

Fredericksburg Independent School District

Stonewall Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Learning Today....Leading Tomorrow

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."
-John Quincy Adams

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stonewall Elementary serves the rural community of Stonewall and Fredericksburg and is part of Fredericksburg ISD system. Twenty percent of students arrive by bus from Fredericksburg. Thirty-two percent of students have Stonewall addresses. Two percent of students are on transfer from neighboring Blanco County. All parents elect to send their students to Stonewall Elementary as the school has no official school boundaries.

Fall 2021 demographic data for Stonewall records the percentage of students in the following sub-population, 34% economically disadvantaged; 13% at-risk; 3% gifted and talented; 5% English language learners; and 17% are students identified for special education. Ethnicity is 78% White, 20% Hispanic and 1% other.

Students needing bilingual services and students needing intensive medical support are served from Fredericksburg Elementary and Primary school and have the option of transportation to those schools.

The average class size for Stonewall is seventeen students.

Demographics Strengths

Stonewall Elementary has a smaller than the average student-to-teacher ratio in the, fourth and fifth grades with 15 students per teacher.

Stonewall teachers are highly qualified and average 19 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: Not all classroom teachers are both ESL and GT certified.

Student Learning

Student Learning Summary

Using data from the 2021 STAAR Reading test, 88% of third grades students scored at the approaching grade level or above; 56% scored at a level that meets grade level or above, and 31% scored at a master's level.

In fourth grade, 75% of students scored at the approaching grade level or above; 69% scored at a level that meets grade level or above, and 38% scored at the mastery level.

Using data from the 2021 STAAR Mathematics test, 88% of third grades students scored at the approaching grade level or above; 44% scored at a level that meets grade level or above, and 25% scored at a master's level.

In fourth grade, 75% of students scored at the approaching grade level or above; 56% scored at a level that meets grade level or above, and 44% scored at the mastery level.

These level are greater than both state and district averages but do reflect a decrease at the meets level from 2019 data for Mathematics. STAAR Reading scores percentages for meeting standards increased from 2021 from those scores in 2019.

Early Childhood literacy rates from the end of Spring 2021 indicate that 61% of kindergarten students were at or above level in Reading and 72% of first through third 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 tough third grade students were on or above grade level.

Student Learning Strengths

Stonewall students have high learning capacity and resources to overcome learning deficits.

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 as dictated by SB4545 for those students failing STAAR Math, Reading and Writing. **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 focus 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 fourth and fifth grades. 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 implementation of a systemic literacy program across grade levels to focus on phonics, independent reading skills with library access. **Root Cause:** Literacy planning started with mission and vision statements created for library.

Problem Statement 2 (Prioritized): Refinement and implantation of a systemic STEAM program across grade levels to focus planning, interventions, enrichment. **Root Cause:** STEAM mission and vision created.

Problem Statement 3 (Prioritized): Students lack the word processing skills needed to reflect their scope of knowledge on an online writing platform. **Root Cause:** STAAR testing will be online and written response questions will be embedded into the testing at all grade levels.

Problem Statement 4: Teachers need for professional development related more directly to student learning and instructional strategies. **Root Cause:** Professional development focus since COVID more directed toward use of platform and technology.

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 weekly 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 5: 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 5: Students come to Stonewall with more number sense than with letter/sound identification skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 2: Refinement and implementation of a systemic literacy program across grade levels to focus on phonics, independent reading skills with library access.

Root Cause 2: Literacy planning started with mission and vision statements created for library.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Incorporating opportunities for extended learning and interventions for students needing additional learning supports into the classroom schedules and to accommodate hours of intervention as dictated by SB4545 for those students failing STAAR Math, Reading and Writing.

Root Cause 1: Limited auxiliary staff positions and for intervention with students who are having difficulties learning basic Math and Reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Refinement and implantation of a systemic STEAM program across grade levels to focus planning, interventions, enrichment.

Root Cause 3: STEAM mission and vision created.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students lack the word processing skills needed to reflect their scope of knowledge on an online writing platform.

Root Cause 4: STAAR testing will be online and written response questions will be embedded into the testing at all grade levels.

Problem Statement 4 Areas: School Processes & Programs

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)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS 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

Goal 1: By 2023, 100% of Stonewall Elementary School students will be on or above grade level in all core content areas.

Performance Objective 1: The percent of all students, including all sub-categories for race, low economic status, gifted and talented, English language learners and at-risk students, meeting passing performance rating on all state assessments, exceed the state standard and students' performance reflects one year's growth.

Evaluation Data Sources: STAAR academic testing data and growth performance data for grade 3 -5

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Aligned curriculum with district and state standards, aligned core assessments in Reading, Math and Science, student success on STARR</p> <p>Staff Responsible for Monitoring: Administrator and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Professional Development Days - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Stonewall teachers and administrator analyze student current performance data from 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 to incorporate high yield strategies into classroom instruction and individual interventions.</p> <p>Strategy's Expected Result/Impact: Student achievement on priority standards</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teachers, Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Stonewall teachers and counselor generate individualized interventions and testing accommodations based on student perceived need and monitor student progress through student study team, 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 the student review committees.</p> <p>Strategy's Expected Result/Impact: Students needs met and documented in appropriate service framework (RtI, LPAC, 504, Special Education)</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Classroom teachers, Social Education teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: At-risk students need met and services documented Staff Responsible for Monitoring: Administrator, Classroom teacher, Counselor Problem Statements: Student Learning 2 Funding Sources: Mentoring Program - 199 Local Funds	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Rigorous, research based interventions are provided for those students who have fail STAAR subject testing in grade four and five in accordance to SB4545. Strategy's Expected Result/Impact: Attendance documents from interventions session Teacher planning forms Staff Responsible for Monitoring: Fourth and Fifth grade classroom teachers, Administrator Problem Statements: Student Learning 2 Funding Sources: - 199 Local Funds	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Stonewall teachers vertically align word processing 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. Strategy's Expected Result/Impact: Students proficient in word processing Staff Responsible for Monitoring: Classroom Teachers, Administrator Problem Statements: School Processes & Programs 3	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

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 as dictated by SB4545 for those students failing STAAR Math, Reading and Writing. Root Cause: Limited auxiliary staff positions and for intervention with students who are having difficulties learning basic Math and Reading skills.
School Processes & Programs
Problem Statement 3: Students lack the word processing skills needed to reflect their scope of knowledge on an online writing platform. Root Cause: STAAR testing will be online and written response questions will be embedded into the testing at all grade levels.

Goal 1: By 2023, 100% of Stonewall Elementary School students will be on or above grade level in all core content areas.

Performance Objective 2:

All Stonewall students in kindergarten through third grade including those in identified subgroups by race, low economic status, at-risk, and English language learners meet grade level performance standards in reading and math.

Evaluation Data Sources: Technology evaluation programs and standardized grade level evaluations for each subject

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers use strategies from sheltered instruction for English learners, reading intervention programs, and literacy approach grounded in phonics instruction to teach Reading.</p> <p>Strategy's Expected Result/Impact: Equitable student academic success across sub-categories</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Programs for intervention - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Equitable student academic success across sub-categories</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Stemsopes Math resource - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Additional interventions weekly will be provided by certified teachers for students who score below grade level in both kindergarten and first grade reading.</p> <p>Strategy's Expected Result/Impact: Higher than 65% on grade level as indicated on Early Literacy Reading scores for kindergarten and first grade on EOY measures.</p> <p>Staff Responsible for Monitoring: Administrator, Kindergarten and First grade teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Local - 199 Local Funds - \$1,400</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>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: Students come to Stonewall with more number sense than with letter/sound identification skills.</p>

Goal 1: By 2023, 100% of Stonewall Elementary School students will be on or above grade level in all core content areas.

Performance Objective 3: All Stonewall students, including those identified as English language learners and gifted and talented, have educational opportunities that meet their unique educational needs and provide content area enrichment and extension especially in the area of STEAM (Science, Technology, Engineering, Arts, Mathematics).

Evaluation Data Sources: LPAC, GT Service Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers differentiate instruction for GT students and EL students using strategies from both sheltered instruction and accelerated learning model.</p> <p>Strategy's Expected Result/Impact: Differentiated strategies used to meet students learning needs.</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teacher</p> <p>Funding Sources: Professional development for sheltered instruction, accelerated learning model - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Exposure to STEAM enrichment program</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teacher</p> <p>Funding Sources: Across grade level enrichment activities - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By 2023, 100% of Stonewall Elementary School teachers and staff will be effective at improving student performance.

Performance Objective 1: All Stonewall teachers use a variety of research based strategies and best practices increasing student performance, academic confidence and motivation to learn.

Evaluation Data Sources: Administrator walkthrough data and effective practices rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Both teachers and students document and frequently share individualized academic progress to foster student academic ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Student progress monitoring data kept by both teachers and students</p> <p>Staff Responsible for Monitoring: Classroom teacher, Special Education teacher</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 EL sheltered instruction. All Stonewall teachers will be EL certified and have thirty hours of training in serving gifted and talented with an additional six hours yearly.</p> <p>Strategy's Expected Result/Impact: No EL waivers for teachers, teachers' documented training for GT</p> <p>Staff Responsible for Monitoring: Administrator, Classroom teachers</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All Stonewall teachers incorporate technology devices into the classroom instructional environment through an instructional platform and student learning products.</p> <p>Strategy's Expected Result/Impact: Students use technology as a learning resource and tool for products</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Administrator</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By 2023, 100% of Stonewall Elementary School teachers and staff will be effective at improving student performance.

Performance Objective 2: Stonewall administrator and teachers implement and refine systemic initiatives including literacy, library resources and STEAM (Science, Technology, Engineering, Arts and Math) programs.

Evaluation Data Sources: School planning documents, vertical planning, teacher lessons, Lab and classroom walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Stonewall teachers develop implement individualized independent reading program using the school library as part of a larger plan for literacy.</p> <p>Strategy's Expected Result/Impact: Accelerated Reading program data</p> <p>Staff Responsible for Monitoring: Administrator, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student STEAM products</p> <p>Staff Responsible for Monitoring: Administrator, Teachers</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Stonewall administrator and teachers publish the school wide plan for literacy to improve teaching and learning focus on reading and writing and ensure students have a strong foundation in Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Written plan for literacy fulfill campus requirements for HB113, guide reading/writing instruction, reading/writing interventions and use of library on campus to ensure Stonewall students are strong readers and competent writers.</p> <p>Staff Responsible for Monitoring: Teachers, Administrator</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Refinement and implementation of a systemic literacy program across grade levels to focus on phonics, independent reading skills with library access. Root Cause: Literacy planning started with mission and vision statements created for library.</p>
<p>Problem Statement 2: Refinement and implantation of a systemic STEAM program across grade levels to focus planning, interventions, enrichment. Root Cause: STEAM mission and vision created.</p>

Goal 3: By 2023, 100% of Stonewall Elementary School families will be active participants in their children's education.

Performance Objective 1: Stonewall Staff will improve parent knowledge of student academic performance and learning community events through an extensive electronic and traditional paper communication protocol.

Evaluation Data Sources: Parent end of year survey, teacher documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will attend Fall conferences or attend via phone to gain information on student progress and learning at a rate of 85%. The 5% unable to attend or contacted will be targeted for follow up contact by the teacher during the Spring semester.</p> <p>Strategy's Expected Result/Impact: Student progress shared with parent.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrator and school secretary will create and send parent information emails weekly to parent contact group.</p> <p>Strategy's Expected Result/Impact: 85% of parents report receiving emails on end of year survey.</p> <p>Staff Responsible for Monitoring: Administrator, Secretary</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All Stonewall teachers will use common parent contact 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>Strategy's Expected Result/Impact: Parents end of year survey</p> <p>Staff Responsible for Monitoring: Administrator, Secretary</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: By 2023, 100% of Stonewall Elementary School families will be active participants in their children's education.

Performance Objective 2: All parents with students in programs including GT, 504, ESL, Special Education and RtI will be fully informed of the students' needs and services provided in both English and Spanish, as requested by parent.

Evaluation Data Sources: End of year parent survey

Strategy 1 Details	Reviews			
<p>Strategy 1: In all intervention meetings with parents held at Stonewall elementary school, parents will take away documentation that explains supports provided to student and parents will be fully informed of student performance levels and progress.</p> <p>Strategy's Expected Result/Impact: Fully informed parents</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrator and teachers will work with Special Education director and staff to develop communication protocols outlined in meeting procedures to fully inform parents and guardians of all student needs and available programing to support those needs before signing consents.</p> <p>Strategy's Expected Result/Impact: 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>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All GT students will have documentation of GT services provided by the classroom teacher included in the report card for both the fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: Parents of GT students will report receiving documentation on end of the year GT survey.</p> <p>Staff Responsible for Monitoring: Administrator, Teacher of GT students</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: By 2023, 100% of Stonewall stakeholders will feel physically and social-emotionally safe and secure in the school environment.

Performance Objective 1: All of Stonewall students are part of a welcoming school community that is both physically safe and emotionally safe with appropriate outlets for student problem solving, resolving peer conflicts, and celebration of positive character.

Evaluation Data Sources: Student safety survey

Strategy 1 Details	Reviews			
<p>Strategy 1: All of Stonewall students participate in monthly restorative circles and problem solving strategies during weekly counseling and guidance class and report positive ratings on the student safety survey.</p> <p>Strategy's Expected Result/Impact: Develop emotionally safe perceptions among students, practice productive problem solving</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: Student survey at the end of the year - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students participate in monthly reviews of character traits and a school wide acknowledgment process will be implemented to highlight students' emulation of positive traits.</p> <p>Strategy's Expected Result/Impact: Students acknowledge for character strengths</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All Stonewall student participate in rigorous daily physical exercise as well as additional opportunities for outdoor play with peers and practice social problem solving.</p> <p>Strategy's Expected Result/Impact: Ensure student outlet for physical exercise and appropriate outdoor play</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Stonewall teachers incorporate elements of Capturing Kids Hearts into classroom routines and practices and 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>Strategy's Expected Result/Impact: Elements of CKH practices used regularly by teachers and recorded in 75% of administrator walk through forms. Respectful and Responsive students</p> <p>Staff Responsible for Monitoring: Teachers, Administrator</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: By 2023, 100% of Stonewall stakeholders will feel physically and social-emotionally safe and secure in the school environment.

Performance Objective 2: All students, staff, parents and community have appropriate outlets to express concerns about school safety so that Stonewall continues to improve safety protocols to meet the needs and address the fears of all stakeholders.

Evaluation Data Sources: Student, Parent and staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Stonewall school has 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>Strategy's Expected Result/Impact: Always evolving safety protocols to address changing safety concerns especially around COVID</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Stonewall safety protocols updated and recorded in the district crisis manual as well as the school's teacher handbook. Campus meets all state requirements for drills and safety protocols outlined by HB 11.</p> <p>Strategy's Expected Result/Impact: Meet state safety requirements</p> <p>Staff Responsible for Monitoring: Administrator, Secretary and safety coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: By 2023, 100% of Stonewall stakeholders will feel physically and social-emotionally safe and secure in the school environment.

Performance Objective 3: Following the whole child wellness model, students will have the opportunity to participate in activities daily that promote positive physical and mental health.

Evaluation Data Sources: Physical fitness assessment- fitnessgram
SEL data for improved social and emotional student skills

Strategy 1 Details	Reviews			
Strategy 1: Daily physical activity for students and expanding opportunities for fitness routines including early morning fitness. Strategy's Expected Result/Impact: Increase students' activity level and skills as reflected in fitnessgram, PE student data Staff Responsible for Monitoring: PE assistant and administrator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of SEL program in every classroom to measure student social abilities and emotional health. Strategy's Expected Result/Impact: Increase in data for intervention with students struggling with social/emotional skills so that a tiered model of intervention can be implemented in 2022. Staff Responsible for Monitoring: Classroom teachers, administrator Funding Sources: Centervision SEL program - 199 Local Funds - \$640	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate health lessons into physical education class so that students make the natural connection between good health and physical activity. Strategy's Expected Result/Impact: Increase students understanding positive physical and mental health Staff Responsible for Monitoring: PE assistant and Administrator Funding Sources: - 199 Local Funds	Formative			Summative
	Dec	Feb	Apr	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 5: By 2023, Stonewall Elementary will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 1: Stonewall administrator and staff utilize donated funds to develop a STEAM program to expand problem and project bases learning opportunities for 100% of students participating in STEAM lab activities and assignments several times a semester.

Evaluation Data Sources: STEAM Lab completion
 Reported visits to STEAM Lab by teachers/students
 Portfolio of completed STEAM projects collected by administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Stonewall administrator creates budget and collaborates with district directors for a development timeline for donated funds.</p> <p>Strategy's Expected Result/Impact: Budget and guide for fund stewardship</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Funding Sources: Donated funds - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	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 5: By 2023, Stonewall Elementary will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 2: Stonewall administrator, teachers and staff develop campus budget based on campus priorities and available funding.

Evaluation Data Sources: Fiscal budget

Strategy 1 Details	Reviews			
Strategy 1: All staff participate in campus needs assessment and evaluation of student needs to create campus priorities list for spending. Strategy's Expected Result/Impact: Limit reckless spending and focus on prioritized endeavors	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By 2023, Stonewall Elementary will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 3: Stonewall Administration and staff follow a systemic approach to maintaining and increasing student attendance which is tied increase in state funding.

Evaluation Data Sources: Attendance rates, attendance documents

Strategy 1 Details	Reviews			
Strategy 1: Administrator develops and follows written protocols aligned with district policies for addressing student attendance which are shared with the school community.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Amie Chalberg	Principal
Classroom Teacher	Pam Carr	Teacher Leader
Classroom Teacher	Christi Summers	Teacher Leader
Community Representative	Arin Smith	Community
Parent	Cathy Lindig	PTO Vice-president
District-level Professional	Jill Mishew	District Representative
Parent	Rebekah Cathey	PTO President
Parent	Melissa Eckert	Parent
Parent	Aimee Ransleben	Parent
Parent	Laura Weinheimer	Parent

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	2	1	Programs for intervention		\$0.00
1	2	2	Stemscopes Math resource		\$0.00
1	2	3	Local		\$1,400.00
1	3	1	Professional development for sheltered instruction, accelerated learning model		\$0.00
1	3	2	Across grade level enrichment activities		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
4	1	1	Student survey at the end of the year		\$0.00
4	1	3			\$0.00
4	3	2	Centervision SEL program		\$640.00
4	3	3			\$0.00
5	1	1	Donated funds		\$0.00
Sub-Total					\$2,040.00
Grand Total					\$2,040.00

Addendums