

Katy Independent School District
Stanley Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We promise to value who you are, where you have been, and where you are going.

We promise to serve as an advocate and build meaningful relationships with each of our students.

We promise to engage, inspire, and challenge all students.

We promise to cultivate students' passion and celebrate individuality.

We promise to provide a safe learning environment which fosters academic and social growth.

We promise to learn and grow with you.

Vision

What starts here changes the world.

Comprehensive Needs Assessment

Revised/Approved: July 25, 2018

Demographics

Demographics Summary

Stanley Elementary is in its tenth school year and is a K-5 campus in Katy ISD. Student enrollment at Stanley Elementary is consistently within the range of 1,050 - 1,100 students. As of May 23, 2018, 1036 students were enrolled at Stanley Elementary. At the conclusion of 2017-2018 school year, Stanley Elementary's special population enrollment was as follows: 6.95% Economically Disadvantaged, 28% At-Risk, 13% Special Education, 12.84% Gifted and Talented, and 15.73% English Language Learners.

Stanley Elementary's attendance rate is 97.3%, which is one of the highest attendance rates in the district. The campus attributes this achievement to a strong partnership with parents.

One of the most important decisions made at Stanley Elementary School is the hiring of the teachers and staff. We continue to place a high priority on seeking the most highly-qualified and talented staff for all vacant positions. We believe in a culture of continuous improvement for all staff members at Stanley and have high expectations for professional learning and development.

Demographics Strengths

The rich cultural diversity of our school is what sets us apart from other schools. Our students have lived and traveled throughout the world and their worldly knowledge is seen as a strength in daily classroom discussions. Many of our students are bilingual or even trilingual with English ranking as the second or third acquired language. Our ESOL students continue to be served using the school-wide Collaborative Teaching Model. We utilize our extended learning time to focus on specific academic areas of improvement. Currently, 99% of our teachers are ESL Certified. Parent conferences are scheduled throughout the year to discuss student progress. Translators are provided as needed for our families. We currently have 22 languages spoken in our school and a total of 178 ESOL students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 99% of teachers at Stanley Elementary are ESL certified. The campus has identified 100% as the target for teachers to be ESL certified. **Root Cause:** When hiring teachers, we look for highly qualified teachers who are ESL certified. However, not all applicants and current staff have an ESL certification. The campus encourages and supports new hires and current staff to complete their ESL certification. We will continue to emphasize the importance the certification has on impacting student achievement and strive to achieve 100% in two years.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Stanley Elementary successfully exceeded all four targets.

Overall- Stanley Elementary Score: 95 (Met Standard)

Student Achievement- Stanley Elementary Score: 95 (Met Standard)

School Progress- Stanley Elementary Score: 89 (Met Standard)

Closing the Gaps- Stanley Elementary Score: 94 (Met Standard)

On the 2018 STAAR, the following scores for all grades show the percentage for Approaches Grade Level or Above:

Reading- 97%

Math- 98% (increased by 1% from the 2016-2017 school year)

Writing- 94% (decreased by 2% from the 2016-2017 school year)

Science- 96% (increased by 2% from the 2016-2017 school year)

Stanley Elementary met all of the State and Federal System Safe Guards.

Student Academic Achievement Strengths

Stanley Elementary continues to target the growth of all students. When comparing the data from the 2017 STAAR to the 2018 STAAR, the following increases were noted:

- 4th grade students demonstrated gains in the percent of students who Mastered Grade Level in Math from 62% in 2017 to 65% in 2018 and in Writing from 22% in 2017 to 33% in 2018.
- 4th grade students demonstrated gains in percent of students who met standard in Math from 86% in 2017 to 79% in 2018 and in Writing from 61% in 2017 to 79% in 2018.
- 5th grade students demonstrated gains in percent of students who mastered grade level in Reading from 56% in 2017 to 64% in 2018 and in Science from 39% in 2017 to 44% in 2018.
- 5th grade students demonstrated gains in percent of students who met standard in Reading from 86% in 2017 to 90% in 2018, in Math from 81% in

2017 to 90% in 2018, and in Science from 71% in 2017 to 76% in 2018.

- 5th grade students demonstrated gains in percent of students who approached grade level in Math with a 100% pass rate on the 2018 STAAR test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Last year, the percentage of students mastering grade level on the 3rd grade Reading STAAR went from 60% in 2017 to 53% in 2018. In addition, the percentage of 3rd grade students who mastered grade level on the Math STAAR went from 63% in 2017 to 56% in 2018. The percentage of 5th grade students who mastered grade level on the Math STAAR went from 59% in 2017 to 56% in 2018.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Stanley Elementary is guided by the TEKS, STAAR, Common Assessments, and other forms of formative and summative assessment data to effectively address the needs of all learners. Critical thinking, problem solving, communication skills, creative learning, collaboration, rich literature reading, hands-on science labs and purposeful responses are the mainstays of our educational practices while using district-created unit plans. Stanley Elementary utilizes an instructional model that includes mini-lessons, strategy groups, guided reading and math groups, conferring with individual students as the foundation of their instructional practice. Every 4-6 weeks, grade level teams meet to roadmap daily mini-lessons which target the instructional standards in upcoming units. The planning process responds to the TEKS (identified in the Unit Plans) that will be taught, and also addresses gaps in student learning. In addition, teachers discuss extensions for students who have already demonstrated mastery of certain identified TEKS or concepts.

Assessments play a pivotal role in all learning outcomes at Stanley. Assessments vary from formative to summative. These assessment options include multiple choice, open-ended, student response, student production, turn and talk, conferring, tickets out, and rubrics. It is the belief of Stanley Elementary staff members that students who can apply their learning in a variety of ways rise to higher levels of thinking and academic success. Teachers work diligently to ask questions in multiple ways during instruction and the assessment process so that students are able to apply their thinking regardless of which type of assessment is used. Common assessments are used across grades 3-5, twice each 9 weeks, to help track alignment from instruction to applied learning. Summative assessments such as multiple choice tests (common assessments and STAAR) are just one form of data collection. Campus data includes tracking performance of TEKS mastery and growth using a variety of assessment methods. In grades 3-5, teachers continually monitor student responses to open-ended questions, discussions, and other forms of formative assessments (running records, pre-assessments, Think Through Math, FASTT Math, Stemsscopes, DLA's) to track student understanding and mastery. Teachers respond to student learning needs through the use of flexible small groups and quality differentiation.

Data in grades K-2 include formative assessments, students' responses and rubrics to track reading level and growth. In mathematics, similar data are collected, analyzed and used to track student progress and growth. Additionally, students in K-2 take mCLASS, Math Inventory, and ISIP to help set benchmarks for learning. Teachers respond to student learning needs through the use of flexible small groups and quality differentiation.

Vertical meetings are held 6 times a year with the campus instructional coaches. Additionally, K-2 and 3-5 PLCs are held 5 times a year with campus administration and instructional coaches. During these meetings data are reviewed and best practices are discussed in an effort to target and grow all learners. Teachers work collaboratively to plan for successful student learning.

Grade levels have a daily common planning time where the details of not just "what" will be taught are discussed, but also include "how" the content will be delivered during whole-group and targeted small group instruction.

As part of the RtI process, student progress is reviewed at Kid Chat meetings 4-5 times a year. These meetings are attended by all campus administration, instructional coaches, grade level, SPED, ESOL and intervention teachers. Campus leadership sets minimum criteria to help target student interventions while using a strengths model. All stakeholders discuss the data presented to create an action plan for students whose data fall below the minimum criteria.

When students are identified as needing support beyond RtI Tier 1, they then move to RtI Tier 2. RtI Tier 2 and 3 intervention is a 5-day a week service during our 30 minute corral. The aforementioned stakeholders discuss the progress students are making and areas of need. Groups are then formed by combining needs, strengths, and objectives. Parents are an integral part of the RtI process. Parents of students' receiving Tier II RtI services will be notified by a phone conference from the teacher to discuss targeted areas of intervention.

One of the most important decisions made at Stanley Elementary School is the hiring of the teachers and staff. We continue to place a high priority on seeking the most highly-qualified and talented staff for all vacant positions. We believe in a culture of continuous improvement for all staff members at Stanley and have high expectations for professional learning and development.

All new staff members attended multi-day, summer trainings in the areas of math and reading provided by the Katy ISD Curriculum and Instruction Department. These trainings laid the foundation for reading/writing workshop, as well as a balanced math approach. As a school we will continue to support and build on teacher knowledge throughout the school year via professional development by guest presenters, vertical team meetings, weekly in-depth planning sessions, and PLC's. Throughout the year, various teacher-led book studies will occur, and teachers will have the opportunity to observe other teachers as a means of refining their craft. We want to continue to offer high quality, on-going, targeted, job-embedded professional learning.

Teachers, students, and parents at Stanley Elementary take pride in the academic success and safety of our school community. Stanley Elementary has a safe and positive environment with a strong focus on academic excellence. We teach life-long skills that build social character for students to ensure their successful futures. Our commitment is to keep our students at the center of all decisions and actions. We make learning our top priority for students and staff. Data are utilized to identify areas of deficiency and strength and is then used to guide instructional decision-making. Instruction is adjusted to meet the needs of all learners, including staff. We work hard to guarantee that our instructional time is protected and maximized. Our school community values collaborative planning through the development and use of strong Professional Learning Communities (PLCs) practices.

In January 2016, Stanley Elementary was retrofitted with new desktop computers in all classrooms and both computer labs. New mini iPads for academic support and special education teachers were acquired. In addition, all classrooms now have 3 to 4 iPads which allow students to use a variety of tools and apps to promote student learning through exploration, research, and discussion. The campus is also equipped with 6 mobile laptop carts and crates of iPads to serve as instructional resources for teachers. The art, music, and media center teachers utilize the Front Row speaker system when teaching to large groups of students. Our teachers collaborate with a district classroom technology designer to integrate technology into their lesson plans and co-teach lessons. Teachers are also provided opportunities to learn about new tools which can be used to enhance their instruction and student learning. Beginning with the 2018-2019 school year, Stanley Elementary will pilot the use of student chromebooks in the 5th grade. Teachers and students will utilize two chromebook carts to collaborate, create, and engage in the curriculum.

We have a number of teachers who have participated in the Connected Learner initiative. Those teachers are required to take an online course in which they learn various ways to integrate technology into their instruction. Three times during the academic school year, the teachers meet with the district classroom technology designer to learn about various apps and how to effectively use technology to improve instructional delivery. Throughout the year, teachers will continue to design and implement lessons involving the use of technology and then evaluate the effectiveness of those lessons.

School Processes & Programs Strengths

- Continue the RTI process that identifies and targets the needs of all students. This process provides support and intervention for identified students with the greatest academic and behavioral needs.
 - Utilize a common assessment process that values student responses and the alignment with TEKS while using a variety of methods to assess instruction or demonstrate learning.
 - Maintain and modify (when necessary) a strong planning process that uses a collaborative model to align instruction across grade level teams and vertically within the building.
 - Instruct students using flexible, small group structures across all core content areas.
 - Continue to maintain ESL academic gains in 3rd Grade Reading/Math, 4th Grade Math/Writing, and 5th Grade Science.
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- Seek input from current staff members regarding the screening of potential new staff members in order to identify highly qualified candidates.
 - Involve veteran staff members in the interviewing and selection process.
 - Involve campus administrators and teacher leaders in the annual Katy ISD Job Fair.
 - Publicly acknowledge on a monthly basis staff members who have made positive contributions and who have gone above and beyond expectations.
 - Seek weekly input from staff for the Stanley Statement (staff newsletter) so that thank yous and celebrations can be recognized.
 - Participate, when possible, in district recruiting trips/events.
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- Provide all staff members with the necessary resources to maintain a safe environment for all. Included are: safety “Go” bags in every classroom; walkie talkies in every classroom; KISD identification badges worn by all staff; use of Raptor System to safeguard our students, faculty, staff and parents; provide Allergy Awareness folders for each teacher; share REACH TV videos with students every Wednesday emphasizing the core essential skills and anti-bullying; share and use Safety Net; and provide a school-wide Emergency Response Plan coordinated by an assistant principal and the Safety Committee.
 - Provide all staff members with the necessary skills to maintain a safe environment for all. Included are: training for all staff on the district's emergency

response procedures; monthly fire drills and disaster drills to prepare staff and students in the event of an emergency; training for administrators, key general and special education teachers in CPI techniques; teach Core Essentials each month emphasizing one characteristic and rewarding/recognizing students exhibiting these characteristics; teach anti-bullying activities and guidance lessons emphasizing positive character traits and making great decisions; teach digital citizenship, cyber safety, and anti-cyber bullying lessons throughout the year; train Safety Team members and necessary teachers to use EpiPen and AED.

- Utilizing PBIS school-wide expectations matrix to positively support student behavior.
 - Continue “Trail Guides” to assist with new student integration.
 - Participate in Red Ribbon Week activities highlighting how to stay safe and make healthy and drug free choices.
 - Utilize remote access in front office to unlock doors to approved visitors.
 - Hold regular meetings with our Stanley Safety Team to plan and practice emergency procedures (AED Team, Allergy Awareness Team).
 - Continue to keep all doors locked throughout the building and in the Learning Cottages.
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- Utilize the Seesaw app so that students can digitally capture and showcase their learning activities through the creation of individual portfolios which can be evaluated by teachers and subsequently shared with parents.
 - Equip all classrooms with a variety of technological resources including: a SMARTBoard, desktop computers, iPads, a document camera, and a variety of instructional programs and apps.
 - Utilize MyKaty Cloud to provide parents with resources to use at home when supporting their child(ren)'s learning.
 - Encourage students in grades 2-5 to bring their own mobile learning devices to support learning in the classroom and to reduce the ratio of students to devices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Improve upon the use of the Collaborative Teaching Model to ensure students benefit from the collaboration of both general classroom teachers and SPED/Support teachers.

Problem Statement 2: To better support teachers and students the campus should focus on utilizing a school-wide approach to teaching behavior expectations and managing student misbehavior. **Root Cause:** Stanley Elementary continues to look for innovative ways to teach behavior expectations to students and ensure those expectations are uniform throughout the school. In addition, Stanley Elementary will focus on identifying new strategies for addressing student misbehavior, especially instances of physical contact or physical aggression.

Problem Statement 3: In order to improve collaboration among colleagues and focus on student growth, Stanley Elementary should improve the use of campus PLC meetings and planning meetings to share ideas and strategies among colleagues and reflect on personal professional growth throughout the year.

Perceptions

Perceptions Summary

At Stanley Elementary we strive to maintain a strong connection with our parents and community stakeholders. We are honored and privileged to participate in carrying on Stan Stanley's legacy of service and kindness through "How Can I Help You Day?" on November 3, 2016. We are coordinating several Pay-It-Forward projects benefiting our Stanley community, the Katy ISD community, and the greater Houston community. It is our goal to teach all Stanley students that an act of kindness can make a difference in the world around them. We hope our students, together with their families and the community, are inspired to continue to serve others in the future.

At Stanley Elementary, we feel extremely fortunate to have a very active and supportive PTA. We work collaboratively on a continuous basis to hold family and community events throughout the year.

At Stanley Elementary, we demonstrate Purpose, Respect, Integrity, Dependability and Effort (PRIDE) by 1.) coming to school prepared to learn 2.) respecting ourselves and others 3.) being responsible for our actions. These are the three main expectations that we are emphasizing this year. PRIDE and Positive Behavior Intervention Supports (PBIS) are the focuses for our campus as we strive to ensure a positive learning environment for all.

PRIDE expectations and behavior matrices are taught, reviewed, and consistently reinforced throughout the year. Character traits are introduced and reviewed through the Core Essentials Program. We reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. For instance, SSE staff re-teach behavior expectations as necessary throughout the school year. At SSE, we believe that through the implementation of positive behavioral supports, we can inspire students to conduct themselves in a responsible and respectful manner.

Our motto is, "What Starts Here Changes The World!" We believe that the skills students are learning through these efforts are essential for life-long success.

Perceptions Strengths

- Provide multiple opportunities to involve families and the Stanley community in a variety of events: Meet the Teacher Night, Curriculum Night, STEAM-L Night, Block Party, Carnival, Veteran's Day Program, Grandparent's Day, 2nd and 5th Grade Musical Performances, Field Day, Red Ribbon Week, end of the year Celebration of Learning for each grade level, 5th Grade Clap Out, Mother-Son Event, Father-Daughter Dance, Fall and Spring Parties.
- Communicate consistently through weekly campus E-newsletter, e-mail, website, Twitter, PTA Facebook page, phone calls, and conferences.
- Encourage Stanley fathers to participate in the Watch DOGS program.
- Provide opportunities for parents to share their expertise and teach students about various science concepts via the hands-on K-5 Eureka science lab program.
- Partner with local businesses to hold Spirit Nights.
- Honor one volunteer with a Stampede Star winner every month.

- School culture/climate initiatives for staff (birthday lunch bunch, planned staff activities & treats).
- Mentoring and support programs such as Watch DOGS, PALS, KEYS, Special Buddies, and peer reading.
- Availability of extracurricular activities such as DI, SPACE, Choir, Abrakadoodle Art, Math Olympiad, Student Council, 5th Grade Choir, Safety Patrol, & Maker Space.
- Recognizing students, staff, business partner, and volunteers once a month as a Stampede Star.

- Open house opportunities (Meet the Teacher, Curriculum Night, STEAM-L Night, Block Party, Carnival, Reflections, Veteran's Day Program, Jr. Achievement, 2nd and 5th Grade Musical Performance, Mother/Son Event, and Father/Daughter Dance).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stanley Elementary would like to continue to foster a positive working relationship with all stakeholders. Specifically, Stanley Elementary would like to increase parental and teacher involvement in the PTA.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 24, 2017

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.


Performance Objective 1: Stanley Elementary School will exceed all local, state, and federal standards on all 2019 STAAR tested areas.








Evaluation Data Source(s) 1: The percentage of Stanley Elementary students approaching grade level expectations on all areas of STAAR will increase from:

Reading- 97% in 2018 to 100% in 2019
 Math- 98% in 2018 to 100% in 2019
 Writing- 94% in 2018 to 100% in 2019
 Science- 96% in 2018 to 100% in 2019

The percentage of students who master grade level expectations on all areas of STAAR at all grade levels will increase a minimum of 5% points. All 4th and 5th grade students will increase or maintain growth on STAAR math and reading tests as measured by STAAR Progress Measure (met or exceeded).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Stanley Elementary will encourage staff members to work collaboratively using a strength model framework to target small group instruction in order to address the changing student population in the areas of special education and the English as a Second Language.</p>	<p>Kelly Lohse Instructional Coaches</p>	<p>1. Implementation- Small group instructional gains will be measured by direct observation, student artifacts, DLA and common assessment scores and Kid Chat Spreadsheets.</p> <p>2. Impact: Teachers will effectively address the learning needs of our special education and ESOL students.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 199 - General Fund - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Stanley Elementary will provide professional learning for staff members in the areas of: Collaborative Teaching Model, Strategy vs. Skills training, Confering in math and reading, effective use of differentiated guided math groups, effective implementation of both the math, reading, and writing workshop models, use of 5E model in science planning and delivery, Hands-On Science experiences to address misconceptions, attributes of effective team planning, refine depth and complexity of common assessments, and strategies that undo students' math misconceptions to solidify conceptual understanding.</p>	<p>Meredith Coultas Leslie Grayson Jennifer Vacek</p>	<p>1. Implementation- Instructional coaches will measure implementation by direct observation, student artifacts, DLA and common assessment scores and Kid Chat Spreadsheets.</p> <p>2. Impact: Teachers will effectively address the learning needs of all students through implementation of new knowledge gained from professional learning.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: 199 - General Fund - 3500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Stanley Elementary will focus our efforts to increase mastered levels by engaging in data reviews during PLCs. Our data reviews will look at the strengths of students as well as the areas of growth as reported in aware by each teacher of record. It is our intention to support teacher instruction by identifying significant gaps in results between teachers of the same content. This results based teacher collaboration will help grow our instruction with new or alternative methods/approaches. We will utilize ELT time and/or re-teach opportunities to provide another method of instruction.</p>	<p>Meredith Coultas Leslie Grayson</p>	<p>1. Implementation- Instructional coaches will measure success by analyzing common assessments, student artifacts, and direct observation.</p> <p>2. Impact- Student performance on state assessment will increase, especially in the categories of Meets and Masters.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Stanley Elementary teachers will reflect on released STAAR data and identify specific aspects of the tests that we need to target and enhance in our instructional practices.</p>	<p>Grant Smith Meredith Coultas Leslie Grayson</p>	<p>1. Implementation- Instructional coaches will measure the effectiveness of targeted instruction by analyzing staff planning sessions, reflecting on data, and direct observation of enhancements of our instructional practices.</p> <p>2. Impact- Increased student performance on state assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Only 99% of teachers at Stanley Elementary are ESL certified. The campus has identified 100% as the target for teachers to be ESL certified. **Root Cause 1:** When hiring teachers, we look for highly qualified teachers who are ESL certified. However, not all applicants and current staff have an ESL certification. The campus encourages and supports new hires and current staff to complete their ESL certification. We will continue to emphasize the importance the certification has on impacting student achievement and strive to achieve 100% in two years.

Student Academic Achievement

Problem Statement 1: Last year, the percentage of students mastering grade level on the 3rd grade Reading STAAR went from 60% in 2017 to 53% in 2018. In addition, the percentage of 3rd grade students who mastered grade level on the Math STAAR went from 63% in 2017 to 56% in 2018. The percentage of 5th grade students who mastered grade level on the Math STAAR went from 59% in 2017 to 56% in 2018.

School Processes & Programs

Problem Statement 1: Improve upon the use of the Collaborative Teaching Model to ensure students benefit from the collaboration of both general classroom teachers and SPED/Support teachers.

Problem Statement 2: To better support teachers and students the campus should focus on utilizing a school-wide approach to teaching behavior expectations and managing student misbehavior. **Root Cause 2:** Stanley Elementary continues to look for innovative ways to teach behavior expectations to students and ensure those expectations are uniform throughout the school. In addition, Stanley Elementary will focus on identifying new strategies for addressing student misbehavior, especially instances of physical contact or physical aggression.

Problem Statement 3: In order to improve collaboration among colleagues and focus on student growth, Stanley Elementary should improve the use of campus PLC meetings and planning meetings to share ideas and strategies among colleagues and reflect on personal professional growth throughout the year.

Goal 2: Stanley Elementary will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Stanley Elementary will use a collaborative and data-driven approach in planning and performance decisions.

Evaluation Data Source(s) 1: Stanley teachers and staff will improve progress monitoring through use of a grade-level spreadsheet to determine individual student strength and needs. Teachers will use the information to inform instructional decisions and ensure students are making academic progress.

Stanley teachers and staff will participate in teacher-led Professional Learning Communities within their individual content areas in order to increase student learning as measured by a common, balanced assessment approach.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Stanley Elementary will continue collaboration between science facilitator and teachers to develop additional hands-on science labs and refine/improve science common assessments.</p>	Grant Smith Kelly Lohse Leslie Grayson Jennifer Vacek	<p>1. Implementation- The science facilitator will measure the impact of collaboration by direct observation, reviewing multiple types of formative and summative data to determine growth, and review IEPs/Accommodations.</p> <p>2. Impact- Student growth on the science STAAR test in all areas for all students.</p>				
Problem Statements: Student Academic Achievement 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Stanley Elementary will implement regular teacher-led PLC meetings by grade level to discuss student data, progress on TTESS and SLO goals, and on-going need for professional development. The staff will utilize the information to design a variety of quality assessments aligned to the TEKS which address individual student needs.</p>	Grant Smith Kelly Lohse Meredith Coultas Leslie Grayson Jennifer Vacek	<p>Implementation- PLC teams will meet at least five times a year to purposefully review DLA, STAAR, and/or campus assessment data to identify student strengths and weaknesses. In addition, teachers will use their PLC time to reflect on personal professional growth.</p> <p>Impact- Both teacher quality and student achievement will increase.</p>				
Problem Statements: School Processes & Programs 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Last year, the percentage of students mastering grade level on the 3rd grade Reading STAAR went from 60% in 2017 to 53% in 2018. In addition, the percentage of 3rd grade students who mastered grade level on the Math STAAR went from 63% in 2017 to 56% in 2018. The percentage of 5th grade students who mastered grade level on the Math STAAR went from 59% in 2017 to 56% in 2018.

School Processes & Programs

Problem Statement 3: In order to improve collaboration among colleagues and focus on student growth, Stanley Elementary should improve the use of campus PLC meetings and planning meetings to share ideas and strategies among colleagues and reflect on personal professional growth throughout the year.

Goal 3: Stanley Elementary will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Stanley Elementary will promote parent and community involvement that supports student learning.

Evaluation Data Source(s) 1: Participation of parents and community members in school activities will average 50% of the school population.

Increase annual volunteers by 5% as measured by Raptor.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Stanley Elementary will continue to offer opportunities to involve families and the Stanley community in a variety of events: Meet the Teacher Night, Curriculum Night, STEAM-L Night, Carnival, International Festival, Veteran's Day Program, Grandparent's Day, 2nd and 5th Grade Musical Performances, Field Day, Red Ribbon Week, end of the year Celebration of Learning for each grade level, 5th Grade Clap Out, Mother-Son Event, and Father-Daughter Dance.</p>	Grant Smith Kelly Lohse	<p>1. Implementation- The staff will measure success by the number of families participating and volunteering in each event, and feedback from staff, students, and parents.</p> <p>2. Impact- Parents and community community members will become involved in events that support and honor student learning.</p>				
Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Stanley Elementary will plan and host at least two parent informational coffees throughout the school year. In addition, the Stanley Elementary administrative staff will investigate ways in which the effectiveness of school communication could be improved.</p>	Becky Wingfield Grant Smith Kelly Lohse	<p>Implementation- The administrative staff will plan informational coffee sessions to be provided for parents during the year. The administrative staff will lead discussions with stakeholders to identify ways in which communication with the community could be improved.</p> <p>Impact- Improved relationships and communication between staff and parents.</p>				
Problem Statements: Perceptions 1						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 1: Stanley Elementary would like to continue to foster a positive working relationship with all stakeholders. Specifically, Stanley Elementary would like to increase parental and teacher involvement in the PTA.

Goal 4: Stanley Elementary will actively support the emotional well-being of all learners.

Performance Objective 1: Stanley Elementary students will exhibit behaviors and attitudes that contribute to an engaging and caring learning environment through the use of Positive Behavior Intervention and Supports.

Evaluation Data Source(s) 1: Stanley Elementary staff will decrease the number of instances of physical contact, as evidenced by office referrals, on campus by 25%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Stanley Elementary will utilize a PBIS matrix flip-chart for teachers and staff to review and teach expectations throughout the year. In addition, we will utilize a common behavior flowchart to assist teachers and staff in addressing behavior issues in their classrooms, and identifying those behaviors which require additional support from administration.</p>	Grant Smith Kelly Lohse	<p>Implementation-Staff will measure the effectiveness of this strategy by direct observation, effective management of student behavior issues, and decreased office referrals.</p> <p>Impact- A more positive environment for both students and staff.</p>				
Problem Statements: School Processes & Programs 2						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Stanley Elementary will conduct a book study to learn about restorative practices, specifically the topic of community building circles. The book study will include an investigation into the effectiveness of the program and the possible implementation of the program at Stanley Elementary.</p>	Grant Smith Kelly Lohse Paige Madison	<p>Implementation- A group of teachers and administrators will meet throughout the school year to read the book "Circle Processes". The team will collect data on the effectiveness of community circles in the classroom and look at ways to implement the program on our campus.</p> <p>Impact- Stanley Elementary staff hope the new program will help address instances of physical contact between students and decrease those instances in the future.</p>				
Problem Statements: School Processes & Programs 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
--

Problem Statement 2: To better support teachers and students the campus should focus on utilizing a school-wide approach to teaching behavior expectations and managing student misbehavior. **Root Cause 2:** Stanley Elementary continues to look for innovative ways to teach behavior expectations to students and ensure those expectations are uniform throughout the school. In addition, Stanley Elementary will focus on identifying new strategies for addressing student misbehavior, especially instances of physical contact or physical aggression.

Goal 4: Stanley Elementary will actively support the emotional well-being of all learners.

Performance Objective 2: Stanley Elementary teachers will undergo professional development in order to maximize student achievement for diverse learners.

Evaluation Data Source(s) 2: Stanley Elementary staff will identify one strategy from professional development to utilize in their classrooms to support the social/emotional and instructional needs of either their Gifted or EL learners.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Stanley Elementary will continue to support a better understanding of the social and emotional needs of gifted students through professional development.</p>	Tina Finney	<p>1.) Implementation- Measured by completion of campus staff development centered on an article study led by SSE teachers.</p> <p>2.) Impact- Gifted and talented students' social and emotional needs will be highlighted and discussed.</p>				
Problem Statements: School Processes & Programs 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Stanley Elementary ESL teachers will undergo and provide professional development to general education teachers in regards to best practices for the instruction and support of the social/emotional needs of second language learners.</p>	Grant Smith Christina Thomas	<p>1.) Implementation- Stanley ESL teachers will complete Phase II of the Katy ISD Elementary EL Professional Development Plan and embed best instructional practice for ELs in their co-teaching. In addition, Stanley ESL teachers will encourage general education teachers who have completed Phase I of the EL Professional Development Plan to begin Phase II.</p> <p>Impact- All ESL teachers and a growing number of general education teachers will be better prepared to address the instructional needs of a variety of learners in their classrooms.</p>				
Problem Statements: Demographics 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Only 99% of teachers at Stanley Elementary are ESL certified. The campus has identified 100% as the target for teachers to be ESL certified. **Root Cause 1:** When hiring teachers, we look for highly qualified teachers who are ESL certified. However, not all applicants and current staff have an ESL certification. The campus encourages and supports new hires and current staff to complete their ESL certification. We will continue to emphasize the importance the certification has on impacting student achievement and strive to achieve 100% in two years.

School Processes & Programs

Problem Statement 1: Improve upon the use of the Collaborative Teaching Model to ensure students benefit from the collaboration of both general classroom teachers and SPED/Support teachers.

State Compensatory

Personnel for Stanley Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Billie Pullin	Teacher	Academic Support	1
Kellie Little	Teacher	Academic Support	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Rebecca Wingfield	Principal
Classroom Teacher	Hillary Wayne	Teacher
Classroom Teacher	Heidi Cain	Teacher
Classroom Teacher	Ashley Abramson	Teacher
Classroom Teacher	LeAnna Foley	Teacher
Classroom Teacher	Monica Gerard	Teacher
Parent	Bing Liu	Parent
Community Representative	Genny Hull	Community Representative
Business Representative	James Blackburn	Business Representative
Classroom Teacher	Paige Madison	Teacher
Classroom Teacher	Kellie Little	Teacher
District-level Professional	Claire McGee	District Professional
Classroom Teacher	Janell Shotts	Teacher
Parent	Michele Osten	Parent
Parent	Krista Latter	Parent
Parent	Karen Vermeulen	Parent
Parent	Taylor Shipman	Parent

Campus Leadership Team

Committee Role	Name	Position
Administrator	Rebecca Wingfield	Principal
Administrator	Grant Smith	Assistant Principal
Administrator	Kelly Lohse	Assistant Principal
Non-classroom Professional	Meredith Coultas	ELA Instructional Coach
Non-classroom Professional	Leslie Grayson	Math/Science Instructional Coach
Non-classroom Professional	Jennifer Vacek	Science Facilitator
Non-classroom Professional	Janet Hammond	Counselor

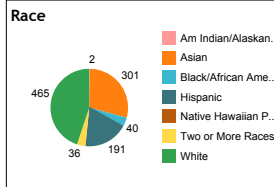
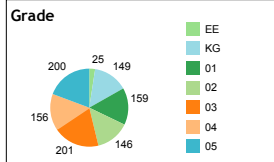
Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$3,500.00
Sub-Total					\$3,500.00
Grand Total					\$3,500.00

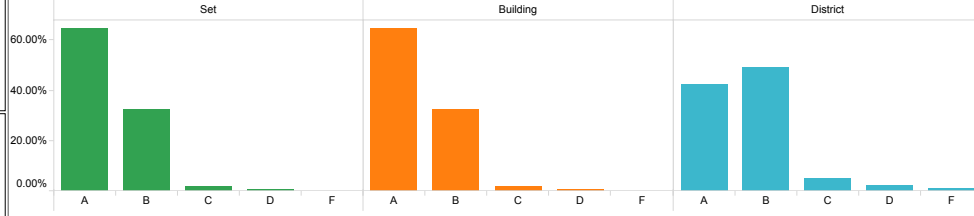
Addendums

Stanley Elementary - Enrollment

Set Enrollment	1,036
Building Enrollment	1,036
District Enrollment	77,992

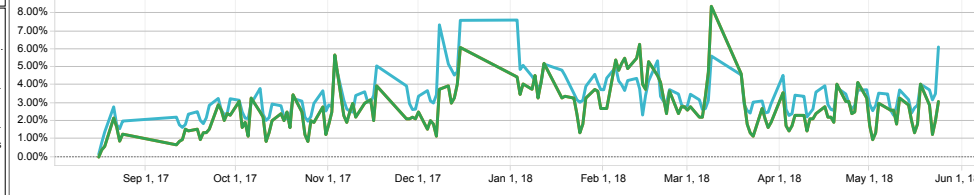


Grade Distribution



Report Type
End of Year Average

Absence Rate



- Grade**
- EE
 - KG
 - 01
 - 02
 - 03
 - 04
 - 05

Program
All Students

Apply Filter to District
No

- Measure Names**
- Set
 - Building
 - District

Special Program Enrollment





Accountability Data Search Help

Texas Education Agency
2018 Accountability Ratings Overall Summary
STANLEY C STANLEY EL (101914132) - KATY ISD

	Component Score	Scaled Score	Rating
Overall		95	Met Standard
Student Achievement		95	Met Standard
STAAR Performance	78	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	Met Standard
Academic Growth	81	89	Met Standard
Relative Performance (Eco Dis: 4.1%)	78	83	Met Standard
Closing the Gaps	97	94	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned



Accountability Data Search Help

Texas Education Agency 2018 STAAR Performance Data Table STANLEY C STANLEY EL (101914132) - KATY ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	97%	94%	99%	96%	*	99%	*	100%	95%	99%	100%	84%	100%	98%	96%
% at Meets GL Standard or Above	83%	71%	83%	79%	*	91%	*	86%	71%	72%	84%	61%	90%	85%	74%
% at Masters GL Standard	54%	39%	53%	48%	*	66%	*	66%	42%	49%	61%	31%	50%	56%	44%
Number of Tests															
# at Approaches GL Standard or Above	1,394	58	263	650	*	391	*	29	91	135	313	132	10	1,138	256
# at Meets GL Standard or Above	1,189	44	220	536	*	361	*	25	68	98	264	95	9	991	198
# at Masters GL Standard	772	24	140	327	*	260	*	19	40	67	190	48	5	655	117
Total Tests	1,432	62	266	675	*	395	*	29	96	136	314	157	10	1,166	266
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	97%	92%	99%	96%	*	99%	*	100%	95%	100%	100%	83%	*	98%	96%
% at Meets GL Standard or Above	83%	67%	84%	83%	*	87%	*	75%	73%	66%	79%	65%	*	86%	70%
% at Masters GL Standard	60%	42%	57%	57%	*	68%	*	58%	41%	45%	60%	32%	*	64%	42%
Number of Tests															
# at Approaches GL Standard or Above	528	22	100	241	*	152	*	12	35	62	121	50	*	432	96
# at Meets GL Standard or Above	452	16	85	208	*	133	*	9	27	41	95	39	*	382	70

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	323	10	58	143	*	104	*	7	15	28	73	19	*	281	42
Total Tests	542	24	101	250	*	153	*	12	37	62	121	60	*	442	100
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	99%	96%	98%	99%	*	99%	*	100%	97%	100%	100%	88%	*	98%	99%
% at Meets GL Standard or Above	86%	75%	87%	81%	*	96%	*	100%	78%	87%	93%	60%	*	88%	81%
% at Masters GL Standard	58%	42%	59%	48%	*	74%	*	75%	57%	61%	69%	32%	*	59%	53%
Number of Tests															
# at Approaches GL Standard or Above	534	23	99	247	*	152	*	12	36	62	121	53	*	435	99
# at Meets GL Standard or Above	468	18	88	202	*	147	*	12	29	54	112	36	*	387	81
# at Masters GL Standard	314	10	60	121	*	113	*	9	21	38	84	19	*	261	53
Total Tests	542	24	101	250	*	153	*	12	37	62	121	60	*	442	100
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	93%	*	100%	89%	-	95%	*	*	*	*	100%	*	*	93%	93%
% at Meets GL Standard or Above	78%	*	77%	73%	-	89%	*	*	*	*	82%	*	*	77%	83%
% at Masters GL Standard	32%	*	23%	29%	-	39%	*	*	*	*	34%	*	*	32%	31%
Number of Tests															
# at Approaches GL Standard or Above	141	*	30	62	-	42	*	*	*	*	38	*	*	114	27
# at Meets GL Standard or Above	118	*	23	51	-	39	*	*	*	*	31	*	*	94	24
# at Masters GL Standard	48	*	7	20	-	17	*	*	*	*	13	*	*	39	9
Total Tests	151	*	30	70	-	44	*	*	*	*	38	*	*	122	29
Science															

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	97%	*	100%	95%	-	100%	-	*	*	*	97%	80%	*	98%	92%
% at Meets GL Standard or Above	77%	*	71%	71%	-	93%	-	*	*	*	76%	60%	*	80%	62%
% at Masters GL Standard	44%	*	44%	41%	-	58%	-	*	*	*	59%	30%	*	46%	35%
Number of Tests															
# at Approaches GL Standard or Above	191	*	34	100	-	45	-	*	*	*	33	16	*	157	34
# at Meets GL Standard or Above	151	*	24	75	-	42	-	*	*	*	26	12	*	128	23
# at Masters GL Standard	87	*	15	43	-	26	-	*	*	*	20	6	*	74	13
Total Tests	197	*	34	105	-	45	-	*	*	*	34	20	*	160	37
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

2018 Campus Comparison Group
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
STANLEY C STANLEY EL (101914132)	KATY ISD	EE-05	1,032	4.1	15.9	6.0	0.0	11.5
1 BALDWIN EL (227901187)	AUSTIN ISD	EE-05	806	13.2	12.9	5.5	0.0	10.4
2 CLAYTON EL (227901184)	AUSTIN ISD	EE-05	837	1.4	5.3	2.6	0.0	9.9
3 HILL EL (227901155)	AUSTIN ISD	EE-05	952	6.9	9.0	5.7	0.0	6.3
4 KIKER EL (227901180)	AUSTIN ISD	EE-05	1,109	2.6	6.9	4.1	0.0	9.0
5 MILLS EL (227901181)	AUSTIN ISD	EE-05	852	5.9	8.0	6.1	0.0	7.2
6 DERETCHIN EL (170902074)	CONROE ISD	KG-06	947	6.1	12.6	8.2	0.0	6.1
7 HAMILTON EL (101907126)	CYPRESS-FAIRBANKS ISD	EE-05	1,077	13.3	6.3	5.6	0.0	11.1
8 SAMPSON EL (101907138)	CYPRESS-FAIRBANKS ISD	KG-05	964	6.0	4.5	3.5	0.0	7.1
9 SWENKE EL (101907153)	CYPRESS-FAIRBANKS ISD	EE-05	1,181	7.0	4.6	4.7	0.0	8.2
10 COMMONWEALTH EL (079907135)	FORT BEND ISD	KG-05	936	2.1	15.8	7.0	0.0	3.1
11 CORNERSTONE EL (079907147)	FORT BEND ISD	KG-05	1,128	2.7	21.7	2.9	0.0	5.0
12 SIENNA CROSSING EL (079907137)	FORT BEND ISD	KG-05	1,077	7.0	4.4	8.9	0.0	6.0
13 WALKER STATION EL (079907130)	FORT BEND ISD	EE-05	779	9.4	22.0	3.4	0.0	9.5
14 BORCHARDT EL (043905109)	FRISCO ISD	KG-05	751	6.3	11.3	10.8	0.0	7.1
15 CURTSINGER EL (043905103)	FRISCO ISD	KG-05	757	4.4	6.2	4.3	0.0	8.7
16 HOSP EL (043905139)	FRISCO ISD	KG-05	743	4.3	8.9	6.8	0.0	6.6
17 MOONEYHAM EL (043905124)	FRISCO ISD	KG-05	826	6.5	9.9	7.5	0.0	7.4
18 NORRIS EL (043905140)	FRISCO ISD	KG-05	817	2.6	7.1	6.3	0.0	6.5
19 ROBERTSON EL (043905125)	FRISCO ISD	KG-05	741	6.5	6.5	7.8	0.0	11.2
20 SEM EL (043905122)	FRISCO ISD	KG-05	827	9.9	10.2	10.5	0.0	7.6
21 FRED AND PATTI SHAFER EL (101914137)	KATY ISD	KG-05	1,196	5.5	20.7	6.5	0.0	7.5
22 JAMES E RANDOLPH EL (101914139)	KATY ISD	KG-05	1,265	3.1	6.6	6.7	0.0	9.3
23 KEIKO DAVIDSON EL (101914138)	KATY ISD	EE-05	1,157	6.8	22.3	7.4	0.0	9.5
24 RAY AND JAMIE WOLMAN EL (101914134)	KATY ISD	EE-05	907	3.6	6.0	6.8	0.0	12.7
25 TOM WILSON EL (101914133)	KATY ISD	EE-05	1,051	5.9	19.0	6.1	0.0	8.4
26 WOODCREEK EL (101914129)	KATY ISD	EE-05	1,195	9.6	16.2	8.3	0.0	9.0
27 HASSLER EL (101915120)	KLEIN ISD	PK-05	783	11.9	11.2	8.8	0.0	6.3
28 PARKSIDE EL (246913120)	LEANDER ISD	EE-05	840	2.9	4.9	7.1	0.0	10.7
29 RONALD REAGAN EL (246913122)	LEANDER ISD	EE-05	861	9.1	6.4	7.8	0.0	7.5
30 RUTLEDGE EL (246913115)	LEANDER ISD	EE-05	831	7.6	11.7	8.5	0.0	10.7
31 WELLINGTON EL (061902130)	LEWISVILLE ISD	EE-05	907	2.3	8.2	5.0	0.0	4.7
32 MURCHISON EL (227904112)	PFLUGERVILLE ISD	EE-05	814	8.0	7.7	5.8	0.0	7.1
33 STINSON EL (043910139)	PLANO ISD	KG-05	647	7.0	16.2	8.2	0.0	9.3
34 JIM AND BETTY HUGHES EL (043912107)	PROSPER ISD	KG-05	968	10.3	12.8	13.9	0.0	8.1
35 JUDY RUCKER EL (043912102)	PROSPER ISD	EE-05	837	9.0	14.6	10.1	0.0	5.3
36 CACTUS RANCH EL (246909132)	ROUND ROCK ISD	EE-05	974	1.3	5.9	4.2	0.0	4.5
37 ELSA ENGLAND EL (246909139)	ROUND ROCK ISD	PK-05	1,103	4.4	15.9	10.0	0.0	5.2
38 FOREST CREEK EL (246909126)	ROUND ROCK ISD	KG-05	832	8.3	6.5	6.1	0.0	11.8
39 PATSY SOMMER EL (246909134)	ROUND ROCK ISD	EE-05	1,235	0.9	7.1	5.3	0.0	4.5
40 WILCHESTER EL (101920118)	SPRING BRANCH ISD	PK-05	792	4.2	11.1	4.8	0.0	4.3
Comparison Group Average			933	6.1	10.6	6.7	0.0	7.8

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.3%	Q3
Accelerated Student Growth in ELA/Reading	37.0%	Q2
Grade 3 Reading Performance (Masters Grade Level)	52.0%	Q3
Grade 4 Reading Performance (Masters Grade Level)	63.0%	Q1
Grade 4 Writing Performance (Masters Grade Level)	32.0%	Q2
Grade 5 Reading Performance (Masters Grade Level)	64.0%	Q1
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9–12)		
Total Indicators for ELA/Reading		2 of 6

Distinction Campus Outcome: 2 of 6 eligible indicators in Q1 (Top Quartile)

2 of 6 = 33%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Mathematics
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.3%	Q3
Accelerated Student Growth in Mathematics	27.0%	Q4
Grade 3 Mathematics Performance (Masters Grade Level)	56.0%	Q2
Grade 4 Mathematics Performance (Masters Grade Level)	64.0%	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	55.0%	Q3
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9–12)		
Total Indicators for Mathematics		1 of 5

Distinction Campus Outcome: 1 of 5 eligible indicators in Q1 (Top Quartile)

1 of 5 = 20%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Science
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.3%	Q3
Grade 5 Science Performance (Masters Grade Level)	44.0%	Q2
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Social Studies
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the *2018 Accountability Manual* for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Campus Name	District Name	AG Scaled Score
1 COMMONWEALTH EL (079907135)	FORT BEND ISD	94
2 CACTUS RANCH EL (246909132)	ROUND ROCK ISD	93
3 CURTSINGER EL (043905103)	FRISCO ISD	93
4 CORNERSTONE EL (079907147)	FORT BEND ISD	92
5 PATSY SOMMER EL (246909134)	ROUND ROCK ISD	92
6 RAY AND JAMIE WOLMAN EL (101914134)	KATY ISD	92
7 SAMPSON EL (101907138)	CYPRESS-FAIRBANKS ISD	92
8 HOSP EL (043905139)	FRISCO ISD	91
9 NORRIS EL (043905140)	FRISCO ISD	91
10 SIENNA CROSSING EL (079907137)	FORT BEND ISD	91
11 BORCHARDT EL (043905109)	FRISCO ISD	90
12 CLAYTON EL (227901184)	AUSTIN ISD	90
13 KEIKO DAVIDSON EL (101914138)	KATY ISD	90
14 WALKER STATION EL (079907130)	FORT BEND ISD	90
15 WILCHESTER EL (101920118)	SPRING BRANCH ISD	90
16 DERETCHIN EL (170902074)	CONROE ISD	89
17 HILL EL (227901155)	AUSTIN ISD	89
STANLEY C STANLEY EL (101914132)	KATY ISD	89
18 TOM WILSON EL (101914133)	KATY ISD	89
19 ELSA ENGLAND EL (246909139)	ROUND ROCK ISD	88
20 FRED AND PATTI SHAFER EL (101914137)	KATY ISD	88
21 JUDY RUCKER EL (043912102)	PROSPER ISD	88
22 MILLS EL (227901181)	AUSTIN ISD	88
23 ROBERTSON EL (043905125)	FRISCO ISD	88
24 RUTLEDGE EL (246913115)	LEANDER ISD	88
25 SEM EL (043905122)	FRISCO ISD	88
26 STINSON EL (043910139)	PLANO ISD	88
27 SWENKE EL (101907153)	CYPRESS-FAIRBANKS ISD	88
28 KIKER EL (227901180)	AUSTIN ISD	86
29 WOODCREEK EL (101914129)	KATY ISD	86
30 MOONEYHAM EL (043905124)	FRISCO ISD	85
31 MURCHISON EL (227904112)	PFLUGERVILLE ISD	85
32 RONALD REAGAN EL (246913122)	LEANDER ISD	85
33 FOREST CREEK EL (246909126)	ROUND ROCK ISD	83
34 HASSLER EL (101915120)	KLEIN ISD	83
35 JIM AND BETTY HUGHES EL (043912107)	PROSPER ISD	83
36 BALDWIN EL (227901187)	AUSTIN ISD	82
37 JAMES E RANDOLPH EL (101914139)	KATY ISD	82
38 PARKSIDE EL (246913120)	LEANDER ISD	82
39 HAMILTON EL (101907126)	CYPRESS-FAIRBANKS ISD	80
40 WELLINGTON EL (061902130)	LEWISVILLE ISD	80

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 91

NO DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 CACTUS RANCH EL (246909132)	ROUND ROCK ISD	100
2 CLAYTON EL (227901184)	AUSTIN ISD	100
3 COMMONWEALTH EL (079907135)	FORT BEND ISD	100
4 CORNERSTONE EL (079907147)	FORT BEND ISD	100
5 CURTSINGER EL (043905103)	FRISCO ISD	100
6 DERETCHIN EL (170902074)	CONROE ISD	100
7 FOREST CREEK EL (246909126)	ROUND ROCK ISD	100
8 HOSP EL (043905139)	FRISCO ISD	100
9 KEIKO DAVIDSON EL (101914138)	KATY ISD	100
10 KIKER EL (227901180)	AUSTIN ISD	100
11 MILLS EL (227901181)	AUSTIN ISD	100
12 PATSY SOMMER EL (246909134)	ROUND ROCK ISD	100
13 RAY AND JAMIE WOLMAN EL (101914134)	KATY ISD	100
14 RUTLEDGE EL (246913115)	LEANDER ISD	100
15 SAMPSON EL (101907138)	CYPRESS-FAIRBANKS ISD	100
16 SIENNA CROSSING EL (079907137)	FORT BEND ISD	100
17 STINSON EL (043910139)	PLANO ISD	100
18 TOM WILSON EL (101914133)	KATY ISD	100
19 WALKER STATION EL (079907130)	FORT BEND ISD	100
20 FRED AND PATTI SHAFER EL (101914137)	KATY ISD	96
21 SWENKE EL (101907153)	CYPRESS-FAIRBANKS ISD	96
22 BORCHARDT EL (043905109)	FRISCO ISD	94
23 HILL EL (227901155)	AUSTIN ISD	94
24 PARKSIDE EL (246913120)	LEANDER ISD	94
STANLEY C STANLEY EL (101914132)	KATY ISD	94
25 WILCHESTER EL (101920118)	SPRING BRANCH ISD	94
26 ROBERTSON EL (043905125)	FRISCO ISD	92
27 JAMES E RANDOLPH EL (101914139)	KATY ISD	90
28 WOODCREEK EL (101914129)	KATY ISD	90
29 JUDY RUCKER EL (043912102)	PROSPER ISD	89
30 MURCHISON EL (227904112)	PFLUGERVILLE ISD	89
31 NORRIS EL (043905140)	FRISCO ISD	89
32 ELSA ENGLAND EL (246909139)	ROUND ROCK ISD	88
33 HASSLER EL (101915120)	KLEIN ISD	88
34 HAMILTON EL (101907126)	CYPRESS-FAIRBANKS ISD	87
35 JIM AND BETTY HUGHES EL (043912107)	PROSPER ISD	86
36 MOONEYHAM EL (043905124)	FRISCO ISD	86
37 RONALD REAGAN EL (246913122)	LEANDER ISD	85
38 WELLINGTON EL (061902130)	LEWISVILLE ISD	85
39 BALDWIN EL (227901187)	AUSTIN ISD	83
40 SEM EL (043905122)	FRISCO ISD	82

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 100

NO DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Postsecondary Readiness
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	83.0%	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	77.0%	Q1
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		2 of 2

Evaluation of campus outcomes: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
STANLEY C STANLEY EL (101914132) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	151,538.0	155,682.0	97.3	97.6	Q3
Accelerated Student Growth in ELA/Reading	119	323	37	40	Q2
Accelerated Student Growth in Mathematics	86	321	27	42	Q4
Grade 3 Reading Performance (Masters Grade Level)	102	196	52	59	Q3
Grade 3 Mathematics Performance (Masters Grade Level)	109	196	56	59	Q2
Grade 4 Reading Performance (Masters Grade Level)	94	149	63	58	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	96	149	64	62	Q1
Grade 4 Writing Performance (Masters Grade Level)	48	151	32	39	Q2
Grade 5 Reading Performance (Masters Grade Level)	127	197	64	63	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	109	197	55	70	Q3
Grade 5 Science Performance (Masters Grade Level)	87	197	44	49	Q2
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Participation: Any Subject					
AP/IB Examination Results (Examinees >= Criterion): ELA					
AP/IB Examination Results (Examinees >= Criterion): Mathematics					
AP/IB Examination Results (Examinees >= Criterion): Science					
AP/IB Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1,189	1,432	83.0	82.0	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	419	542	77.0	75.0	Q1
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9–12)					
Advanced/Dual-Credit Completion: Mathematics (9–12)					
Advanced/Dual-Credit Completion: Science (9–12)					
Advanced/Dual-Credit Completion: Social Studies (9–12)					
CTE Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations.