

Katy Independent School District
Stephens Elementary
2023-2024 Campus Improvement Plan



Mission Statement

In order to develop compassionate, productive citizens who improve our world, Ursula Stephens Elementary collaborates with our community to promote continuous learning and educational excellence in a safe, nurturing environment.

Vision

Breaking Barriers... Inspiring Tomorrow's Leaders

Values

Continuous Improvement * Diversity * Collaboration * Equity * Empowerment * Student-Centeredness

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	16
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	30
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	33
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	34
Goal 5: Katy ISD will actively support the emotional well-being of all learners.	36
Title I	39
1.1: Comprehensive Needs Assessment	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	40
2.6: Address needs of all students, particularly at-risk	40
3.1: Annually evaluate the schoolwide plan	41
4.1: Develop and distribute Parent and Family Engagement Policy	41
4.2: Offer flexible number of parent involvement meetings	41
5.1: Determine which students will be served by following local policy	42
Title I Personnel	43
Campus Funding Summary	44
Addendums	46

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

There were two Campus Needs Assessment meetings held on various dates. The first Campus Needs Assessment meeting was held on May 15, 2023 in the Ursula Stephens Elementary Library from 4:15pm - 5:15 pm. The in-person Campus Assessment Team/Campus Needs Assessment review meeting Stakeholder members include: Carole Langley (Principal), LaSaundra Oliver (Assistant Principal), Liam Hernandez (parent), Amir Hernandez (parent), Philip Martins (parent), Susan Ethridge (teacher), Stacy Pontius (teacher), Committee members discussed current data from various sub populations including Emergent Bilingual students, African American and Special Education students. The committee members reviewed previous Campus Improvement Plan data from the 2022-2023 school year. Parents discussed the importance of online applications being utilized at home appropriately and requiring more supports from teachers specifically in the subject area of math. The committee members discussed the importance of students obtaining academic growth and academic improvement in all content areas and implementing more parent nights to obtain further information. Various questions were asked and answered and input was notated accordingly in meeting minutes.

The second Campus Needs Assessment was held on June 8, 2023 from 3:30pm - 4:30pm via Zoom online application. The Stakeholder participants who participated in the CNA Meeting include: Carole Langley (Campus Principal), LaSaundra Oliver (Assistant Principal), Susan Boiarsky (Assistant Principal), Steven Grant (District Representative), Ashley Muzny (District Representative via telephone), Caroline Andrews (Teacher), Melissa Seymour (Title I Teacher), Araceli Juarez (Paraprofessional), Jeannie Taylor (Paraprofessional), Rachel Cadenhead (Parent), Philip Martins (parent via telephone), Myriam Morales (Community member) and Ursula Stephens (Community Member via telephone). The committee members reviewed previous campus improvement plan from the 2022-23 school year to discuss to review challenges and successes. The committee discussed current academic goals based upon data results and how declines in student attendance and discipline concerns are impacting instruction and increasing academic deficits. The data sources reviewed to make determinations pertaining to campus priorities included:

- STAAR Interim Data
- 3rd - 5th Grade Math Campus Based Assessment Data
- 4th & 5th Grade Science Campus-Based Assessment Data
- Attendance By Year Data
- Historical Discipline Data By Marking Period
- Parent End of the Year Survey Results

Based upon the review of the various data sources and committee members' input/suggestions, the committee made determinations pertaining to the decline in attendance which had a decreased to 80% in the month of May, 2023, discipline concerns were escalated as well and teachers did not have consistent PBIS Rewards procedures/routines in place & more parental engagement activities and communication implemented to support not only academics but attendance and discipline concerns. The data along with the input gathered by the Campus Needs Assessment committee members allowed the priorities to be determined. The first campus priority for the 2023-2024 school year will be Student Achievement declining in Math & Science based upon determinations from STAAR Interim and Campus-Based Assessment data results. Teachers will receive professional development based upon best-practice instruction to teach with more complexity, follow district unit plans with fidelity along with collect and analyze data to make determinations pertaining to differentiation of instruction (i.e., small group instruction) and anecdotal note-taking practices. The next priority will address the data showing African American and Hispanic students are underperforming in most content areas. Teachers will receive culturally responsive training geared towards celebrating diversity and building relationships to enhance learning within this sub population along with formulating groups & instructional strategies based upon specific student needs. The last priority for the campus will be geared towards increasing parental communication and parental engagement activities to assist with the school-to-home connection which is vital for increasing student academic growth and parental involvement.

Demographics

Demographics Summary

Stephens Elementary is a 15-year-old, Pre-Kindergarten through 5th grade Bilingual Title I campus in Katy ISD. The campus currently houses 6 special education programs which includes two Early Childhood Autism Programs (ECAP), two Young Childhood Autism Programs (YCAP), one Autism Support and Intervention Program (ASIP), and one Early Childhood Special Education (ECSE) program.

Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from information available in the 2020-2021 Texas Academic Performance Report. Student enrollment at Stephens Elementary has remained consistent in the last few years, with student enrollment hovering around 600 students. We ended the 2022-2023 school year with an enrollment of 633 students, and we are projected for an enrollment of 600 students for 2023-2024. Stephens continues to be a diverse campus with 66.7% Hispanics, 12.6% African American, 11.9% White, 6.1% Asian, .8% American Indian, and 1.8% Two-or-More Races.

The 12.2% student mobility rate for Stephens Elementary is above the district average but below the state average. Student mobility increased 1.3% from the previous year. At 99.3%, the attendance rate is above the state and district average. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, including Westlake Place, Creekbend Estates, Sundown Glen, Western Pines, and Sunset Meadows. There are currently four bus routes serving the school. Stephens Elementary student groups include 49.9% Emergent Bilingual Students, 2.0% Gifted and Talented, and 21.2% Special Education. Additionally, 72.9% are economically disadvantaged, 66.1% are identified as at-risk.

Stephens Elementary employs 105 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers and support staff, and actively pursue candidates through our district Job Fair, personal connections, and recruiting trips to local universities. We support every teacher new to Stephens with a buddy or mentor teacher. New hires will be supported by an updated district mentoring model that includes a full week for new staff onboarding. We regularly provide campus-based New Teacher training with our Instructional Coaches and mentors. Each new teacher attends scheduled new staff training days which are led by the building principal and other leadership team members. Throughout the year, new teachers have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions, and become familiarized with the campus. They also get in-depth information regarding grading practices, instructional strategies, parent conferences, special education requirements, and end-of-the-year procedures. With one on one buddies assigned to every new staff member, we provide ongoing, targeted, job-embedded professional learning. As of June of 2023, 96% of teachers are ESL certified. We encourage all teachers to become ESL certified since 49.2% of our student population are English Learners.

Stephens Elementary will welcome 17 new teachers to campus for the 2023-2024 academic year. The staff turnover rate can be attributed to growth, in-district transfers and moves pertaining to growth opportunities that were not available on campus as well as choosing to take care of family needs. The Stephens' Administration team will continue to look for ways to solicit feedback from current staff. It is important for the Stephens' Administrative team to evaluate current practices and recognize staff for their hard work throughout the school year. As the year progressed, Stephens' Administration looked at the following factors to increase retention:

- Employee morale

- Relationships between supervisors and staff

- Opportunities for growth

Challenging and meaningful work practices

As the administrative staff built closer relationships and streamlined expectations, current staff were also engaged in meaningful conversations about the following:

What is needed to grow professionally?

What forms of recognition do they most appreciate? Staff members were recognized throughout the year in a variety of ways.

A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as take necessary action. Through a classroom walkthrough rotation, the Instructional Leadership Team will discuss opportunities for growing and supporting our teachers throughout the year.

As of June 2023, USE had a total number of 605 absence days which is a decline from June, 2022 which had a total of 1,461 absences for staff for reasons other than professional development and school business. This averages to approximately 3.23 absences on campus each day for the 2022-2023 academic year. Absence reasons included: Personal Illness, Family Illness, Death, COVID, Disability, and Personal Business. Absenteeism is a workplace challenge and was a struggle this past year due to COVID learning loss and the mental health needs of educators.. When school staff is absent they cannot contribute in meaningful ways to the achievement of the school's goals and objectives.

Demographics Strengths

Stephens Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area for the high quality of our school. Because our families value education, we have increasing numbers of parents and guardians who are committed to student success.
2. With the increasing diversity among our student population, USE becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Stephens Elementary students are very accepting of new students regardless of race or ethnicity. The special education programs available on campus also allow our student population to be more accepting of others with disabilities.
3. Our attendance rate at Stephens Elementary continues to remain about the same, fluctuating between 97% to 99% for each of the last 10 years. The rate is also above both the state and district averages. Families at Stephens Elementary value and understand that attendance is crucial to student success.
4. Students who are withdrawn from Stephens are typically moving within the district. A trend that has also been noted is that most families that leave Stephens to attend private or charter schools return to Stephens.

Some of the Stephens Elementary notable strengths for staff quality include:

New Teacher Onboarding (described above)

Mentor or Buddy Teachers for every teacher that is new to the campus

Support of the Instructional Support team during the first three days in the classrooms of every person new to USE

Learning Walks are made available for every teacher to visit and learn from professional colleagues with authentic feedback provided

Professional development provided at every Cultivate, Learn, Grow meetings and supported through additional PD opportunities at the local, state, and national

level.

Grade level professional learning communities strengthen instruction through weekly planning with our Instructional Coaches

Administrative walkthroughs occur multiple times per semester for every teacher to receive crucial feedback

Vertical teams strengthen the alignment of curricular objectives and instructional strategies across grade levels

Structuring time to allow teams to have uninterrupted long-range planning prior to the beginning of each grading period

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student achievement is declining in math and science. **Root Cause:** Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.

Student Learning

Student Learning Summary

All schools in Texas receive scores in three state accountability areas as well as an overall grade. Due to COVID-19, all campuses received a designation of "Not Rated: Declared State of Disaster" for the 2019-2020 and 2020-2021 School Years. Accountability data for the 2022-2023 school year has not been released. Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2022.

For the 2021-2022 school year, Stephens Elementary received the following scores:

- Domain 1 - Student Achievement: 76 - C
- Domain 2 - School Progress 83 - B
- Domain 3 - Closing the Gaps: 73 - C

These scores result in Stephens Elementary receiving a 2019 Texas Accountability score of an 80 - B. Stephens Elementary received the following Distinction Designations:

- Academic Achievement in Science
- Postsecondary Readiness

Due to the disruption in learning caused by the ongoing COVID-19 pandemic, additional focus will need to be given to students whose learning gaps during the pandemic.

Many of the problems USE faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills for our Emergent Bilingual students.

TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE PROFICIENCY LEVEL

<u>Grade</u>	<u>2016</u>	<u>2017</u>	<u>2018*</u>	<u>2019</u>	<u>2020**</u>	<u>2021***</u>	<u>2022</u>
First Grade	63%	39%	N/A	67%	N/A	N/A	83%
Second Grade	60%	62%	N/A	71%	N/A	33%	45%
Third Grade	48%	83%	N/A	45%	N/A	0%	61%
Fourth Grade	67%	44%	N/A	57%	N/A	83%	36%

Grade	2016	2017	2018*	2019	2020**	2021***	2022
Fifth Grade	92%	82%	N/A	65%	N/A	N/A	49%

*2018 Data not available due to a change in the scoring method.

**2020 Data not available due to COVID-19.

***2021 Data for 1st and 5th Grade not available due to no reported results from 2020.

A comparison of STAAR scores at the Approaches level for All Students shows that the 2022 scores showed a 9% increase in reading a 2% increase in math, and a 13% decrease in science. While we were able to see a recovery in reading and math, science scores dropped due to the disruption of hands on learning opportunities during the pandemic.

All Grade Levels (Approaches)					
	2017	2018	2019	2021	2022
Reading	91%	87%	86%	71%	80%
Math	92%	89%	85%	71%	73%
Writing	75%	72%	69%	55%	N/A*
Science	90%	90%	86%	71%	58%

*The standalone writing assessment was discontinued after the 2021 administration. A new combined Reading/Language Arts assessment will be taken beginning in 2023.

The 2022 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have shown mastery of the content and have a high probability of success in the next grade level.

2022 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	88%	56%	31%
4th Reading	79%	59%	32%
5th Reading	72%	51%	30%
3rd Math	80%	45%	22%
4th Math	78%	49%	29%
5th Math	64%	25%	10%
5th Science	60%	29%	15%

READING

Looking deeper at the comparison between STAAR reading 2022, 2021 and 2019 for all grade levels, and sub-populations revealed the following:

STAAR Reading (Approaches)				STAAR Reading (Meets)			STAAR Reading (Masters)			STAAR Reading (Made Any Progress)		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
3rd Grade	81%	82%	89%	41%	53%	58%	26%	26%	33%	N/A	N/A	N/A
4th Grade	84%	62%	78%	48%	35%	57%	29%	11%	31%	61%	N/A	65%
5th Grade	93%	70%	72%	59%	39%	47%	29%	32%	29%	73%	N/A	77%

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Special Education scores at the approaches level show an 18% increase from 2021 and are 5% higher than pre-pandemic levels. Overall, 56% of special education students scored at the approaches level, which is 24% lower than the campus average. Special education students scoring at the meets level increased by 13% from 2021 and students scoring at the masters level increased by 7%.
- Students considered economically disadvantaged scored 3% lower than the campus average for approaches, 7% lower for meets, and 4% lower for masters.
- Emergent Bilinguals (EB's) scoring at the approaches level was 77%, a increase of 13% from 2021.
- Hispanic students approaches percentage increased from 67% in 2021 to 77% in 2022. Scores at the meets level increased 13% and scores at the masters level increased 5%.
- African American students showed a slight decrease in 2022. Students scoring at the approaches level decreased by 3% to 76%, Meets decreased 5% and Masters decreased 1%. However, the performance of this student group is still above the levels from 2019.
- White students scoring at the approaches level remained constant at 88%, Meets increased 9%, and Masters increased by 10%.
- Asian students scoring at the approaches level increased by 8% to 100%, Meets increased 19% and Masters increased by 34%.

MATH

Looking deeper at the comparison between STAAR math 2022, 2021 and 2019 for all grade levels, and sub-populations revealed the following:

STAAR Math (Approaches)					STAAR Math (Meets)					STAAR Math (Masters)					STAAR Math (Made Any Progress)					
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
3rd Grade	91%	84%	83%	81%	79%	51%	50%	41%	45%	43%	18%	21%	15%	22%	22%	N/A	N/A	N/A	N/A	N/A

STAAR Math (Approaches)						STAAR Math (Meets)					STAAR Math (Masters)					STAAR Math (Made Any Progress)				
4th Grade	84%	90%	76%	61%	77%	55%	65%	48%	33%	48%	30%	39%	26%	15%	29%	50%	73%	49%	N/A	63%
5th Grade	98%	94%	95%	70%	62%	53%	76%	59%	39%	24%	19%	32%	37%	21%	8%	81%	75%	65%	N/A	53%

An analysis of scores for each student group at all grade levels in math revealed the following:

- Special Education scores for students scoring at the approaches level dropped by 2% in 2022 to 40%, Meets increased 3% to 12%, and Masters decreased .3% to 1.9%.
- Economically disadvantaged students scoring at the approaches level was consistent year-to-year at 69% (4% below campus average), meets decreased 2% to 33% (5% below campus average), and Masters decreased by 2% to 14% (5% below campus average).
- African American students scoring at the approaches level increased 5% to 61% (12% below campus average), Meets decreased 1% to 29% (9% below campus average) and Masters increased 4% to 16% (3% below campus average).
- Hispanic students scoring at the approaches level remained constant at 71% (2% below campus average). At the meets level, students decreased by 1% and was 2% below the campus average. At the masters level, students decreased by 5% and were 4% below the campus average of 19%.
- White students scoring at the approaches level increased by 1% to 85% (12% higher than the campus average), meets decreased 2% to 54% (16% higher than the campus average, and masters increased 14% to 38% (19% higher than the campus average overall).
- EBs scored 2% higher than the campus average at the approaches level (75%), up 2% from 2021. At the Meets and Masters levels, EBs scored 1% lower than the campus average (37% for meets and 18% for masters), both down 1% from 2021.
- Asian students scored higher than the campus average at all three proficiency levels, with 100% of students scoring at the approaches level, 71% at meets, and 53% at masters.

SCIENCE

Looking deeper at the comparison between STAAR science 2022, 2021 and 2019 for science in all sub-populations revealed the following:

STAAR Science (Approaches)						STAAR Science (Meets)					STAAR Science (Masters)				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
5th Grade	90%	90%	86%	71%	60%	42%	48%	58%	29%	29%	30%	39%	25%	9%	15%

An analysis of scores for each student group in science revealed the following:

- 20% of Special education students scored at the approaches level or above, a decrease of 18% from 2021 and 38% lower than the campus average. Of those students, 7% scored at Meets (22% below campus average) and 0% at Masters.
- Our African American students scored better than the campus average, with 62% scoring at the approaches level or above (2% higher than the campus

- average). African American students scoring at the Meets level decreased by 16% to 15%, and Masters did not decline/increase score remained at 8%.
- Our White and Asian students scored above the campus average for all three levels.
 - Hispanic students scored 3% below the campus average at the approaches and meets levels and was 2% below the campus average at the masters level.

Student Learning Strengths

Stephens Elementary has a population of hard-working, dedicated and inspirational teachers, staff members and students.

READING

- Overall reading proficiency increased from 2021 to 2022, with a 9% increase at the Approaches level, 12% increase at the Meets level, and a 7% increase at the Masters level.
- In 4th Grade, the percentage of students performing at the meets level increased 22% to 57%, and at masters increased 20% to 31%

MATH

- Overall math proficiency showed growth from 2021 to 2022, with an increase of 2% of students scoring at the approaches level or above.
- 4th Grade had the most growth year-to-year, with an increase of 16% at Approaches, 15% at Meets, and 14% at Masters.

SCIENCE

- The percentage of African American students scoring at the approaches level was 6% higher than the campus average.
- White and Asian students scored above the campus average for all three performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2 (Prioritized): 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.

Priority Problem Statements

Problem Statement 1: Student achievement is declining in math and science.

Root Cause 1: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas.

Root Cause 2: The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education.

Root Cause 3: There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average.

Root Cause 4: Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Support Systems and Other Data

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



Goals









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

Performance Objective 1: HB3: The percent of Stephens Elementary students who achieve Meets and above in 3rd Grade STAAR Reading will increase to 60% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from DLA, Amira benchmarks and HMH Module Assessments to develop small group instructional plans to target specific student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop small group instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery for student academic growth.</p> <p>Strategy's Expected Result/Impact: All students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Edusmart - 211 - Title I Part A - \$3,750, - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: (Emergent Bilinguals) Monitor EB's academic progress and linguistic support by ensuring that the ELPS (English Language Proficiency Standards) are implemented & thinking stems implemented in all content areas. Train all EB staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), pre-LAS, LAS Links, STAAR and TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: ESL ISST / Bilingual Team Leader</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Spanish language intervention materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p> <p>Strategy's Expected Result/Impact: Increase in use of technology Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.5 Problem Statements: Student Learning 2 - Perceptions 1 Funding Sources: Technology - 211 - Title I Part A - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

Student Learning

Problem Statement 2: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.

School Processes & Programs

Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.







Perceptions

Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education. **Root Cause:** There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.

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

Performance Objective 2: On the Spring 2023 STAAR Reading/Language Arts assessments, 80% of students will score at the approaches level and 40% at meets or above.

Evaluation Data Sources: STAAR ELAR Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize HMH instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality Tier One instruction and targeted intervention to ensure the mastery of required reading TEKS for all sub populations through the use of Title 1, Special Education, and GOF/State Comp Ed. Funds.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: ELA Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Title I Reading Intervention Teacher - 211 - Title I Part A - \$68,687.33, Tutorials - 211 - Title I Part A - \$4,500, Tutorials - 192 - Special Project - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 2: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.</p>
School Processes & Programs
<p>Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. Root Cause: The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.</p>

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

Performance Objective 3: HB3: The percent of Stephens Elementary students who achieve Meets and above in 3rd Grade STAAR Math will increase to 46% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from Dreambox, numeracy progressions, fact fluency programs and campus math screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

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

Performance Objective 4: On the Spring 2024 STAAR Math assessments, 75% of students will score at the approaches level and 41% at meets or above.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required math TEKS for all sub populations through Title 1, GOF, and Special Education.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Math Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Title I Math Supplemental Intervention - 211 - Title I Part A - \$68,687.33, Professional Development - 211 - Title I Part A - \$4,000, Tutorials - 211 - Title I Part A - \$4,500</p>	Formative			Summative
	Oct	Jan	Apr	June
	 15%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>
Student Learning
<p>Problem Statement 2: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.</p>

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

Performance Objective 5: On the Spring 2024 STAAR Science assessment, 61% of 5th Grade students will score at the approaches level and 30% at meets or above.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required science TEKS for all sub populations through Title 1 and special education.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Science Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Title I Science Teacher - 211 - Title I Part A - \$68,687.34, Instructional Materials/Online Subscriptions - 211 - Title I Part A - \$1,458.50</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>
School Processes & Programs
<p>Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. Root Cause: The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.</p>

Perceptions



Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education. **Root Cause:** There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.







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

Performance Objective 6: The campus leadership team will continue to support camps staff in PLCs to ensure effective collaborative planning, increased opportunities for students to use critical thinking skills, data analysis, and the development of reteach and intervention plans during weekly planning and data meetings. Campus Leadership Team will attend various professional development sessions to increase knowledge with data-driven instructional practices, collaborative practices & building teacher capacity/retention.

High Priority

Evaluation Data Sources: Aware, Campus Learning Walk form, T-TESS observations/walkthroughs & Leadership Professional Development.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize a variety of informal and formal assessments to track student growth on essential standards throughout the year. Data from these assessments will be reviewed during weekly planning to develop instructional plans that meet individual student needs. Performance data on each student group will be reviewed at least twice per grading period to monitor student growth.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will meet in professional learning communities prior to each grading period to road map, create common assessments, and discuss student progress.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus leadership team will meet at least three times per grading period to review data from campus learning walks and observations/walkthroughs in order to monitor instructional delivery and determine teacher, grade level, or campus professional development needs.</p> <p>Strategy's Expected Result/Impact: Monitoring instructional delivery will benefit students in classrooms.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Leadership Team Professional Development - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Leadership Team will attend at least three professional development sessions to increase knowledge with data-driven instructional practices, collaborative practices, student achievement & building teacher capacity/retention.</p> <p>Strategy's Expected Result/Impact: Implementing/monitoring techniques/strategies to improve instructional practices will improve academics</p> <p>Staff Responsible for Monitoring: Administration/Leadership Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

Student Learning

Problem Statement 2: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.

School Processes & Programs

Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.







Perceptions

Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education. **Root Cause:** There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.

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

Performance Objective 7: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teacher</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:







Perceptions
<p>Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education. Root Cause: There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.</p>

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

Performance Objective 8: Students needing additional intervention, including HB4545 hours, will be offered support during the summer through a campus-based summer school program.

High Priority

Evaluation Data Sources: STAAR, student participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Students entering grades 1-3 who were identified as needing additional support prior to the 23-24 school year will be invited to the "Jumpstart" program in July to close gaps and students who failed STAAR reading and/or math in the spring of 2023 entering 4th and 5th grade will be invited to the "Stephens Summer Academy" to begin receiving intervention and HB4545 hours.</p> <p>Strategy's Expected Result/Impact: Students have additional learning opportunities to master content from previous grade level so they are ready for their new grade level curriculum.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teachers, Paras - 211 - Title I Part A - \$8,500, Teachers, Paras, materials - 282 - ESSER III - \$21,512</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

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

Performance Objective 9: ESF: Data from campus learning walks will show teachers utilizing small group instruction (open ended questions, anecdotal note-taking practices, higher-order thinking questioning and justification) at least 50% of the time.

Evaluation Data Sources: Campus learning walk form

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will receive training on building small group instruction in August 2023, as well as continued training during the first semester of Cultivate. Learn. Grow. through authentic professional development learning in grade level planning sessions.</p> <p>Strategy's Expected Result/Impact: Increase utilization of small group instruction.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>
School Processes & Programs
<p>Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. Root Cause: The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.</p>

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

Performance Objective 1: Teachers will utilize data from formative and summative assessments to inform instructional decisions for both whole group and small group instruction. At least two summative assessments in each content area will be developed by teachers per grading period.

Evaluation Data Sources: DLA, Common Assessments, STAAR, Small Group anecdotal records

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments as well as vertical alignment of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

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

Performance Objective 2: Teachers will develop criteria each grading period for students to track/monitor growth in order to promote a growth mindset with students.

Evaluation Data Sources: CBA, DLA, and Dreambox

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data from a variety of assessments to determine targeted areas that students need to work on each grading period. Students who meet criteria will be eligible for incentives.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will set academic goals, analyze their performance, utilize goal-tracking charts and graph/monitor results in order to ensure all students are making a minimum of one year's growth.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in core content areas.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>









School Processes & Programs

Problem Statement 1: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies, celebrating the diversity of our various cultures, disaggregating data to meet specific student academic needs and building relationships within the classroom.

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: 100% of teachers will score at the proficient level or higher on Domain IV of T-TESS or similar domain on an alternate instrument.

Evaluation Data Sources: End of Year Conferences

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with staff to establish student learning objectives, set professional development goals, conduct walk throughs, and formal observations in order to provide areas of reinforcement and refinement.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention and student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers to the profession will be provided support through a campus mentoring program to ensure success.</p> <p>Strategy's Expected Result/Impact: Teacher retention for new teachers.</p> <p>Staff Responsible for Monitoring: Campus Lead Mentor</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

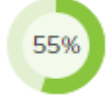



Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

Goal 4: Katy ISD 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: Stephens Elementary will increase the percentage of parents engaged in school activities/events by 10% during the 2023-2024 school year. Parents will receive weekly/monthly notifications.

Evaluation Data Sources: Surveys, Volunteer Hours, Calendar of Events via Smore, Blackboard, Facebook and/or Remind application

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote family and community engagement by hosting academic nights and training sessions at a variety of times, to assist parents with learning in their home language, and distributing the Parent and Family Engagement policy and School-Parent Compact.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and attendance</p> <p>Staff Responsible for Monitoring: Title I Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Snacks for Parent Events - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school.</p> <p>Strategy's Expected Result/Impact: Increased in student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program to identified students in ESL/Bilingual.</p> <p>Strategy's Expected Result/Impact: Increased PK/K registration</p> <p>Staff Responsible for Monitoring: PK/K Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a smooth transition for 5th graders going to 6th grade by inviting junior high school counselors to teach about course selection and arranging various visits from the fine arts departments.</p> <p>Strategy's Expected Result/Impact: Increased awareness of available junior high programs</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>
Student Learning
<p>Problem Statement 2: 79.5% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilingual and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits.</p>
Perceptions
<p>Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education. Root Cause: There is a need to increase school-to home parent communication, resources/instructional application strategies, and opportunities for various modes of parental engagement activities to ensure parents are informed and supported pertaining to student learning and achievement.</p>

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Decrease the number of discipline incidents by 10%.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, use of technology solutions, and purchase of materials/resources.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidences</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Online Subscription - 211 - Title I Part A - \$1,466.15</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will attend staff development to implement strategies and activities to prevent bullying/cyber-bullying to encourage kind and appropriate behavior among all students.</p> <p>Strategy's Expected Result/Impact: Decrease bullying related discipline incidence.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Staff Development - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instructional standards. Capacity needs to be built to guide teachers towards planning intentional small group instruction, analyzing and desegregating data to formulate groups to increase critical thinking and promote student academic achievement.</p>

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Stephens will create a safe environment for all staff, students, and campus visitors.

Evaluation Data Sources: Completion of mandatory drills

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct the district required safety drills and training with both staff and students according to specified schedules.</p> <p>Strategy's Expected Result/Impact: Maintain a safe environment</p> <p>Staff Responsible for Monitoring: Safety Liaison</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support better understanding of the social and emotional needs of gifted students through professional development.</p> <p>Strategy's Expected Result/Impact: Increase in achievement of GT students</p> <p>Staff Responsible for Monitoring: GT Teacher</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement school-wide behavioral system to support the social and emotional learning of all students.</p> <p>Strategy's Expected Result/Impact: Build community within the school and classrooms and address the varied needs of students.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Counselor</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students and teachers as appropriate throughout the school year.</p> <p>Strategy's Expected Result/Impact: Awareness of violence and bullying prevention will increase.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Title I

1.1: Comprehensive Needs Assessment

Stephens Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and root causes identified. The CNA was reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

Stephens Elementary has created a school wide program goal in mind to ensure that all students, particularly those who are low-achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

Our campus will:

- Set high expectations for students and staff
- Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff and parents
- Commit to continuous improvement for each and every student every year

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is collaboratively developed and input is provided by school staff, parents,

and community and business members through Campus Advisory Team meetings four times per year (September, November, February and April) as well as additional opportunities for feedback from the school community throughout the school year.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies will be reviewed by the designated monitor on an ongoing basis with formal progress monitoring in October, January, April and June.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public. The most recent version of the Campus Improvement Plan can be requested from the front office and is posted on the campus website. The information contained in the plan is understandable and in a uniform format. The document is written in English, and is translated annually into Spanish. In the event we would have a community member that would need an alternate translation, we could contact the district office and hire a translator.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that Stephens Elementary will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children including each of the subgroups of students.

Strategies are designed to improve student performance and include the following:

1. Instructional strategies which are supported by scientifically-based research
2. Examination of data to identify areas of strength and areas of needs assessment
3. Implementation of Positive Behavioral Intervention and Support Schoolwide

2.5: Increased learning time and well-rounded education

Stephens Elementary will use methods and instructional strategies that strengthen the academic program in the school. We try to increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Each year adjustments are made to the master schedule in order to maximize learning time.

2.6: Address needs of all students, particularly at-risk

Stephens Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards. We provide targeted instruction by intervention teachers in order to close gaps in student learning. These teachers push into classrooms to provide this supplemental, data-informed, instruction. The intervention team, leadership team, and teachers meet multiple times throughout the year to discuss the students' progress. The teachers, interventionists, assistant principals and support staff may request a collaborative to discuss struggling students. We always take all necessary measures to ensure student success.

3.1: Annually evaluate the schoolwide plan

Stephens Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy. This policy will be reviewed annually in April during the Campus Advisory Team meeting. Parents will be notified of the policy in an understandable and uniform format during parent conferences in the fall semester of each school year. It will be provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Stephens Elementary has a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

4.1: Develop and distribute Parent and Family Engagement Policy

Stephens Elementary will collaborate, review and update the Parent and Family Engagement Policy each Spring, with input from a variety of stakeholders. Data from parent survey will be utilized to include parental input. The policy will be distributed to all families in the fall semester at Parent/Teacher conferences. The Parent and Family Engagement Policy will be in both English and Spanish. Bilingual parents and families will be notified of the availability of the translated policy during first Title I meeting.

4.2: Offer flexible number of parent involvement meetings

Stephens will offer a flexible time of meetings, such as meetings in the morning or evening, and may provide with funds provided by Title I, Part A, snacks, child care, or home visits, as such as services relate to parent involvement.

Understanding that parental involvement is crucial to the success of our students, we are working to make parents feel welcome and wanted at Stephens. We have learned that our parents attend events which welcome them along with their children. With that in mind, we host Meet the Teacher, Fitness Night, Book Fairs, Choral and Instrumental Music Programs, International Festival, Art Night, and STREAM Night , all of which are well-attended events.

Other programs which encourage Parental involvement are as follows:

- Donuts with Dads / Muffins with Muscles
- Donuts with Divas
- WATCH DOGS (Dads of Great Students) Program. This program has brought hundreds of dads/uncles/grandfathers into our school, and the good created has been notable. We now see dads that recognize the work that happens each day and they have shown trust and support toward school staff.
- Parent and community members provide Junior Achievement Program instruction in all classes in our school
- In May, students in all grade levels participate in Award Ceremonies. Parents are invited to applaud as student are recognized for their achievements and accomplishments.

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Viteri	Teacher	Title I	
Stacy Slater	Teacher	Title I	

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$3,000.00
Sub-Total					\$3,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	1	Edusmart		\$3,750.00
1	1	2	Spanish language intervention materials		\$0.00
1	1	3	Technology		\$25,000.00
1	2	1	Title I Reading Intervention Teacher		\$68,687.33
1	2	1	Tutorials		\$4,500.00
1	4	1	Title I Math Supplemental Intervention		\$68,687.33
1	4	1	Professional Development		\$4,000.00
1	4	1	Tutorials		\$4,500.00
1	5	1	Title I Science Teacher		\$68,687.34
1	5	1	Instructional Materials/Online Subscriptions		\$1,458.50
1	6	3	Leadership Team Professional Development		\$5,000.00
1	6	4			\$5,000.00
1	8	1	Teachers, Paras		\$8,500.00
4	1	1	Snacks for Parent Events		\$1,000.00
5	1	1	Online Subscription		\$1,466.15
5	1	2	Staff Development		\$0.00
5	2	3			\$0.00
Sub-Total					\$270,236.65
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Teachers, Paras, materials		\$21,512.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$21,512.00

Addendums

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	59%	60%
Actual	46%	40%	53%	58%	55%	
Met Goal			Y	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stephens	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
		2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
		2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
		2023 Target		15%		51%		64%		33%		50%				50%		38%		56%		48%
		2023 Actual	13	54%	54	52%	9	78%	0		4	50%	0		0		27	22%	67	54%	42	57%
		Met Target		Y		Y		Y				Y						N		N		Y
		2024 Target		15%		62%		64%		33%		50%				50%		32%		56%		48%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	44%	46%
Actual	50%	40%	45%	43%	45%	
Met Goal			Y	Y	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stephens	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		2023 Target		15%		55%		45%		0%		75%				0%		30%		47%		57%
		2023 Actual	13	38%	54	41%	9	67%	0		4	75%	0		0		27	22%	67	45%	42	50%
		Met Target		Y		N		Y				Y						N		N		N
		2024 Target		15%		51%		45%		0%		75%				0%		32%		47%		57%