Fort Bend Independent School District

Commonwealth Elementary

2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

The mission of Commonwealth Elementary School is to provide a nurturing environment where all members are important and high levels of achievement are expected and ensured for all students.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

The CWE Faculty Members aim to:

Inspire **c**haracter within each of our students by teaching, modeling, and reinforcing the fundamental components of the district's Character Education program, as well as the accepted ethics and morals that govern our society, each and every day.

Inspire **w**isdom within each of our students by providing high quality instruction that engages all learners, is differentiated to accommodate learning styles, is developed with a student-centered mindset, and is presented in a challenging/ rigorous manner that spans across each of the levels within Bloom's Taxonomy each and every day.

Inspire **e**xcellence within each of our students by encouraging the display of a strong work ethic, exemplary character, leadership qualities, personal responsibility, and overall accountability each and every day.

Value Statement

The CWE Faculty Members aim to:

Inspire character within each of our students by teaching, modeling, and reinforcing the fundamental components of the district's Character Education program, as well as the accepted ethics and morals that govern our society, each and every day.

Inspire wisdom within each of our students by providing high quality instruction that engages all learners, is differentiated to accommodate learning styles, is developed with a student-centered mindset, and is presented in a challenging/ rigorous manner that spans across each of the levels within Bloom's Taxonomy each and every day.

Inspire excellence within each of our students by encouraging the display of a strong work ethic, exemplary character, leadership qualities, personal responsibility, and overall accountability each and every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established in 1997-1998**,** Commonwealth Elementary School is located in Sugar Land, Texas.

With an enrollment of 677 students during the 2024-2025 SY, CWE is home to students in grades PreK-5 and is a host campus for three self-contained, Special Education Programs: Succeeding in Academic and Independent Living Skills Program (SAILS), Special Education Program, Early Childhood Special Education (ECSE-Traditional), and Special Education Program, Early Childhood Special Education (ECSE-Inclusion).

Historical Enrollment Trends

Between 2010-2013, Commonwealth began to experience increased enrollment due to the expansion and development of new sub-divisions in the Riverstone Community. In response, in the spring of 2013, district leaders established the Cap and Overflow model to best manage enrollment at CWE while building a new school to alleviate overcrowding, Anne Sullivan Elementary School.

In 2013, a plan was put in place to alleviate the overcrowding at Commonwealth, the opening of Anne Sullivan Elementary School. For the next three years, Commonwealth was designated a closed campus to all families seeking enrollment in grades 1-5. Parents were directed to two different Overflow campuses, Austin Parkway and Colony Bend.

The only grade open for enrollment to families residing within CWE's boundaries during this time was Kindergarten. As a closed campus from 2013-2016, Commonwealth experienced a drop in enrollment (from 1,030 to 893 students).

With the opening of Anne Sullivan in the fall of 2016, CWE was projected to open with 667 students. Given the large number of student transfers received from other FBISD schools as well as the number of students that enrolled from out of the district, 794 students were enrolled during the 2016-2017 SY. One hundred twenty-seven students over projection.

Between 2016-2019, Commonwealth once again, experienced increased enrollment due to expansion in the Riverstone Community. During this time, the school's enrollment ranged from 1,010-1,030.

In response, during the fall semester of 2019, district leaders implemented the Cap and Overflow model to best manage enrollment at CWE and alleviate overcrowding at Anne Sullivan; the opening of Sonal Bhuchar Elementary School.

This would be the second time in approximately six years, such a plan would be put in place.

For the next three years, Commonwealth remained a closed campus to all families, residing outside of the school's 2-mile radius, seeking enrollment in grades 1-5. Parents were directed to the designated Overflow campus, Settlers Way.

With the opening of Sonal Bhuchar Elementary School in the fall of 2023, Commonwealth was projected to once again, experienced a decrease in enrollment (of approximately 355 students) by opening with 677 students. Included in this count were the number of students zoned to the school, the number of 4th grade students granted special permission to complete their 5th grade year on campus, and all of the students scheduled for one of the three self-contained, special education programs:

Looking ahead to the 2025-2026 SY, CWE is projected to open with 660 students.

Demographics Strengths

Commonwealth Elementary is home to a diverse population of families. This has given our school an opportunity to embrace inclusivity, enhance cultural awareness, and celebrate traditions of other cultural influences from around the world.

Ethnicity
When compared to 2023-2024 SY, slight changes were noted.

Ethnicity	Student Membership (2022-2023)	Student Membership (2023-2024)	Student Membership (2024-2025)
Asian	71.56%	65.48%	64.49%
Caucasian	11.91%	15.56%	15.59%
Hispanic	6.57%	8.30%	8.25%
Black	5.13%	5.19%	5.55%

Attendance Rates
When compared to the 2023-2024 SY, an increase in attendance rates, per PEIMS submission, has been observed during the 2024-2025 SY.

Attendance Rates	(2023-2024)	(2024-2025)
PEIMS Submissions		
Fall	95.5%	95.7%
Mid-Year	96.5%	96.7%
Summer	96.6%	96.8%
Extended Year	96.5%	96.5%

Additional strengths include:

1. Incorporating awareness of themed topics into lessons, incorporating multicultural customs and traditions into the Fine Arts, and sharing the aspects of one's country of origin

by participating in various activities in advance of the school-wide, World Culture Day event.
2. There is a balanced representation of gender and ethnicities on the PTA Board and amongst the parent volunteer group.
3. An increase in the number of parents with disabled students joining the PTA and participating in volunteer-related events have been observed.
4. All GT teachers hold a GT endorsement and remain in district compliance by completing the annual, GT Update training.
5. All ELAR teachers hold an ESL Certification and 98% of the Math/Science teachers hold an ESL certification.
6. All instructional staff members have completed the yearly, campus-based Sheltered Instruction training requirements, and are equipped to meet the various instructional needs of the growing Emergent Bilingual (EB) student population.
7. All instructional staff members have completed the yearly, campus-based IEP, Accommodations/Modifications, and BIP training requirements, making them equipped to meet the various instructional needs of the SPED student population.

Discipline Counts

When compared to the 2023-2024 SY, there was an overall decrease in the number of discipline incidents reported during the 2024-2025 SY.

Discipline Referrals ~ Incidents Counts	**(2023-2024)**	**(2024-2025)**
Total	**147**	**118**
Gender		
Male	125	98
Female	22	20
Ethnicity		
Asian	91	52
Black	11	14
Hispanic	13	-
White	29	31
2 or more Races	3	21
Special Population		
SPED	37	35
LEP	37	30
Grade Level		
PK	NA	1
K	6	28
1st	26	6
2nd	7	18

Discipline Referrals ~ Incidents Counts	(2023-2024)	(2024-2025)
3rd	13	16

Repeat Referrals by Grade Level	(2023-2024)		(2024-2025)	
	Students	Counts	Students	Counts
PK	NA	NA	--	--
K	1	2	4	21
1st	4	25	1	2
2nd	1	2	5	16
3rd	4	12	4	11
4th	6	17	--	--
5th	12	43	7	20

** In 2023-2024, 28 students accumulated 101 discipline referrals. In 2024-2025, 21 students accumulated 70 discipline referrals*

Additional strengths include:

1. Incorporating awareness of themed topics into lessons, incorporating multicultural customs and traditions into the Fine Arts, and sharing the aspects of one's country of origin by participating in various activities in advance of the school-wide, World Culture Day event.

2. There is a balanced representation of gender and ethnicities on the PTA Board and amongst the parent volunteer group.
3. An increase in the number of parents with disabled students joining the PTA and participating in volunteer-related events have been observed.
4. All GT teachers hold a GT endorsement and remain in district compliance by completing the annual, GT Update training.
5. All ELAR teachers hold an ESL Certification and 98% of the Math/Science teachers hold an ESL certification.
6. All instructional staff members have completed the yearly, campus-based Sheltered Instruction training requirements, and are equipped to meet the various instructional needs of the growing Emergent Bilingual (EB) student population.
7. All instructional staff members have completed the yearly, campus-based IEP, Accommodations/Modifications, and BIP training requirements, making them equipped to meet the various instructional needs of the SPED student population.
8. The campus continues to focus on ensuring fidelity of practice with PBIS implementation PK-5.
9. The PBIS committee convenes monthly to review data collection and analyze associated trends and patterns to inform practice and refine expectations for active monitoring and student behavior.
10. To ensure consistency and alignment across each grade level, prior to the 1st day of school, staff members identify behaviors, actions, and attributes centered around 3-5 tightly held expectations students will be expected to adhere and demonstrate.
11. Collectively, the staff develops an expectation setting action plan for implementation during the 1st week of school which includes explicit teaching points, anchor chart icons, and sentence stems.
12. In addition to posting the tightly held expectations anchor chart, all teachers are expected to develop, post, and incorporate respect agreements into daily lessons as well as other high-yield behavior management strategies such as CHAMPS voice level icons and verbal/non-verbal call responses

Demographics Needs

Special Programs

While student enrollment counts have remained consistent for the past two years, a slight increase in student membership has been observed in the SPED and EB population. Decreases in membership were observed in the GT, 504, and ESL population groups.

Special Programs	Student Membership (2022-2023)	Student Membership (2023-2024)	Student Membership (2024-2025)
Student Enrollment	1,032	677	677
GT	28.13%	26.52%	23.24%
504	2.26%	2.81%	1.05%
SPED	9.03%	12.44%	12.74%
EB	21.46%	23.26%	24.29%
ESL	21.15%	22.81%	21.44%

Discipline Offenses

While fewer discipline incidents were reported during the 2024-2025 SY, six additional offense categories were noted.

Discipline Offense Counts	(2023-2024)	(2024-2025)
Bus Misconduct	--	2
Cheating	--	10
Cheating	--	5
Derogatory Statement	--	2
Disruptive Behavior	18	64
Disrupting Educational Environment	126	32
Exhibit Inappropriate Familiar	--	1
Inappropriate Physical Contact	2	4
Profanity	--	1
Vaping	1	--

Additional needs include:

1. Remaining cognizant of the changes in student demographics and its impact on ensuring the delivery of culturally responsive pedagogy.
2. Increasing the number of opportunities to recognize and celebrate diversity via campus-based events and activities.
3. Increasing the number of opportunities to recognize and celebrate inclusivity via campus-based events and activities.

Given the steadily increase in students receiving SPED services, the campus must ensure that both general education and special education services are meeting regularly to plan instruction, assess student learning, and work collaboratively to develop plans that target specific learning gaps as identified during each data analysis checkpoint.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of Economic Disadvantaged students and those qualifying for language acquisition support services is steadily increasing.
Root Cause: A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Student Learning

Student Learning Summary

STAAR Performance

Overall, 3rd-5th grade students at Commonwealth performed well on both the reading and math STAAR test. Combined, students posted a 97% passing rate in reading and a 95% passing rate in math. As in previous years, these scores are higher than both the state and district averages.

In reading, 88% of the students scored at the Meets performance level and 69% at the Masters performance level and in math, 87% of the students scored at the Masters performance level and 67% at the Masters performance level.

TELPAS Performance

Overall, students at Commonwealth performed well on TELPAS.

2nd grade students outperformed the State, Region, and District on the TELPAS Speaking Sub-Test by posting lower Beginner and Intermediate scores and higher Advance and Advance High scores (17%, 58%, 17%, and 8% respectively).

3rd grade students outperformed the State, Region, and District on the TELPAS Speaking Sub-Test by posting lower Beginner and Intermediate scores and higher Advance scores (14%, 32%, and 39%respectively).

4th grade students outperformed the State, Region, and District on the TELPAS Speaking Sub-Test by posting lower Beginner and Intermediate scores and higher Advance and Advance High scores (73% and 13% respectively).

5th grade students outperformed the State, Region, and District on the TELPAS Speaking Sub-Test by posting lower Beginner and Intermediate scores and higher Advance and Advance High scores (8%, 15%, 46%, and 13% respectively).

NWEA MAP Assessments

In grades K-5, most grade levels demonstrated growth when comparing BOY to EOY scores.

When combining the top 2 performance levels, 4 grade levels posted passing rates above 75% on the EOY assessment in reading and on the EOY math assessment, students in grades 2-5 posted passing rates above 75%.

On the EOY reading assessment, 4th grade students reported an 87% passing rate followed by 2nd grade with a passing rate of 84%. On the EOY math test, 5th grade students reported a 93% passing rate followed by 4th grade with a passing rate of 90%.

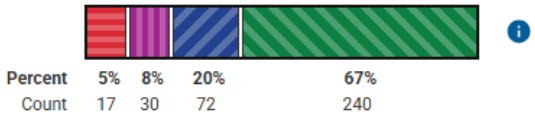
Student Learning ~ Spring 2025: Grades 3-5 STAAR

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **359**

Date Last Taken: **05/01/2025**



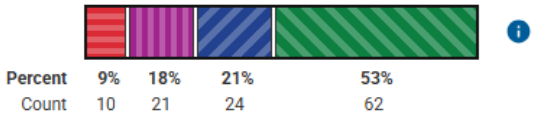
Percent	5%	8%	20%	67%
Count	17	30	72	240

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **117**

Date Last Taken: **04/23/2025**



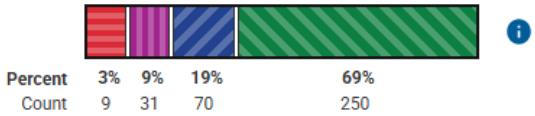
Percent	9%	18%	21%	53%
Count	10	21	24	62

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **360**

Date Last Taken: **04/17/2025**



Percent	3%	9%	19%	69%
Count	9	31	70	250

Reading STAAR Test (Grades 3, 4, and 5)

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2025 RLA	114	1603	Percent 3% 16% 21% 61% Count 3 18 24 69
4	STAAR 3-8 Spring 2025 RLA	126	1714	Percent 2% 6% 21% 71% Count 2 8 27 89
5	STAAR 3-8 Spring 2025 RLA	120	1806	Percent 3% 4% 16% 77% Count 4 5 19 92

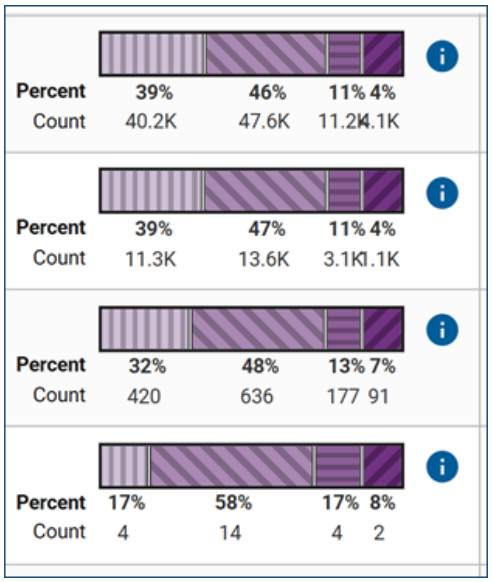
Math STAAR Test (Grades 3, 4, and 5)

Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
3	STAAR 3-8 Spring 2025 Math	113	1611	Percent 8% 11% 26% 56% Count 9 12 29 63
4	STAAR 3-8 Spring 2025 Math	127	1791	Percent 4% 9% 13% 73% Count 5 12 17 93
5	STAAR 3-8 Spring 2025 Math	119	1887	Percent 3% 5% 22% 71% Count 3 6 26 84

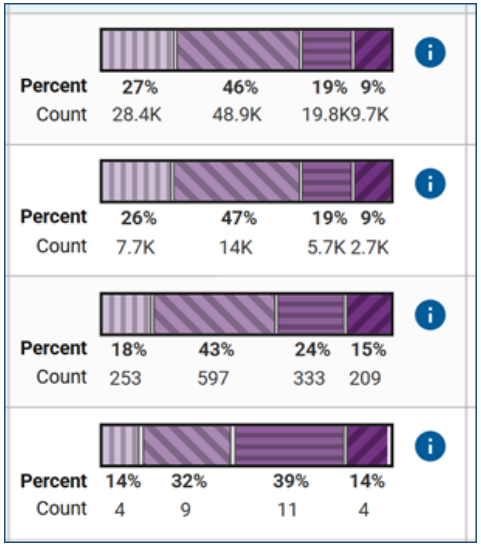
Spring 2025: TELPAS Composite Scores ~ Grades K-5

Test Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Grade 1	TELPAS	1	TELPAS 2025	24	n/a	Percent 8% 17% 42% 33% Count 2 4 10 8	03/26/2025
TELPAS Kindergarten	TELPAS	KG	TELPAS 2025	33	n/a	Percent 9% 45% 27% 18% Count 3 15 9 6	03/26/2025
TELPAS Grade 2	TELPAS	2	TELPAS 2025	24	n/a	Percent 4% 29% 42% 25% Count 1 7 10 6	03/18/2025
TELPAS Grade 3	TELPAS	3	TELPAS 2025	28	n/a	Percent 4% 21% 43% 32% Count 1 6 12 9	02/25/2025
TELPAS Grade 4	TELPAS	4	TELPAS 2025	15	n/a	Percent 47% 53% Count 7 8	02/20/2025
TELPAS Grade 5	TELPAS	5	TELPAS 2025	13	n/a	Percent 15% 23% 62% Count 2 3 8	02/20/2025

2nd Grade ~ Speaking Sub-Test
(State-Region-District-Campus Comparison)

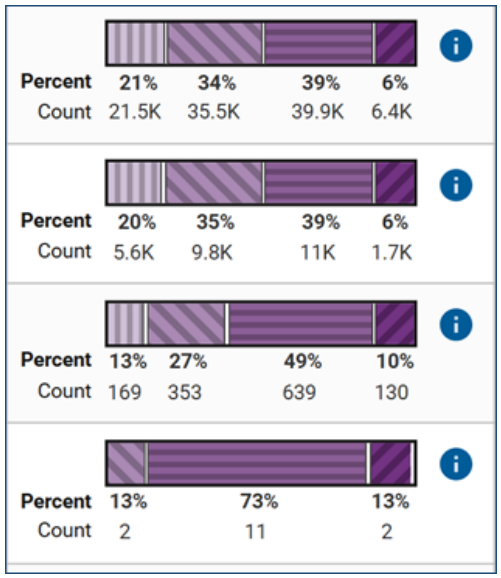


3rd Grade ~ Speaking Sub-Test
(State-Region-District-Campus Comparison)

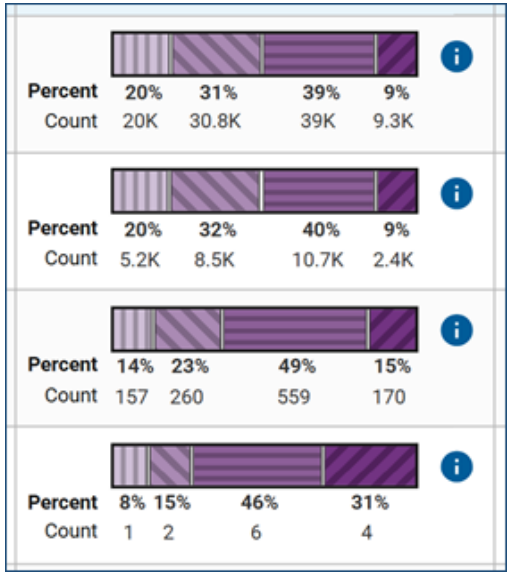


4th Grade ~ Speaking Sub-Test

(State-Region-District-Campus Comparison)



5th Grade ~ Speaking Sub-Test
(State-Region-District-Campus Comparison)



Student Learning ~ Grades K-5 MAP Growth: Reading

BOY MAP Growth: Reading ~ Kinder			Students	MOY MAP Growth: Reading ~ Kinder			Students	EOY MAP Growth: Reading ~ Kinder			Students
	Count	Percentage			Count	Percentage	80		Count	Percentage	78
B				B	39	49%		B	28	36%	
G				G	15	19%		G	17	22%	
Y				Y	13	16%		Y	18	23%	
O				O	10	12%		O	8	10%	
R				R	3	4%		R	7	9%	

BOY MAP Growth: Reading ~ 1st Grade			Students	MOY MAP Growth: Reading ~ 1st Grade			Students	EOY MAP Growth: Reading ~ 1st Grade			Students
	Count	Percentage	84		Count	Percentage	87		Count	Percentage	86
B	41	49%		B	46	53%		B	40	46%	
G	14	17%		G	12	14%		G	23	27%	
Y	11	13%		Y	10	11%		Y	6	7%	
O	11	13%		O	9	10%		O	7	8%	
R	7	8%		R	10	12%		R	10	12%	

BOY MAP Growth: Reading ~ 2nd Grade	Students 88

	Count	Percentage
B	58	66%
G	13	15%
Y	11	12%
O	6	7%
R	0	0%

MOY MAP Growth: Reading ~ 2nd Grade	Students 88

	Count	Percentage
B	63	72%
G	14	16%
Y	6	7%
O	2	2%
R	3	3%

EOY MAP Growth: Reading ~ 2nd Grade	Students 89

	Count	Percentage
B	56	63%
G	19	21%
Y	9	10%
O	3	4%
R	2	2%

BOY MAP Growth: Reading ~ 3rd Grade	Students 114

	Count	Percentage
B	71	62%
G	19	17%
Y	14	12%
O	6	5%
R	4	4%

MOY MAP Growth: Reading ~ 3rd Grade	Students 113

	Count	Percentage
B	55	49%
G	35	31%
Y	9	11%
O	6	5%
R	5	4%

EOY MAP Growth: Reading ~ 3rd Grade	Students 114

	Count	Percentage
B	62	54%
G	27	24%
Y	11	10%
O	8	7%
R	6	5%

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **359**

Date Last Taken: **05/01/2025**



Percent	5%	8%	20%	67%
Count	17	30	72	240

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **117**

Date Last Taken: **04/23/2025**



Percent	9%	18%	21%	53%
Count	10	21	24	62

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **360**

Date Last Taken: **04/17/2025**



Percent	3%	9%	19%	69%
Count	9	31	70	250

Student Learning ~ Grades K-5 MAP Growth: Math

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **359**

Date Last Taken: **05/01/2025**



Percent	**5%**	**8%**	**20%**	**67%**
Count	17	30	72	240

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **117**

Date Last Taken: **04/23/2025**



Percent	**9%**	**18%**	**21%**	**53%**
Count	10	21	24	62

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

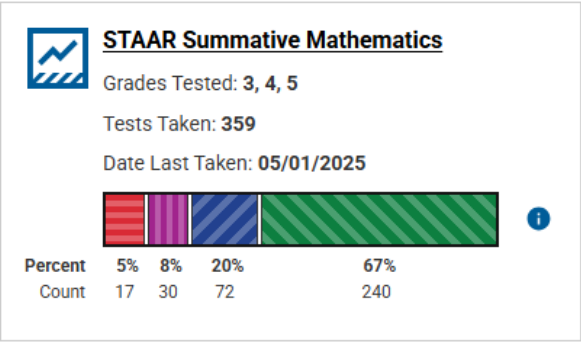
Tests Taken: **360**

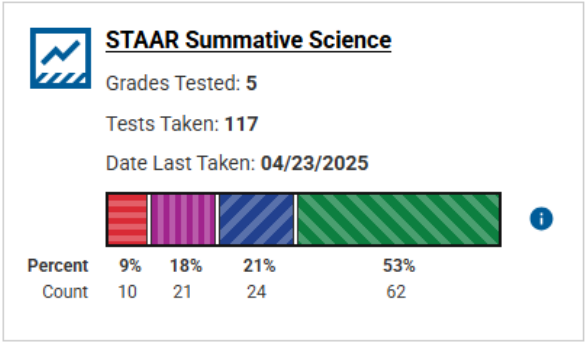
Date Last Taken: **04/17/2025**

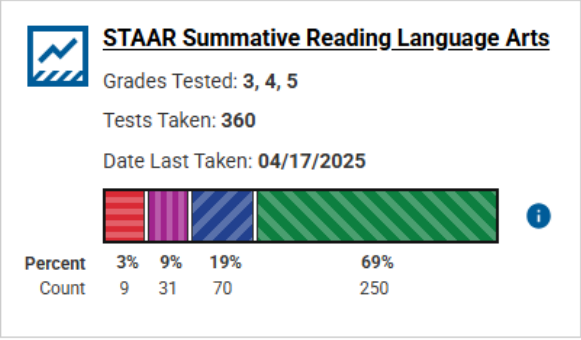


Percent	**3%**	**9%**	**19%**	**69%**
Count	9	31	70	250

Student Learning ~ Grades 3-5 MAP Growth: Science







Student Learning Strengths

Student Learning Strengths ~ STAAR – By Subject Area

Grade 3-5 Reading STAAR Tests
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 98% … to Spring 2025: 97% … Decrease 1 percentage point

Meets Grade Level or Above
Spring 2024: 90% … to Spring 2025: 88% … Decrease 2 percentage points

Masters Grade Level
Spring 2024: 67% … to Spring 2025: 69% … Increase 2 percentage points

Grade 3-5 Math STAAR Tests
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 97% … to Spring 2025: 92% … Decrease 5 percentage points

Meets Grade Level or Above
Spring 2024: 89% … to Spring 2025: 87% … Decrease 2 percentage points

Masters Grade Level
Spring 2024: 66% … to Spring 2025: 67% … Increase 1 percentage point

Student Learning Strengths ~ STAAR – By Grade Level

Grade 3 STAAR Reading Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 97% … to Spring 2025: 97% … No Change

Masters Grade Level
Spring 2024: 48% … to Spring 2025: 61% … Increase 13 percentage points

Grade 4 STAAR Reading Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 96% … to Spring 2025: 98% … Increase 2 percentage points

Meets Grade Level or Above
Spring 2024: 86% … to Spring 2025: 92% … Increase 6 percentage points

Masters Grade Level
Spring 2024: 65% … to Spring 2025: 71% … Increase 6 percentage points

Grade 5 STAAR Reading Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 100% … to Spring 2025: 96% … Decrease 4 percentage points

Meets Grade Level or Above
Spring 2024: 98% … to Spring 2025: 93% … Decrease 5 percentage points

Masters Grade Level
Spring 2024: 88% … to Spring 2025: 77% … Decrease 11 percentage points

Grade 3 STAAR Math Test

Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 95% … to Spring 2025: 92% … Decrease 3 percentage points

Grade 4 STAAR Math Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 98% … to Spring 2025: 96% … Decrease 2 percentage points

Masters Grade Level
Spring 2024: 73% … to Spring 2025: 75% … Increase 2 percentage points

Grade 5 STAAR Math Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 99% … to Spring 2025: 97% … Decrease 2 percentage points

Meets Grade Level or Above
Spring 2024: 97% … to Spring 2025: 93% … Decrease 4 percentage points

Masters Grade Level
Spring 2024: 77% … to Spring 2025: 71% … Decrease 6 percentage points

Grade 5 Science STAAR Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Approaches Grade Level or Above
Spring 2024: 97% … to Spring 2025: 92% … Decrease 5 percentage points

Student Learning Strengths ~ Grades K-5 MAP Growth: Reading (Analysis)

BOY MAP Growth: Reading ~ Kinder	Students

	O	R	0%
B	G	Y	0%

MOY MAP Growth: Reading ~ Kinder	Students
	80

	O	R	16%
B	G	Y	84%

EOY MAP Growth: Reading ~ Kinder	Students
	78

	O	R	19%
B	G	Y	81%

BOY MAP Growth: Reading ~ 1st Grade	Students
	84

	O	R	21%
B	G	Y	79%

MOY MAP Growth: Reading ~ 1st Grade	Students
	87

	O	R	22%
B	G	Y	78%

EOY MAP Growth: Reading ~ 1st Grade	Students
	86

	O	R	20%
B	G	Y	80%

BOY MAP Growth: Reading ~ 2nd Grade	Students
	88

	O	R	7%
B	G	Y	93%

MOY MAP Growth: Reading ~ 2nd Grade	Students
	88

	O	R	5%
B	G	Y	95%

EOY MAP Growth: Reading ~ 2nd Grade	Students
	89

	O	R	6%
B	G	Y	94%

BOY MAP Growth: Reading ~ 3rd Grade	Students
	114

	O	R	9%
B	G	Y	91%

MOY MAP Growth: Reading ~ 3rd Grade	Students
	113

	O	R	9%
B	G	Y	91%

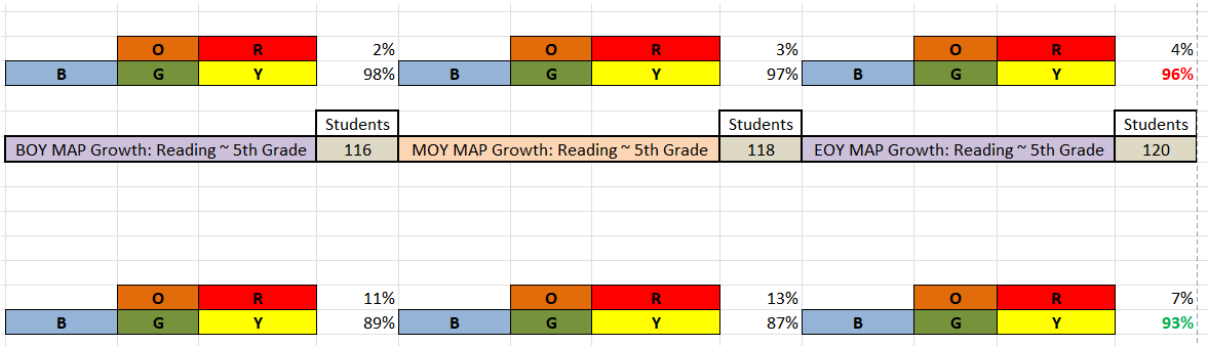
EOY MAP Growth: Reading ~ 3rd Grade	Students
	114

	O	R	12%
B	G	Y	88%

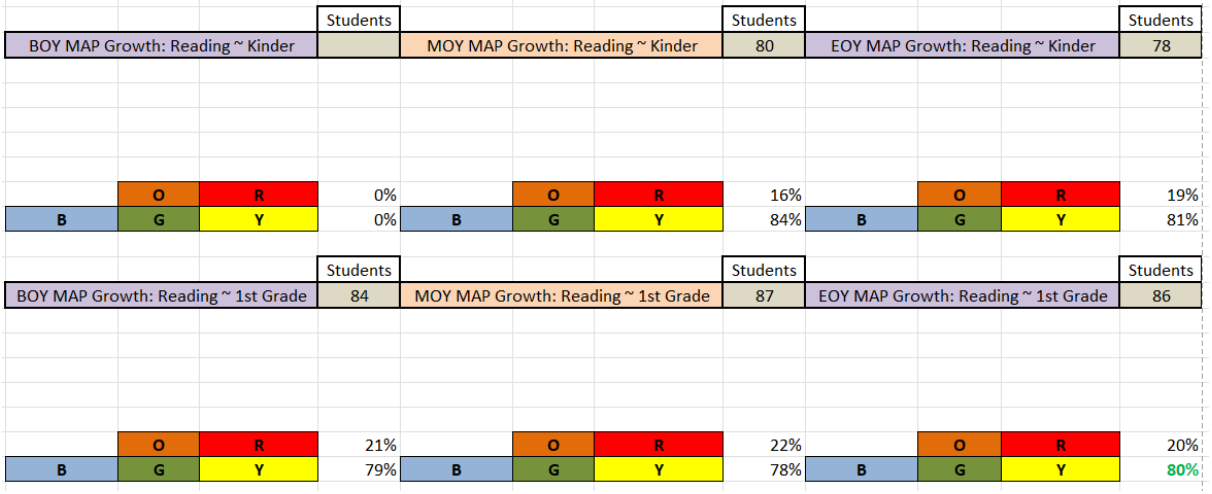
BOY MAP Growth: Reading ~ 4th Grade	Students
	129

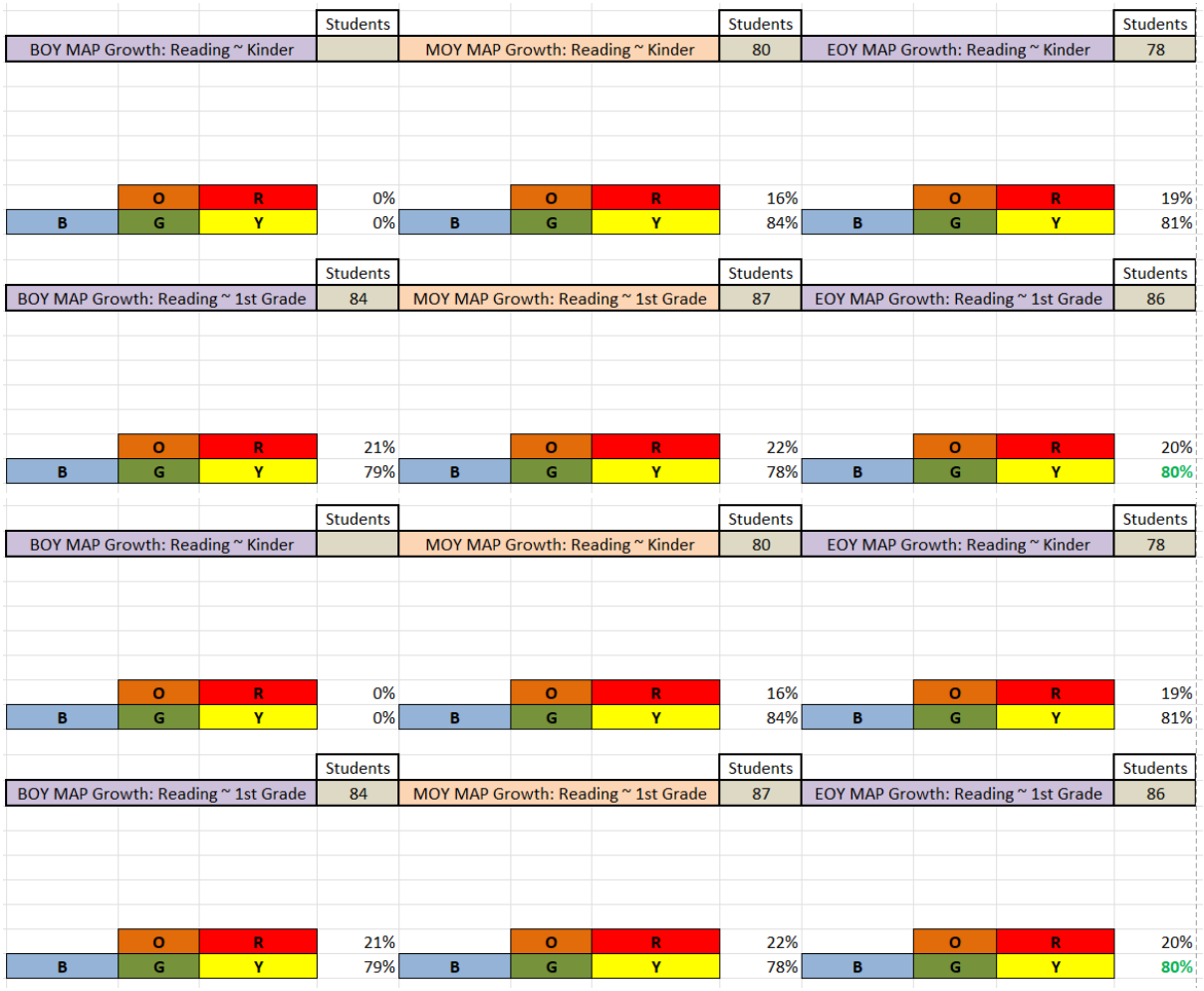
MOY MAP Growth: Reading ~ 4th Grade	Students
	122

EOY MAP Growth: Reading ~ 4th Grade	Students
	127

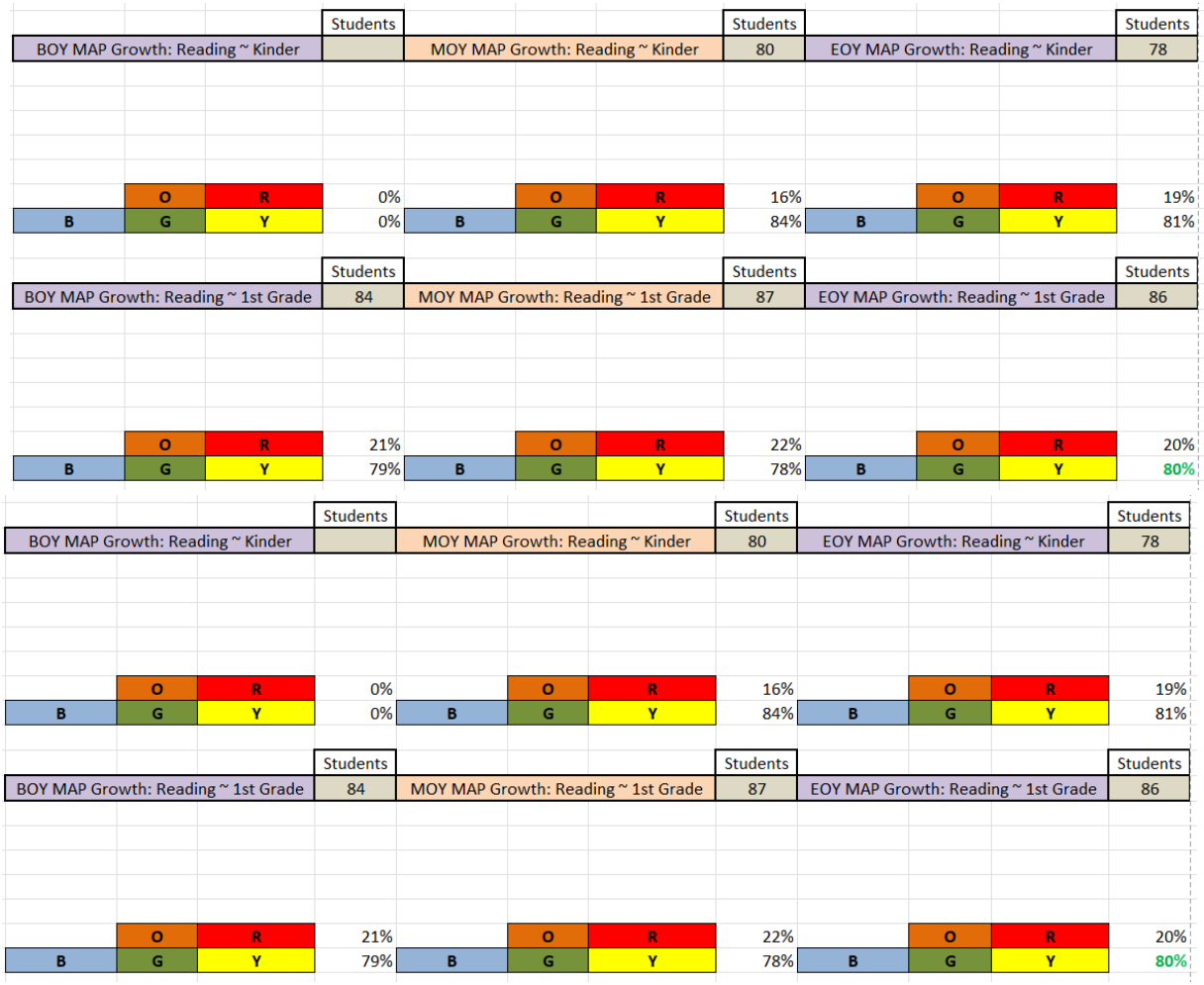


Student Learning Strengths ~ Grades K-5 MAP Growth: Math (Analysis)





Student Learning Strengths ~ Grades K-5 MAP Growth: Science (Analysis)



Student Learning Needs ~ STAAR – By Grade Level

Grade 3 STAAR Reading Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Meets Grade Level or Above
Spring 2024: 86% … to Spring 2025: 82% … Decrease 4 percentage points

Grade 3 STAAR Math Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Meets Grade Level or Above

Spring 2024: 77% … to Spring 2025: 82% … Decrease 5 percentage points

Masters Grade Level
Spring 2024: 44% … to Spring 2025: 56% … Increase 12 percentage points

Grade 4 STAAR Math Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Meets Grade Level or Above
Spring 2024: 91% … to Spring 2025: 86% … Decrease 5 percentage points

Grade 5 Science STAAR Test
Passing Rates Comparison (Spring 2025 to Spring 2024)

Meets Grade Level or Above
Spring 2024: 80% … to Spring 2025: 74% … Decrease 6 percentage points

Masters Grade Level
Spring 2024: 52% … to Spring 2025: 53% … Increase 1 percentage point

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students receiving special education services demonstrated the lowest performance on STAAR across the 3 content areas at each grade level tested.
Root Cause: Lack of ongoing professional development opportunities for general education teachers focused on meeting the needs of diverse learners.

School Processes & Programs

School Processes & Programs Summary

Commonwealth Elementary is fortunate to have a staff that is dedicated to the community. Our staff works to provide a balanced experience for children that go beyond high academic expectations.

The staff, PTA, and volunteers work together to provide activities and events that enhance the school experience and provide ways for parents to be active in the school.

CWE has attracted high quality staff. The positive school climate has led to a high retention rate. Staff is very committed to providing a positive and nurturing environment for our students.

CWE has a strong team spirit. While each team is unique, they all are proud of their unified commitment to the children in their grade levels. When faced with a hurdle or a new initiative, teams rally to meet the new challenge.

2024-2025 SY
Organizational Structure

Administrative Team
Principal and Assistant Principal

Administrative Support Team
Front Office Team, School Nurse, Campus Compliance Coordinator, and Counselor

Leadership Team
Administrative Team, Grade/Department Team Leaders, Nurse, and Counselor

Instructional Support Team
Administrative Team, Special Education Teachers, Dyslexia Teacher, Speech Pathologist, ESL Specialist (.5), Literacy Intervention Teacher, and Math Specialist (.5)

Student Support Team
Administrative Team, Campus Compliance Coordinator, School Nurse, LLSP, Counselor, Special Education Lead Teacher, Dyslexia Teacher, Speech Pathologist, ESL Specialist (.5), Literacy Intervention Teacher, and Math Specialist (.5)

Essential Staff Members
Administrative Team, Executive Assistant, Grade/Department Team Leaders, Counselor, and Custodians

2024-2025 SY
Staffing Allocations

Administrators- 2
Nurses- 1

Counselor- 1
Campus Compliance Coordinator- 1
Classroom Teachers- 30
SPED Teachers- 6
Outclass Teachers- 3
Librarian- 1
Instructional Support Staff- 2
Instructional Paraprofessionals- 11
Non-Instructional Paraprofessionals- 2

School Processes & Programs Strengths

Campus administrators recognize the importance of growing and empowering teacher leaders.

In service and leadership, CWE staff members take advantage of multiple opportunities to support District goals and initiatives, strengthen partnerships within the community, deepen their capacity as educators, and promote best practices to meet the needs of all learners.

District Level:
Teacher Leadership Cadre
Champion of Gifted Students (COGS)
Advisory Council Membership
School Safety Committee Liaison
TAPP Mentors

Campus:
Team Leaders
Curriculum/Grading Cadre Membership
Curriculum Lead Teachers
Health and Wellness Leaders
Kindness Ambassador
Mentor for Novice Teachers
NEHS Sponsors
Student Council Sponsors
Club Sponsors

Problem Statements Identifying School Processes & Programs Needs

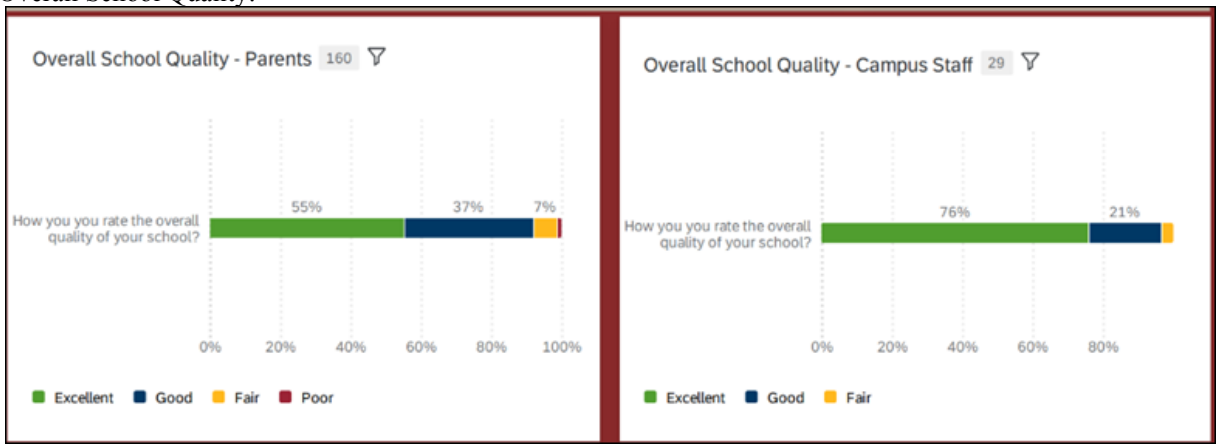
Problem Statement 1 (Prioritized): Given the number of changes made to the district's instructional delivery model and assessment philosophy, ensuring that all teachers are accessing and implementing the vast amount of resources available to them in Schoology has been difficult to actively monitor.
Root Cause: A plan for monitoring the formative assessment process needs to be implemented with fidelity along with incorporating a cycle of feedback for educators, specific to the use of instructional practices intended to develop assessment capable visible learners, into various PLC and faculty meetings.

Perceptions

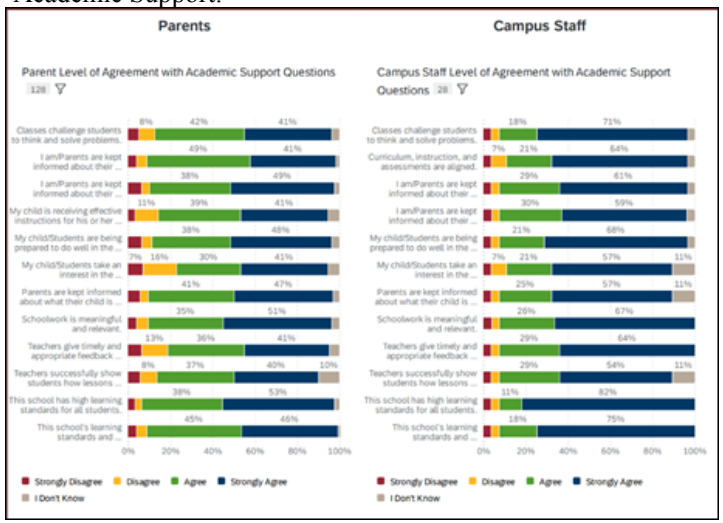
Perceptions Summary

2024-25 ~ Culture and Climate Results – Parents and Campus Staff

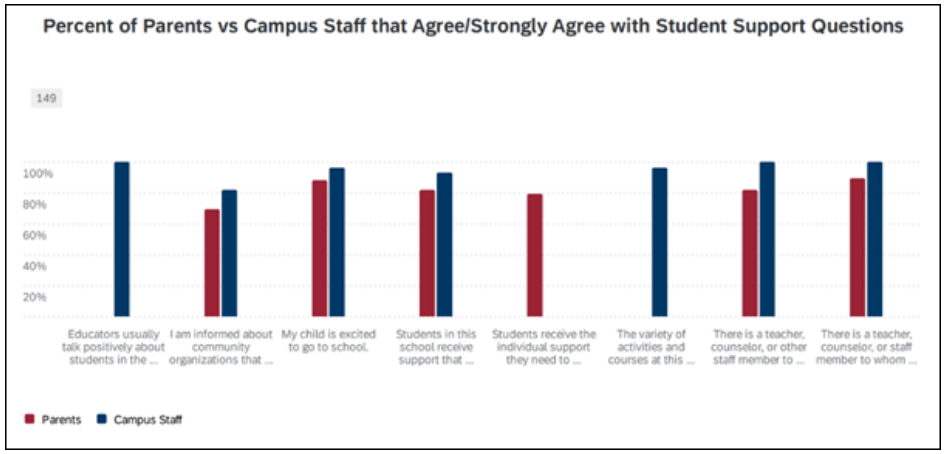
Overall School Quality:

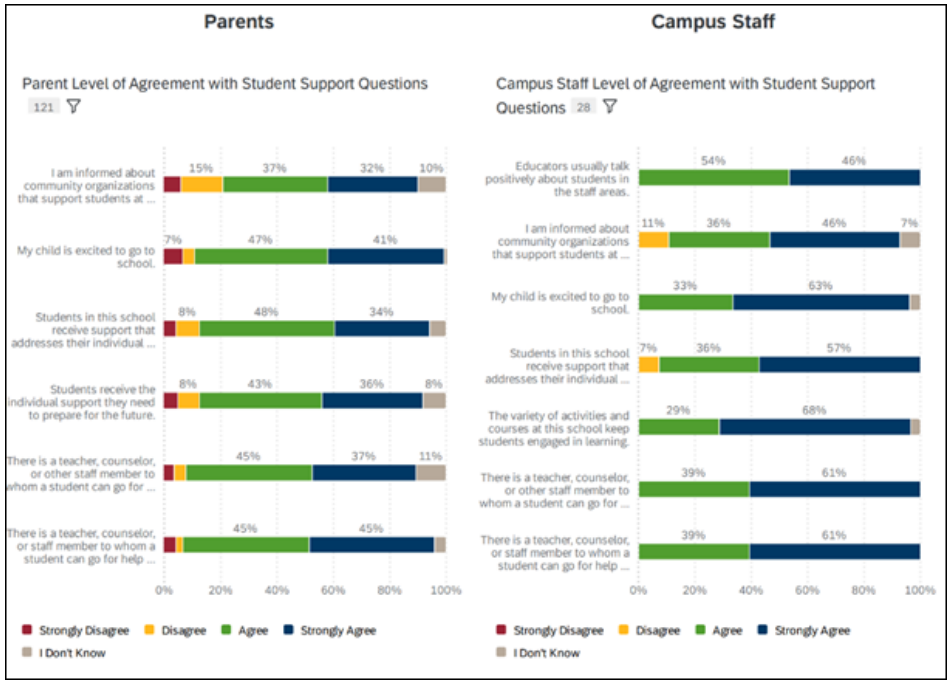


Academic Support:

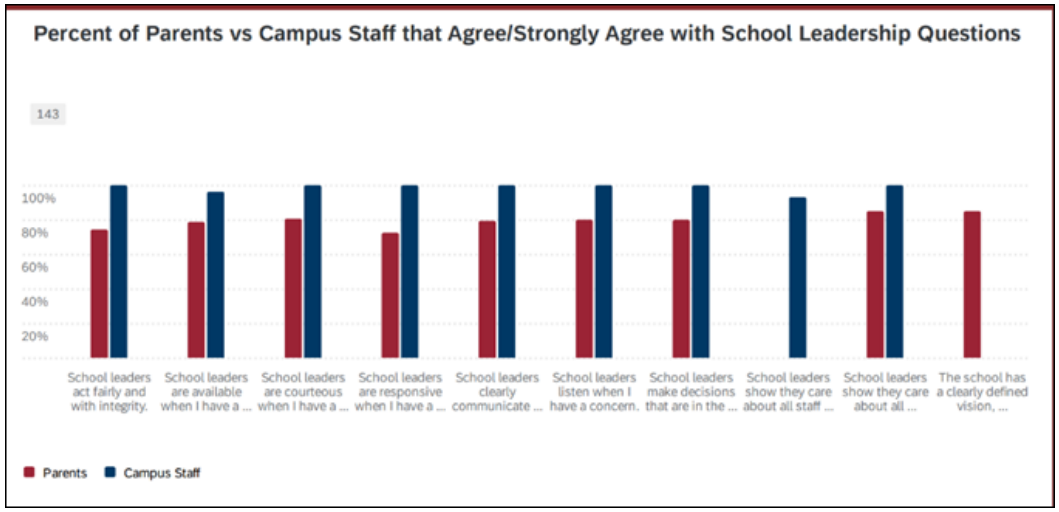


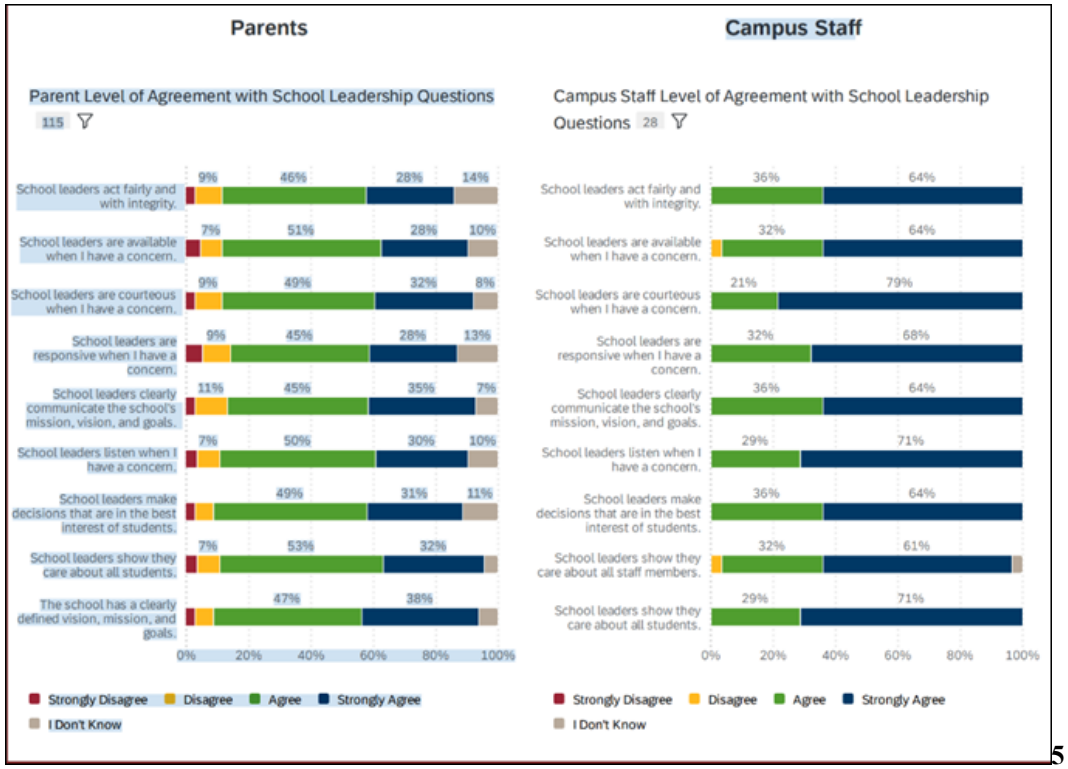
Student Support:





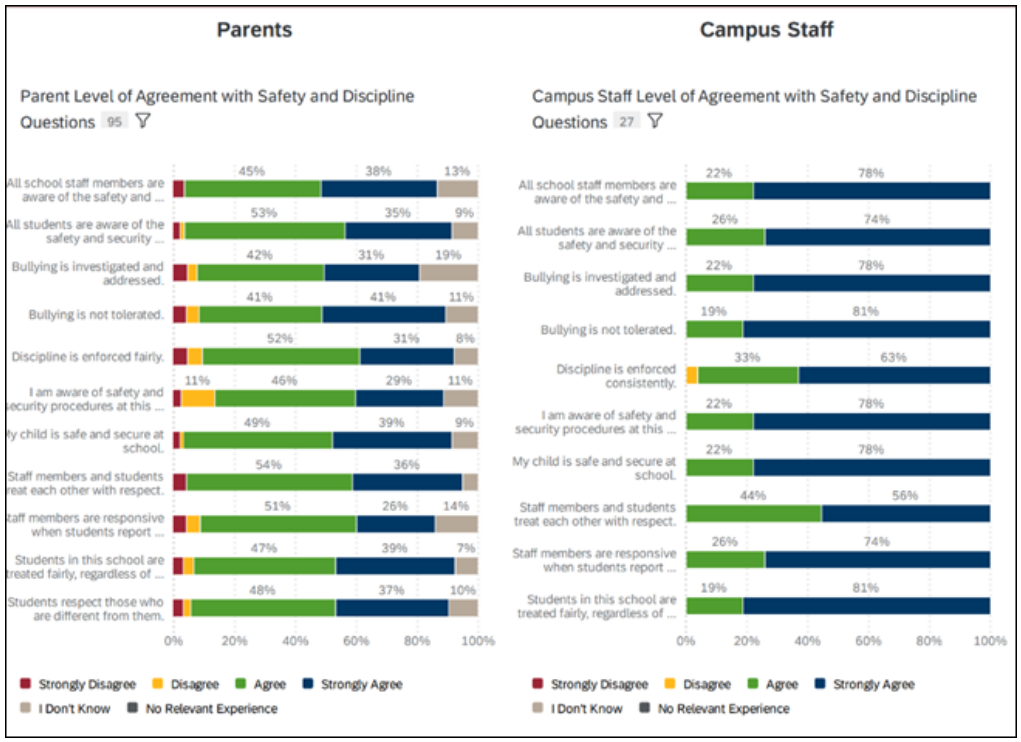
School Leadership:





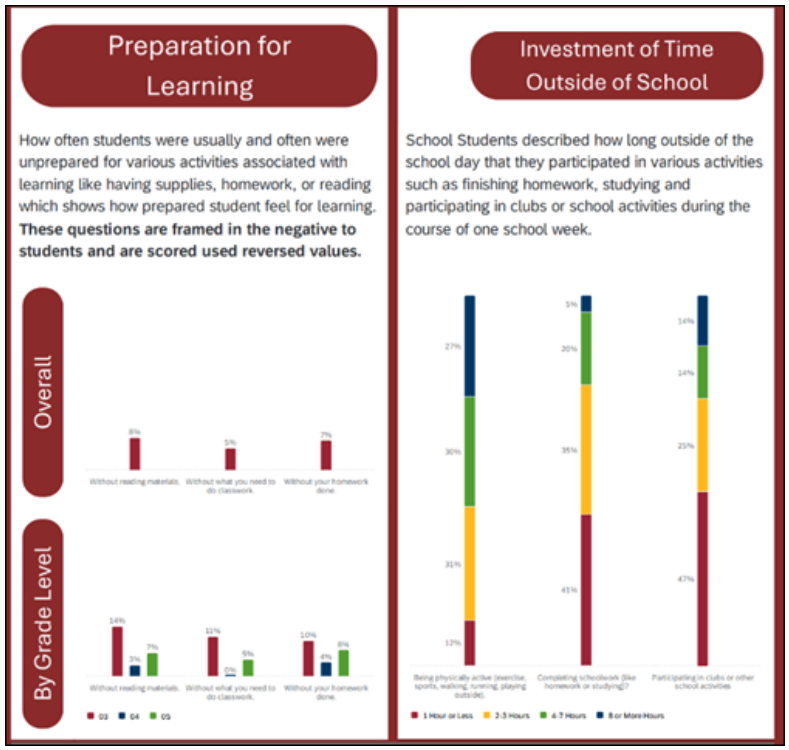
5

Safety and Discipline:

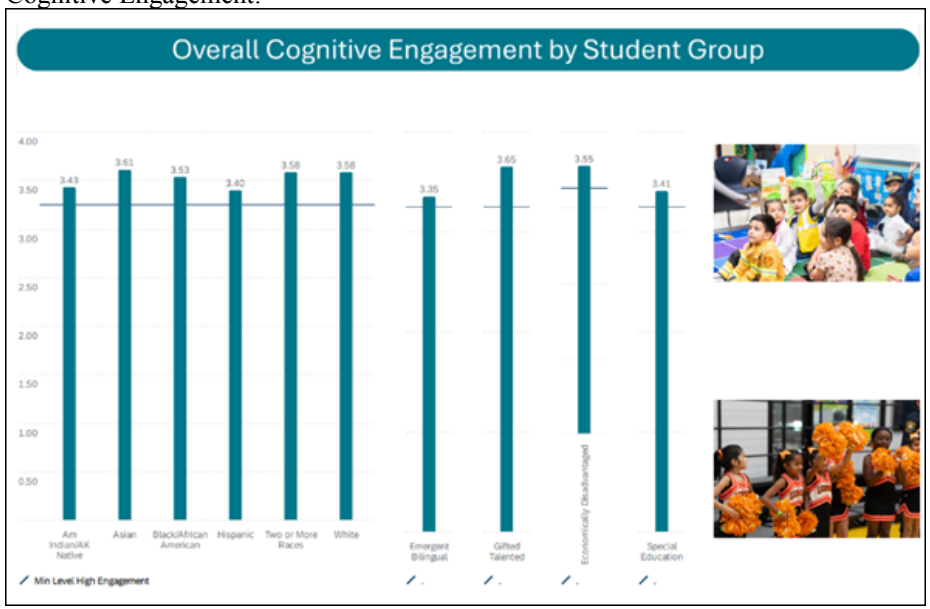


2024-25 ~ Culture and Climate Results – Elementary Student

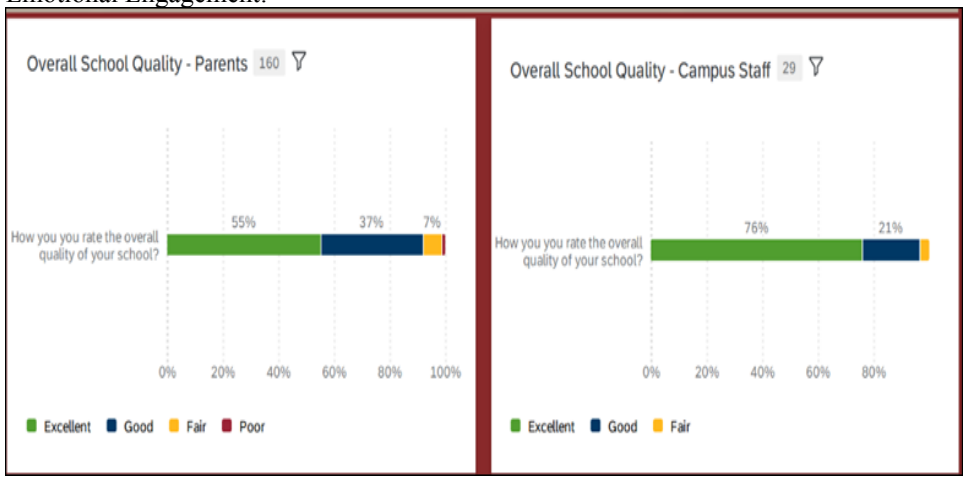
Behavioral Engagement:



Cognitive Engagement:



Emotional Engagement:



Perceptions Strengths

Perception Strengths

Culture and Climate Results – Parents and Campus Staff

Overall School Quality

- Over 90% of the survey participants feel that CWE is of good/excellent school quality.
- Fifty-five percent of parents and 76% of campus staff rated the school as Excellent.

Academic Support

- Questions about the school having high learning standards yielded the highest results for parents and campus staff.
- Ninety-one percent of parents responded favorably to the question, “Parents are kept informed about their child’s behavior”.

Strengths - Student Support

- Favorable responses were reported to questions about the school having a strong support system for students who need help with school problems.
- Teachers share a positive view of their students and feel optimistic about them.
- Parents/guardians were well informed about community organizations that support students at this school.

Strengths - School Leadership

- Staff members felt positively towards school leadership.

- Responses indicate that school leaders clearly communicate the school's mission, vision, and goals to both parents/caregivers and teachers.
- Staff members feel that school leaders are available when they have concerns, make decisions that are in the best interest of students, and are courteous when they have a concern.

Strengths - Safety and Discipline

- Staff and students are well aware of safety and security procedures.
- Staff members feel that they are in a safe working environment.
- Staff and students treat each other with respect, fostering a positive learning environment.
- Treatment of students is fair, regardless of student identity.

Overall Needs

Culture and Climate Results – Parents and Campus Staff

- How can the campus encourage more participation from parents in completing the next Culture and Climate Survey distributed?
- Perceptions about teachers successfully showing students how lessons relate to life outside of school/application of taught content.
- Increase staff awareness of community organizations that support students.
- Parents/guardians feel the least confident in the area regarding how the school contacts them about a student struggling academically. Review the methods in which parents receive notification.
- Parents/guardians feel that they aren't sure how much input from their end is used to improve the school's instruction, programs, activities, and services provided. How is parent feedback in these areas solicited and used to inform decision-making?
- Parents/guardians responded with the largest percentages of "don't know" responses towards topics relating to bullying (over 20%).
- Review perceptions about discipline NOT being enforced consistently for all students.
- Ensure that parents, staff, and students are aware of the procedures for reporting acts of bullying and the steps taken during and after the investigation.

Perception Strengths

Culture and Climate Results – Elementary Students

Strengths - Behavioral Engagement (2.78 average)

- At least 90% of students report that they take ownership of learning by being responsible in completing/turning in homework and having supplies ready each day.

Strengths - Emotional Engagement (3.31 average)

- There is strong family support for learning on this campus.
- Teachers on this campus care deeply about their students, which is evident from the data.
- Teachers are honest and transparent with their students.

Strengths - Cognitive Engagement (3.58 average)

- Students have great intrinsic motivation to learn and are not impacted by rewards from parents/teachers.
- Students have positive outlooks on future goals and aspirations and have a solid understanding of how school is a positive impact towards reaching their future goals.
- A majority of students in grades 3-5 have plans to go to college in the future.

Overall Needs

Culture and Climate Results – Elementary Students

- Most 3rd – 5th grade students spend 1-3 hours of each day outside of school studying for tests/quizzes and completing homework. Is this in alignment with district policy and campus expectations/protocols?
- Identify how classroom teachers establish a positive, respectful learning environment at the beginning of the school year.
- As a campus, calibrate what the "Respect Agreement" development and quarterly review process should look like in every classroom.
- Perceptions about Respect and Belonging – How can the campus work on establishing improved peer support for learning? Examples, emphasizing what respect looks like between student-to-student and respecting what others have to say.
- How can the campus improve perceptions about teachers and staff members consistently showing fairness towards students?

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Favorable perceptions about the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices vary across stakeholder groups.
Root Cause: A plan for actively monitoring and formally assessing culture and climate across stakeholder groups needs to be developed and implemented quarterly.

Priority Problem Statements

Problem Statement 1: The number of Economic Disadvantaged students and those qualifying for language acquisition support services is steadily increasing.

Root Cause 1: A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students receiving special education services demonstrated the lowest performance on STAAR across the 3 content areas at each grade level tested.

Root Cause 2: Lack of ongoing professional development opportunities for general education teachers focused on meeting the needs of diverse learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Given the number of changes made to the district's instructional delivery model and assessment philosophy, ensuring that all teachers are accessing and implementing the vast amount of resources available to them in Schoology has been difficult to actively monitor.

Root Cause 3: A plan for monitoring the formative assessment process needs to be implemented with fidelity along with incorporating a cycle of feedback for educators, specific to the use of instructional practices intended to develop assessment capable visible learners, into various PLC and faculty meetings.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Favorable perceptions about the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices vary across stakeholder groups.

Root Cause 4: A plan for actively monitoring and formally assessing culture and climate across stakeholder groups needs to be developed and implemented quarterly.

Problem Statement 4 Areas: Perceptions

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Campus Funding Summary

199 General Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplemental Materials and Supplies		$500.00
2	1	1	PBIS templates, posters, incentives, and supplies		$500.00
				Sub-Total	$1,000.00