

HITCHCOCK INDEPENDENT SCHOOL DISTRICT

2026-2027 Stewart Elementary Campus Improvement Plan

Campus: Stewart Elementary School

Campus Number: 084908103

Principal: Dr. Tamikia Greene-Chavis

Planning Basis: 2026-27 Comprehensive Needs Assessment and Root Cause Analysis

October 2026

Campus Mission and Vision

Mission Statement: Stewart Elementary provides every scholar with a safe, orderly, and rigorous learning environment where high-quality instruction, high expectations with high support, and strong partnerships with families and community prepare students to grow academically, lead with character, and become lifelong learners.

Vision: Excellence for every scholar, in every classroom, every day, because what starts at Stewart can change the world.

2026-27 Campus Goals

Goal #1 - Student Achievement: By the release of 2027 accountability results, increase the overall accountability score from 54 to at least 70 and improve STAAR achievement, i-Ready Reading/Mathematics Typical Growth, and MAP Science projected RIT growth.

Goal #2 - Closing Gaps & Acceleration: By June 2027, improve measured outcomes for students receiving Special Education services and Emergent Bilingual students, with documented intervention effectiveness and required accelerated-instruction supports.

Goal #3 - Staff Capacity: By May 2027, at least 90% of classroom teachers will demonstrate proficiency on at least 80% of defined campus instructional look-fors during two consecutive walkthroughs, supported by PLC and coaching cycles.

Goal #4 - Culture, Attendance & Engagement: By June 2027, increase average daily attendance to at least 95.5%, reduce campus chronic absenteeism to no more than 13%, and meet measurable family engagement, student support, safety, and coordinated health outcomes.

Comprehensive Needs Assessment Summary

- 2026 Overall Accountability: 54 (F); Student Achievement: 56 (F); School Progress: 57 (F); Closing the Gaps: 48 (F). Stewart Elementary is identified for Comprehensive Support and Improvement (CSI).
- 2026 STAAR, all subjects: 53% Approaches, 27% Meets, 11% Masters. RLA: 59/34/13; Mathematics: 47/23/9; Science: 50/17/6.
- Fall 2026 i-Ready below-grade-level placement: RLA - Grade 3 58.5%, Grade 4 78.4%, Grade 5 75.5%; Mathematics - Grade 3 91.5%, Grade 4 87.3%, Grade 5 79.0%.
- Fall 2026 MAP Science: campus median achievement percentile 47 across 293 tested students; 41% at or below the 40th percentile. Grade 5 median is 45, with 26% in the 1st-20th percentile.
- Special Education represents 25.8% of enrollment; current SPED all-subject performance is 30% Approaches, 20% Meets, 7% Masters. Emergent Bilingual all-subject performance is 51% Approaches, 20% Meets, 3% Masters.
- 2024-25 attendance was 94.2%; chronic absenteeism was 18.3% overall. The CNA reports 28.7% chronic absenteeism for students receiving Special Education services; this subgroup baseline remains UNVERIFIED pending review of the source attendance report (the prior Goal 4 reported 25.8%).
- Primary system need: a coherent, job-embedded system connecting content/curriculum mastery, Teach-Track-Respond, PLCs, assessment evidence, MTSS/intervention, coaching, and progress monitoring.

Priority root causes (confirm against adopted RCA): inconsistent lesson internalization and content-specific implementation; incomplete assessment-to-reteach cycles; mathematics/science skill gaps; uneven intervention, EB language development, and SPED service fidelity; and attendance barriers. Proposed targets require campus review and approval.

2026-27 Campus Improvement Team

Committee Role	Name / Status
Principal / Committee Chair	Dr. Tamikia Greene-Chavis
Assistant Principal	Lynelle Rutledge
Core Teacher	Brittanii Thomas, Angela Ritter, Shontel Howard
Special Programs Teacher	Tamika Brown
Paraprofessional / Support	Sunnie Bonnet
Counselor	Melissa Arnold
Parent Representative	Drewann Perales & Carman Mendoza
Community Representative	Alice & Grant Ward
Business Representative	Jermaine Jenkins, Dwayne's Auto Express
District Representative	Dr. Darryl Henson, Superintendent

Goal #1: Student Achievement

Performance Objective 1: By release of 2027 accountability results, increase the campus overall accountability score from 54 (2026) to at least 70 (2027), a 16-point gain.

Performance Objective 2: By May 2027, in Reading and Mathematics separately, at least 80% of students with valid BOY and EOY i-Ready Diagnostic results will meet annual Typical Growth; the percentage on or above grade level will increase at least 10 percentage points from BOY; and at least 50% of students initially two or more grade levels below will advance one or more placement levels. At MOY, monitor the percentage meeting at least 50% of annual Typical Growth.

Performance Objective 3: By May 2027, at least 70% of students with matched Fall 2026 and Spring 2027 MAP Science results will meet/exceed individual projected RIT growth, reported campuswide and for Grade 5. Of students at or below the 40th percentile in Fall 2026, at least 60% will meet projected growth and at least 30% will score above the 40th percentile by Spring 2027.

Evaluation Data Sources / Evidence Demonstrating Progress: Official STAAR and accountability reports; i-Ready BOY/MOY/EOY Typical Growth and placement reports (Reading and Mathematics separately); matched-student MAP Science projected RIT and percentile reports; unit, mid-module and end-of-module assessments; DOLs for immediate instructional response; PLC, coaching and tutoring documentation.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Conduct weekly content PLCs; at least 90% of scheduled sessions produce a documented lesson-internalization or data-analysis artifact with an instructional next step.	General Funds / Title I	Principal, Assistant Principal, Grade/Content Teams				
Analyze all unit, mid-module, and end-of-module assessment results within five instructional days of data availability; use DOL evidence for daily reteach, not cumulative benchmark averages.	Existing campus resources	Principal, Assistant Principal, Teachers				
Provide at least two documented mathematics-specific planning or coaching supports per grade level each month, aligned to Bluebonnet, misconceptions, vocabulary, and grade-level rigor.	General Funds / Title I	Principal, Assistant Principal, Math Teachers				
Provide targeted tutoring based on skill gaps; review each identified student's attendance, targeted skill progress, and formative outcomes at least every four instructional weeks.	General Funds / Title I	Principal, Assistant Principal, Teachers				
Provide at least two science-focused planning/coaching opportunities each month; inspect evidence of academic vocabulary, models, academic talk, and written explanations.	General Funds / Title I	Principal, Assistant Principal, Science Teachers				
Review individualized i-Ready Reading/Math pathways and participation monthly; assess Typical Growth and placement results separately at BOY/MOY/EOY.	General Funds/Title I	Teachers, Intervention Staff, Administrators				

Review Key: Accomplished | Continue/Modify | Considerable Progress | Some Progress | No Progress | Discontinue

Goal #2: Closing Gaps & Acceleration

Performance Objective 1: By Spring 2027 STAAR, increase current-SPED all-subject results from 30% to at least 40% Approaches, from 20% to at least 27% Meets, and from 7% to at least 10% Masters. Review required IEP service delivery and progress toward applicable IEP goals for 100% of students receiving Special Education services each grading period.

Performance Objective 2: By Spring 2027 STAAR, increase EB all-subject results from 51% to at least 60% Approaches, from 20% to at least 28% Meets, and from 3% to at least 7% Masters. At least 60% of eligible students with comparable TELPAS records will advance one composite level or meet a pre-established individual English language growth target.

Performance Objective 3: By May 2027, 100% of students in documented Tier 2/3 academic intervention will have an identified skill need, baseline, measurable goal, provider, and progress-monitoring record. Review responses every 4-6 instructional weeks; at least 70% of participating students will meet their established intervention-cycle growth targets.

By May 2027, 100% of students requiring HB 1416 accelerated instruction will have documented eligibility, applicable service requirements, assigned instructional supports, delivery/attendance records and monthly implementation checks; all statutory delivery timelines remain controlling.

Evaluation Data Sources / Evidence Demonstrating Progress: STAAR SPED/EB subgroup data, TELPAS, LPAC records, i-Ready/MAP, IEP service and progress records, accommodation/SDI evidence, Summit K12 language progress, MTSS records, HB 1416 rosters, tutoring attendance and instructional-hour logs.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Provide two protected SPED/general education co-planning opportunities per month for applicable teams, addressing SDI, accommodations, IEP implementation and Tier 1 access.	General Funds / Special Education resources	Principal, Assistant Principal, Special Education Staff				
Offer job-embedded SPED training/coaching; conduct a monthly sampling audit of IEP service/SDI records and remedy discrepancies promptly under district procedures.	Special Education / General Funds	Principal, Assistant Principal, District/Campus SPED Support				
Use ELPS-aligned academic vocabulary, structured talk and Summit K12; review usage/progress monthly and check classroom language-development practices twice each grading period.	Bilingual/ESL / General Funds	Principal, Assistant Principal, EB/ESL Staff, Teachers				
Hold weekly PLC/MTSS discussions; ensure 100% of active intervention students receive progress reviews and documented continue/modify/intensify/exit decisions every 4-6 instructional weeks.	Existing campus resources	Principal, Assistant Principal, Counselor, Teachers				
Update digital data wall results by grade, content and student group within five instructional days of established review deadlines; record intervention and reteach response.	Existing campus resources	Principal, Assistant Principal, Teachers				
Monitor HB 1416 eligibility, applicable plans, service hours, tutoring attendance and learning progress monthly; ensure compliance with legally required service timelines.	Existing campus resources / district-approved source	Principal / Assistant Principal				

Review Key: Accomplished | Continue/Modify | Considerable Progress | Some Progress | No Progress | Discontinue

Goal #3: Staff Capacity

Performance Objective 1: By May 2027, at least 90% of classroom teachers will demonstrate proficiency on at least 80% of applicable campus instructional look-fors during two consecutive documented walkthroughs scored using a common calibrated checklist.

Performance Objective 2: By May 2027, at least 90% of scheduled content PLCs will produce documented lesson-internalization or student-data artifacts; 100% of classroom teachers will complete at least one documented coaching/modeling/feedback cycle per grading period; and at least 80% of teachers with identified instructional refinement actions will demonstrate the target practice during follow-up.

Evaluation Data Sources / Evidence Demonstrating Progress: PLC agendas/artifacts, curriculum internalization, calibrated instructional walkthrough checklist, coaching and feedback logs, targeted follow-up records, and student-work evidence.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Provide at least one documented content-specific professional learning opportunity each grading period, tied to curriculum implementation, standards and misconceptions.	General Funds / Title I	Principal, Assistant Principal, District/Campus Instructional Support				
Use weekly PLCs for exemplars, lesson internalization, misconceptions, scaffolds and rehearsal; target 90% completion of required PLC artifacts.	Existing campus resources	Principal, Assistant Principal, Teachers				
Target at least two walkthroughs per teacher monthly, with feedback, a specific next look-for and follow-up evidence; calibrate observer expectations.	Existing campus resources	Principal, Assistant Principal				
Conduct monthly reviews of lesson materials, exemplar/DOL evidence, PLC artifacts and student work to evaluate teacher readiness and instructional response.	Existing campus resources	Principal, Assistant Principal				
Provide two documented co-planning opportunities monthly for applicable SPED/EB teams to build access to grade-level content and language development.	General Funds / Special Programs	Principal, Assistant Principal, Special Programs Staff				

Review Key: Accomplished | Continue/Modify | Considerable Progress | Some Progress | No Progress | Discontinue

Goal #4: Culture, Attendance & Engagement

Performance Objective 1: By the conclusion of 2026-27, increase average daily attendance from the 2024-25 baseline of 94.2% to at least 95.5%, and reduce overall chronic absenteeism from 18.3% to no more than 13%. Reduce Special Education chronic absenteeism to no more than 20% from the VERIFIED 2024-25 subgroup baseline [BASELINE PENDING SOURCE ATTENDANCE VERIFICATION; CNA reports 28.7%, earlier Goal 4 reports 25.8%]. Do not calculate a baseline-to-target change for this subgroup until verified.

Performance Objective 2: By May 2027, 100% of students meeting documented attendance or behavior early-warning criteria will receive review, assigned case responsibility, and an initiated response within five instructional days. At least 75% receiving targeted support will improve on the pre-defined attendance or behavior indicator within six instructional weeks.

Performance Objective 3: By May 2027, hold at least one documented family/community engagement opportunity each instructional month and increase unique participating families by at least 10% over a verified 2025-26 baseline.

Evaluation Data Sources / Evidence Demonstrating Progress: Attendance/ADA and chronic absence reports; SchoolStatus/contact logs; disciplinary incidents and early-warning lists; family sign-in and unique participation counts; training, safety response and coordinated school health implementation records.

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Review attendance and behavior early-warning data weekly; assign support owner and initiate student response within five instructional days of identification.	General Funds / Existing campus resources	Principal, Assistant Principal, Counselor				
Document caregiver contact, attendance or behavior supports and six-week follow-up; use defined improvement measures for each intervention.	Existing campus resources	Principal, Assistant Principal, Counselor, Teachers				
Provide at least one positive attendance or behavior recognition activity per grading period and track participation.	Existing campus resources	Principal, Assistant Principal, Counselor				
Provide at least one documented family/community engagement activity per instructional month; record unduplicated participation and feedback.	General Funds / Title I Family Engagement	Principal, Teachers, Counselor				
Engage designated parent, community, business and district representatives at November, January, March and June CIP reviews, recording decisions and actions.	Existing campus resources	Principal, Campus Improvement Team				

Review Key: Accomplished | Continue/Modify | Considerable Progress | Some Progress | No Progress | Discontinue

Campuswide Progress Monitoring Schedule

Frequency	Required Review / Evidence
Weekly	Review content PLC evidence, student learning checks and attendance/behavior early-warning flags; document immediate instructional/support response.
Monthly	Review tutoring/HB 1416 hours, intervention implementation, IEP service audit sample, EB/Summit K12, coaching logs and family contacts.
Every 4-6 instructional weeks	Analyze unit and module assessments (DOLs for daily instructional response only); evaluate MTSS growth goals and document intervention decisions.
BOY / MOY / EOY	Track Reading and Math i-Ready Typical Growth and placement separately; matched-student MAP Science projected RIT growth/achievement percentiles.
Each grading period	Review IEP service delivery/progress, EB/TELPAS growth evidence where available, walkthrough proficiency and teacher feedback cycles.
Nov / Jan / Mar / Jun	Complete formative/summative CIP strategy reviews using actual results, target progress, barriers, named adjustments and owners.
When official results are released	Complete pending 2027 STAAR and accountability score summative evaluation; do not presume the accountability score is available in June.

Committee Validation Date: _____ Committee Chairperson: Dr. Tamikia Greene-Chavis Approval Date: _____