

Katy Independent School District
Stanley Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: A



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stanley Elementary is in its 11th school year and is a EC-5 campus in Katy ISD. Student enrollment at Stanley Elementary is consistently within the range of 1,000 - 1,100 students. At the beginning of the 2019-20 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 Learners.

Stanley Elementary's attendance rate is 97.4%, 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 EL 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, 96% of our classroom 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 27 languages spoken in our school and a total of 178 EL students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 96% 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 2018-2019 school year, Stanley Elementary successfully exceeded all four targets.

Overall- Stanley Elementary Score: 97 (Met Standard)

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

School Progress- Stanley Elementary Score: 91 (Met Standard)

Closing the Gaps- Stanley Elementary Score: 100 (Met Standard)

On the 2019 STAAR, the following scores for all grades show the percentage for Approaches Grade Level or Above:

Reading- 96% (decreased by 1% from the 2017-2018 school year)

Math- 98% (The same as 2017-2018 school year)

Writing- 91% (decreased by 3% from the 2017-2018 school year)

Science- 99% (increased by 3% from the 2017-2018 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 2018 STAAR to the 2019 STAAR, the following increases were noted:

- 3rd grade students demonstrated gains in the percent of students who Mastered Grade Level in Math from 57% in 2018 to 62% in 2019.
- 5th grade students demonstrated gains in the percent of students who Mastered Grade Level in Math from 56% in 2018 to 79% in 2019.
- 5th grade students demonstrated gains in the percent of students who Mastered Grade Level in Science from 44% in 2018 to 68% in 2019.
- 3rd grade students demonstrated gains in the percent of students who Mastered Grade Level in Reading from 54% in 2018 to 61% in 2019.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Last year, the percentage of students mastering grade level on the 4th grade Reading STAAR went from 64% in 2018 to 49% in

2019.

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. Four times per year, 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, Dreambox, Stemsopes, 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 use Dreambox and ISIP to help set benchmarks for learning. Teachers respond to student learning needs through the use of flexible small groups and quality differentiation.

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. Vertical alignment is ensured through instructional coaches attending weekly planning sessions. Additionally, data discussions are embedded in planning where data is reviewed and best practices are discussed in an effort to target and grow all learners. Teachers work collaboratively to plan for successful student learning.

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, EL 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. Tier 3 students will also receive additional support from Academic Support push in during instructional time. 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 2 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, science 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, weekly in-depth planning sessions, and job embedded professional development via modeling and co-teaching through instructional coaches and the science facilitator. Throughout the year, 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. During 2018-2019 school year, Stanley Elementary piloted the use of student Chromebooks in the 5th grade. This was beneficial to both students and teachers in their efforts to collaborate, create, and engage in the curriculum. Additional Chromebooks will be purchased during the 2019-2020 school year to include fourth grade in this goal. In the 2019-2020 school year funds will be used to replace ipads that run on outdated operating systems.

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 EL academic gains in 3rd Grade Reading/Math, 4th Grade Math/Writing, and 5th Grade Science.
- 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.
- 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 and use Speak Up; 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 the AED and all teachers were trained in the use of the Epipen.
 - Implement a new PBIS school wide House system to positively support student expectations and support social-emotional learning.

- 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.
- 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/EL teachers.

Problem Statement 2: To better support teachers and students the campus will focus on social-emotional learning in order to manage and improve student behavior. **Root Cause:** In looking at discipline data from the 2018-19 school year, over 50% of student office referrals were due to physical contact or aggression.

Problem Statement 3: In order to improve collaboration among colleagues and focus on student growth, Stanley Elementary should improve the use of data discussions during planning meetings. **Root Cause:** Discussions in planning sessions are not focused on students at all levels of performance.

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?" which was established 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 a collaborative community by utilizing a House system with an emphasis on bravery, honesty, kindness and responsibility. The main goal of the House system is to engage students across the school in bettering our school community. Students will earn points as a House when demonstrating our core beliefs.

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, multicultural fair, gourmet spaghetti dinner, 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-Daughter Event, Father-Son Event, 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.
- 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, Garden Club & Maker Space.
- Recognizing students, staff, business partner, and volunteers once a month as a Stampede Star.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: 96% 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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Stanley Elementary will continue to foster a positive working relationship with all stakeholders. Specifically, Stanley Elementary will continue to increase involvement in the PTA.

Root Cause 2:

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Improve upon the use of the Collaborative Teaching Model to ensure students benefit from the collaboration of both general classroom teachers and SPED/EL teachers.

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: To better support teachers and students the campus will focus on social-emotional learning in order to manage and improve student behavior.

Root Cause 4: In looking at discipline data from the 2018-19 school year, over 50% of student office referrals were due to physical contact or aggression.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Last year, the percentage of students mastering grade level on the 4th grade Reading STAAR went from 64% in 2018 to 49% in 2019.

Root Cause 5:

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: In order to improve collaboration among colleagues and focus on student growth, Stanley Elementary should improve the use of data discussions during planning meetings.

Root Cause 6: Discussions in planning sessions are not focused on students at all levels of performance.

Problem Statement 6 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 Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- 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, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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- 96% in 2019 to 100% in 2020

Math- 98% in 2019 to 100% in 2020

Writing- 91% in 2019 to 100% in 2020

Science- 99% in 2019 to 100% in 2020





65% of 3rd grade students will achieve mastery on the Reading, and Math STAAR in 2020.

65% of 4th grade students will achieve mastery on the Reading, Math and Writing STAAR in 2020.

Fifth grade students will maintain or increase performance on Reading, Math and Science STAAR in 2020.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Stanley Elementary will encourage staff members to work collaboratively on student strengths to address small group instruction and the changing student population in the areas of special education and English Learners	Kelly Lohse Instructional Coaches Eric Finley	1. Implementation- Small group instructional gains will be measured by direct observation, student artifacts, DLA and common assessment scores and Kid Chat Spreadsheets. 2. Impact: Teachers will effectively address the learning needs of our special education and EL students.				
			Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00			
2) Stanley Elementary will provide professional learning for staff members in the areas of Collaborative Teaching Model, Strategy vs. Skills training, Conferring in math and reading, effective use of differentiated small 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 to support all levels of learning.	Meredith Coultas Leslie Grayson Jennifer Vacek	1. Implementation- Instructional coaches will measure implementation by direct observation, student artifacts, DLA and common assessment scores and Kid Chat Spreadsheets. 2. Impact: Teachers will effectively address the learning needs of all students through implementation of new knowledge gained from professional learning.				
			Funding Sources: 199 - General Fund - 4000.00			
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.	Meredith Coultas Leslie Grayson	1. Implementation- Instructional coaches will measure success by analyzing common assessments, student artifacts, and direct observation. 2. Impact- Student performance on state assessment will increase, especially in the categories of Meets and Masters.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
4) Stanley Elementary teachers will reflect on released STAAR data and identify specific aspects of the tests that they need to target, enhance, and replicate in their instructional practices.	Eric Finley Meredith Coultas Leslie Grayson	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 teachers' instructional practices. 2. Impact- Increased student performance on state assessments.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

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/EL teachers.

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 to ensure that all students attain a minimum of one year's growth, annually.

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

Fourth and fifth grade teachers will monitor students' growth on each assessment, specifically tracking students who slide backward on assessments or from STAAR to STAAR.

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
1) Stanley Elementary will continue collaboration between science facilitator and teachers to develop additional hands-on science labs and refine/improve science common assessments.	Eric Finley Kelly Lohse Leslie Grayson Jennifer Vacek	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. 2. Impact- Student growth on the science STAAR test in all areas for all students.				
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.	Eric Finley Kelly Lohse Meredith Coultas Leslie Grayson Jennifer Vacek	Implementation- PLC teams will meet during grade level planning to purposefully review DLA, STAAR, and/or campus assessment data to identify student strengths and weaknesses. In addition, teachers will plan for students who are sliding backward on assessments to address TEKS and strategies for that specific student. Impact- Both teacher quality and student achievement will increase.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June

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 75% of the school population.


Increase annual volunteers by 5% as measured by Raptor.

Summative Evaluation 1:

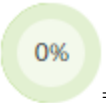
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Stanley Elementary will continue to offer opportunities to involve families and the Stanley community in a variety of events: Meet the Teacher Night, Curriculum Night, Multicultural Fair, 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-Daughter Event, and Father-Son event.	Eric Finley Kelly Lohse Becky Wingfield	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. 2. Impact- Parents and community members will become involved in events that support and honor student learning.				
2) Stanley Elementary will partner with the PTA to host at least two night events per year to increase parent and community involvement.	Becky Wingfield Eric Finley Kelly Lohse	Stanley Elementary will present curriculum information on a parent night event to support community involvement and clarify/explain the curriculum. Impact- Improved relationships and communication between staff and parents.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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 will implement a campus house system which supports social-emotional learning and character development with a goal of decreasing office referrals by 25%.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Stanley students will participate in a campus wide house system to focus on the character traits of kindness, bravery, responsibility and honesty. 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.	Eric Finley Kelly Lohse	Implementation-Staff will measure the effectiveness of this strategy by direct observation, effective management of student behavior issues, and decreased office referrals. Impact- A more positive environment for both students and staff.				
2) House meetings will take place sixteen times per school year to promote social-emotional learning. Admin and teachers will design and implement lessons to target character traits and expectations.	Eric Finley Kelly Lohse	ImplementationThe goals of the house system are to improve self help strategies, build a sense of community and to create a more positive school climate. Impact- Stanley Elementary staff hope the new program will be a decrease in office referrals and an increase in character development.				
						

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 at least 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
1) Stanley Elementary will continue to support a better understanding of the social and emotional needs of gifted students through professional development.	Tina Finney Rebecca Fuller	1.) Implementation- Measured by completion of campus staff development centered on the social emotional needs of GT students. 2.) Impact- Gifted and talented students' social and emotional needs will be highlighted, discussed, and supported by staff.				
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 English Learners.	Eric Finley Kelly Lohse Christina Thomas Angela Lopez Tabitha Bristol	1.) Implementation- Stanley EL 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. Impact- All EL 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.				
						

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

Performance Objective 3: Stanley Elementary teachers will support the social and emotional needs of gifted students by addressing these needs through direct instruction (Advisory Curriculum, Challenge Classroom) or through professional development.

Evaluation Data Source(s) 3: Stanley Elementary teachers will be provided with professional development, advisory curriculum and resources for GT Teachers in the area of the social and emotional needs of gifted students.

Summative Evaluation 3:

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	Becky Smith	Teacher
Classroom Teacher	Beth Truex	Teacher
Classroom Teacher	Tabitha Herrera	Teacher
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
Classroom Teacher	Lori McFarland	Teacher
Classroom Teacher	Kelly Graham	Teacher

Campus Leadership Team

Committee Role	Name	Position
Administrator	Rebecca Wingfield	Principal
Administrator	Eric Finley	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			\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$4,000.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
STANLEY C STANLEY EL (101914132) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		95	A
STAAR Performance	80	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	84	91	A
Relative Performance (Eco Dis: 5.9%)	80	85	B
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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