independent reading programs using the school library as part of a larger plan for life long literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerated Reading program data</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Teachers</p>   | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| Strategy 3 Details   | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Classroom teachers differentiate instruction for GT students and EB students using strategies from both sheltered instruction and accelerated learning models.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated strategies used to meet students learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teacher</p> <p><b>Funding Sources:</b> Professional development for sheltered instruction, accelerated learning model - 199 Local Funds</p> | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| Strategy 4 Details   | Formative Reviews |     |      |
| <p><b>Strategy 4:</b> Teachers implement and refine the campus STEAM initiative in which all students will participate in STEAM activities each semester through utilization of lab space and the development of student knowledge of coding and robotics.</p> <p><b>Strategy's Expected Result/Impact:</b> Student STEAM products</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom Teachers</p>   | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |





| Strategy 5 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 5:</b> Gifted and Talented students have the opportunity to work with other GT students as well as their age appropriate peers to create projects and products and participate in school wide enrichment model focused on STEAM.</p> <p><b>Strategy's Expected Result/Impact:</b> Exposure to STEAM enrichment program</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teacher</p> <p><b>Funding Sources:</b> Across grade level enrichment activities - 199 Local Funds</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 6 Details   | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Campus administrator and counselor will provide students and parents with activities and information about post-secondary readiness and career exploration as well as supporting transition activities to the Middle School campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students knowledge of careers and transition processes to college, career and military</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Counselor</p>                              | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |             |

**Goal 1: High Performing Students:** Stonewall Elementary will provide innovative and diverse learning programs to ensure high performing students.

**Performance Objective 4:** Promote engaged, well-rounded Stonewall students.

**High Priority**

**Evaluation Data Sources:** STEAM participation, attendance, academics, involvement with community partnerships





| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> The campus will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development and instructional technology across all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Well rounded educational foundation for Stonewall students</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrator</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> The campus will provide innovative practices such as blended learning to enhance digital citizenship while incorporating technology and digital lessons. The campus provides access to computers in the classroom with 1:1 laptops and Chromebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students use technology as a learning resource and tool for products.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrator</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> The campus will monitor attendance and provide intervention, supports and parent/school partnership plan to increase attendance for the academic year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student daily attendance to greater than 95% and decrease chronic attendance identification among students.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance staff, Administrator, Attendance Officer</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |            |             |

**Goal 2:** Highly Engaged Staff: Stonewall Elementary will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

**Performance Objective 1:** Create a PD plan and PLC system that provides meaningful and on-going professional development support to allow teachers and staff to grow and meet district goals.

**High Priority**

**Evaluation Data Sources:** PLC plan, Curriculum Management Plan


| Strategy 1 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> All teachers receive training for learning strategies that improve student academic performance and motivation for academic engagement in the areas of social emotional learning, student literacy, gifted and talented education, technology, and ESL sheltered instruction. All Stonewall teachers will be ESL certified and have thirty hours of training in serving gifted and talented with an additional six hours yearly.</p> <p><b>Strategy's Expected Result/Impact:</b> No ESL waivers for teachers, teachers' documented training for GT</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 Local Funds</p> | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 2 Details  | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> The campus will work with district officials to conduct a teacher survey for training ideas that translate to meaningful professional development related to the needs and goals of campus teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> survey guided PD</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p>   | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |             |

**Goal 2:** Highly Engaged Staff: Stonewall Elementary will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

**Performance Objective 2:** Provide learning environments and structures designed to promote a physical, mental, emotional, and cultural focus on safety and wellness.

**High Priority**

**Evaluation Data Sources:** Safety Coordinator, Campus Administrators, Counselors





| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> The campus will utilize planning and decision-making committees to annually develop, execute and evaluate activities that promote a strong culture and focus on safety and wellness. These plans include all stakeholders and are processed through the campus advisory committee and PTO.</p> <p><b>Strategy's Expected Result/Impact:</b> Quarterly meetings with stakeholders on campus advisory committee and PTO</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Teachers on CAC</p>   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Stonewall school will use multiple avenues for all stakeholders to express concerns and make reports both to teacher and to school administration and district administration that include conferences with teachers, administrators and staff, electronic reporting via school website, reporting mail boxes for students and open advisory meetings staff, parents and community to express concerns and have concerns addressed.</p> <p><b>Strategy's Expected Result/Impact:</b> Always evolving safety protocols to address changing safety concerns</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p>              | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> The campus will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update Emergency Operation Procedures, and conduct safety/security audits. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. The campus will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive Safe School Audits</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|    |                   |            |             |

**Goal 2: Highly Engaged Staff:** Stonewall Elementary will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

**Performance Objective 3:** Increase staff satisfaction and engagement.

**High Priority**

**Evaluation Data Sources:** Staff survey and interviews, campus morale measures

| Strategy 1 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Campus will develop committee to coordinate positive morale events monthly throughout the school year and work with PTO to support teachers and ensure instructional and classroom needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> positive teacher survey</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 2 Details  | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Campus will designate teacher leaders according to individual strengths and designate campus leadership roles.</p> <p><b>Strategy's Expected Result/Impact:</b> high teacher engagement in campus roles, shared leadership</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p>   | <b>Formative</b>  |            |             |
|   | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|   |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |             |







**Goal 3:** Strong Community Partnerships: Stonewall Elementary community members will partner in the continuing improvement of the educational system.

**Performance Objective 1:** Annually increase parental and community engagement and satisfaction.

**Evaluation Data Sources:** Meeting agendas, surveys, parent/family sign-in sheets


| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Parents will attend fall conferences or attend via phone to gain information on student progress and learning at a rate of 85%. The 15% unable to attend or contacted will be targeted for follow up contact by the teacher during the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress shared with all parents.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> The campus will educate and inform families about campus TEA rating in an annual campus report card meeting. The campus will inform parents of programs prior to the event, to build capacity, understanding and importance of parent and family engagement. A variety of communication methods will be used, in a language that parents can understand, included but not limited to, meet the teacher night, PTO meetings, community building events, electronic and paper flyers, email, newsletters and other meetings and events.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of parents report receiving emails or newsletters on end of year survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Secretary</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> In accordance with Child Find laws, the campus will work with other district campuses and Special Education, Emergent Bilingual, Dyslexia and 504 department staff to fully inform parents and guardians of available programming across the district to support student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will understand service limitations at Stonewall and additional services provided at the other district campuses; parents will be fully informed of all educational options.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 4 Details   | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> All Stonewall teachers will use common parent contact and communication program and the school will use district website, local school website and the district alert systems to provide immediate information to parents via phone or other electronic device.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents end of year survey will show positive results for parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Campus Secretary</p> <p><b>Title I:</b><br/>4.2</p>  | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 5 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 5:</b> All GT students will have documentation of GT services provided by the classroom teacher included in the report card for the fall and/or spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents of GT students will report receiving documentation on end of the year GT survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Teacher of GT students</p>   | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |      |

**Goal 3: Strong Community Partnerships:** Stonewall Elementary community members will partner in the continuing improvement of the educational system.

**Performance Objective 2:** Increase School/Business partnerships





**Evaluation Data Sources:** Reported school partnerships increases annually

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Recruit and nurture partnerships with Stonewall community service centers and businesses through shared communication and common goals for the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional community school partners contributing to school with time and financial supports.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Campus Advisory Team</p> | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Retain and recruit campus volunteers, mentors and nurture mentoring program through shared communication and expressions of appreciation.</p> <p><b>Strategy's Expected Result/Impact:</b> More students being served by mentors especially those not already connected to the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Mentor Supervisor</p>                      | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|    |                   |            |             |

**Goal 4:** Strategic Resource Management: Stonewall Elementary will develop a sustainable financial model which provides the resources necessary to realize the district vision.

**Performance Objective 1:** Effective and efficient operations and strong financial stewardship.





**Evaluation Data Sources:** financial reviews, audits

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Implement campus spending plan to increase program effectiveness, eliminate duplication and reduce fragmentation of instructional spending on the campus. Campus leadership will work with district finance office to coordinate federal and local funding to provide appropriate instruction and services to all students while maximizing the impact of available resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Planned spending, less movement of funding budget codes</p> <p><b>Staff Responsible for Monitoring:</b> Office Manager, Administrator</p>  | Formative         |     |      |
|  | Jan               | Mar | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |      |

**Goal 4:** Strategic Resource Management: Stonewall Elementary will develop a sustainable financial model which provides the resources necessary to realize the district vision.

**Performance Objective 2:** Develop and implement a systematic facility and technology management plan.

**Evaluation Data Sources:** Documentation of Stonewall School as part of district plans

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <b>Strategy 1:</b> Update records for service of devices so that older devices can be cycled out and replaced with new devices.<br><b>Strategy's Expected Result/Impact:</b> Replacement of outdated devices<br><b>Staff Responsible for Monitoring:</b> Campus Technology Expert, Administrator   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <b>Strategy 2:</b> Implement acceptable use contract signed by teachers, parents and students for all technology devices.<br><b>Strategy's Expected Result/Impact:</b> Higher quality care of computers and other technology devices<br><b>Staff Responsible for Monitoring:</b> Administrator, Classroom teachers   | <b>Formative</b>  |            |             |
|  | <b>Jan</b>        | <b>Mar</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |             |

# Campus Advisory Committee

| <b>Committee Role</b>    | <b>Name</b>      | <b>Position</b> |
|--------------------------|------------------|-----------------|
| Parent                   | Andrew Holbrook  | PTO President   |
| Parent                   | Laura Weinheimer | Parent          |
| Parent                   | Rebekah Cathey   | Parent          |
| Community Representative | Cathy Lindig     | Community       |
| Community Representative | Arin Smith       | Community       |
| Classroom Teacher        | Christi Sumners  | Teacher Leader  |
| Classroom Teacher        | Pam Carr         | Teacher Leader  |
| Administrator            | Maria Hudgins    | Principal       |

# Campus Funding Summary

| 199 Local Funds  |           |          |  |              |               |
|------------------|-----------|----------|--|--------------|---------------|
| Goal             | Objective | Strategy | Resources Needed   | Account Code | Amount        |
| 1                | 1         | 1        | Professional Development Days  |              | \$0.00        |
| 1                | 1         | 2        |  |              | \$0.00        |
| 1                | 1         | 3        |  |              | \$0.00        |
| 1                | 1         | 4        | Mentoring Program  |              | \$0.00        |
| 1                | 1         | 5        |  |              | \$0.00        |
| 1                | 1         | 7        | Programs for intervention  |              | \$0.00        |
| 1                | 1         | 8        | Stemscopes Math resource   |              | \$0.00        |
| 1                | 2         | 1        | Student survey at the end of the year  |              | \$0.00        |
| 1                | 2         | 3        |  |              | \$0.00        |
| 1                | 3         | 1        |  |              | \$0.00        |
| 1                | 3         | 3        | Professional development for sheltered instruction, accelerated learning model |              | \$0.00        |
| 1                | 3         | 5        | Across grade level enrichment activities                                       |              | \$0.00        |
| 2                | 1         | 1        |  |              | \$0.00        |
| <b>Sub-Total</b> |           |          |  |              | <b>\$0.00</b> |