

Katy Independent School District
Stephens Elementary
2024-2025 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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus Needs Assessment Team Members:

Carole Langley - Administrator	Ashley Muzny - District Representative
Susan Boiarsky - Other School Leader	Jean Taylor - Paraprofessional
LaSaundra Oliver - Other School Leader	Ashley Lewis - Paraprofessional
Paris Kidd - Teacher	Araceli Juarez - Paraprofessional
Melissa Payton - Teacher	Myriam Morales - Teacher
Diana Viteri - Teacher	Maria Benumea - Parent
Lucia Tolentino - Parent	Cindy Soria - Parent
Ursula Stephens - Community Member	Caroline Andrews-Teacher
Tremia Polk - District Representative	Melissa Seymour - Teacher
Stephanie McKay - Community Member	

The first Campus Needs Assessment meeting was held on May 27, 2024 in the Ursula Stephens Elementary library from 1:30pm - 2:30pm. The in-person & Zoom application Campus Assessment Team/Campus Needs Assessment review meeting was attended by the following stakeholders: Carole Langley (Principal), Susan Boiarsky (Other School Leader), Maria Benumea (parent), Lucia Tolentino (parent), Stephanie McKay (Community Member), Melissa Payton (teacher), Diana Viteri (teacher), Paris Kidd (teacher), Myriam Morales (SPED team leader), Jean Taylor (paraprofessional), Ashley Lewis (paraprofessional), Ursula Stephens (Community member), Tremia Polk (District Representative) & Ashley Muzny (District Representative). An email was sent to those not in attendance asking for feedback. The committee discussed the purpose of Title I along with the purpose of Comprehensive Needs Assessment reviewed. Committee members discussed previous campus improvement plan from the 2023-2024 school year and highlights, needs & priorities from the data. The committee reviewed current data from various sub populations including Emergent Bilingual students, African American and Special Education students. The campus discussed STAAR Interim & CBA data. The committee discussed strengths in 3rd grade reading & math which were aligned to district scoring. The needs were reviewed in 4th grade math due to the loss of a staff member. The campus discussed current teacher retention and staffing concerns. The committee discussed the need to hire 12 new teachers due to teachers moving, resigning & being promoted to other areas. The committee discussed the importance of hiring highly-qualified & certified teachers. The school discussed professional development and resources to assist teachers with best-practice instruction. The committee reviewed the proposed master schedule for the 2024-2025 school year and discussed the changes with 3rd grade lunch & specials times. Parents discussed the importance of the uninterrupted learning in the STAAR tested grade levels and how interruptions can cause lack of attention with the students. The campus discussed the implementation of community circles to assist students with social emotional learning & the counselor student groups. The committee reviewed student discipline report. The committee discussed the decrease in student referrals. Parents discussed the importance of continuing student groups which encourage positive behavior like PBIS, Stallion Ambassadors & Student Council. Parents discussed students are excited about being members in these groups along with the singing stars' group. Committee discussed attendance. Attendance has improved for the 2023-2024 school year, but there are still further gains that need to be obtained. The committee discussed attendance incentives for students and staff. Having popsicles, pizza and teacher-gear activities to support attendance gains. The committee agreed upon the 3 priorities for the upcoming school year in the areas of academics the priority should be to increase academic achievement in reading, math & science, focus on lower-performing sub

populations of African-American students & increase parental involvement to support attendance & academic concerns. The meeting was adjourned and the committee was informed about the next scheduled campus assessment meeting schedule for Thursday, June 13th at 1:30pm at Ursula Stephens Elementary & via Zoom application.

The second Campus Needs Assessment meeting was held on June 13, 2024 in the Ursula Stephens Elementary Conference Room from 1:30pm - 2:30 pm. The in-person & Zoom application Campus Assessment Team/Campus Needs Assessment review meeting Stakeholder members include: Carole Langley (Principal), Susan Boiarsky (Other School Leader), Maria Benumea (parent), Lucia Tolentino (parent), Stephanie McKay (Community Member), Melissa Payton (teacher), Diana Viteri (teacher), Paris Kidd (teacher), Myriam Morales (SPED team leader), Jean Taylor (paraprofessional), Ashley Lewis (paraprofessional), Ursula Stephens (Community member), Tremia Polk (District Representative) & Ashley Muzny (District Representative). Those not in attendance were sent an email asking for feedback. Purpose of Title I reviewed and discussed, Purpose of Comprehensive Needs Assessment reviewed. Committee members discussed previous campus improvement plan from the 2023-2024 school year and highlights, needs & priorities from the data. The committee reviewed current data from various sub populations including Emergent Bilingual students, African American and Special Education students. The committee reviewed the 2024 STAAR summary data and focused on the strengths of the data in 3rd grade reading & math scores. The committee discussed how Reading is an area of strength in all STAAR tested grade levels. The teachers on the committee discussed the usage of the HMH curriculum with fidelity and the consistent academic growth students exhibited throughout the school year. The parents asked about online applications for reading to enhance the reading priority of building stamina with reading which is an area of need. The teachers discussed online applications that can be utilized to supplement some of the reading stamina concerns for school & home usage. Areas of needs include 4th grade math based upon STAAR data results & 5th grade science. The campus will focus on vertical planning, alignment of TEKS, implementing more technology & small group instruction to close gaps in both 4th grade math and 5th grade science. MTSS data reviewed. The committee discussed the alignment of progress monitoring schedules and consistent scheduling throughout the school year to capture students requiring additional supports the the MTSS tiered system. MTSS data is going to continue to be a priority for the campus to focus on closing academic deficits & behavioral concerns. The campus is assigned to participate in a district cohort for MTSS-B to prioritize behavioral concerns. The campus reviewed discipline data and discussed the need to work on students keeping their hands and feet to themselves specifically in the lower/primary grade levels based upon discipline data. The school discussed schoolwide behavior initiatives/incentives of CHAMPS, House System & PBIS. MTSS-B will monitor students who have specific or specialized needs along with the new role of an Instructional Coach to support the pedagogy within the learning environment. Special education data discussed. The committee discussed the needs to make sure teachers are providing the appropriate supplemental aids to support the IEP & scheduling Staffings when there are concerns. The committee members reviewed Attendance data. Attendance will continue to be an area of focus to increase the daily percentages. Campus & student data reviewed. Campus Culture & Climate survey data maintained green bars throughout the school year. Student safety results reviewed. Restroom safety was an area of concern. School will implement visuals to support restroom expectations, create schoolwide procedures & routines to address safety concerns from the survey. 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 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:

- 2023-2024 STAAR Summarized Data results
- 3rd - 5th Grade Math Campus Based Assessment Data & 2023-2024 STAAR Data results
- 5th Grade Science STAAR data results
- Special Education Sub-pop Campus-based assessment data & STAAR performance
- Attendance By Year Data
- Historical Discipline Data By Marking Period
- Parent End of the Year Survey Results
- Student Safety 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 in Math & Science based upon determinations from STAAR data and Campus-Based Assessment data results. Teachers will receive professional development based upon best-practice

instruction to teach with more complexity, utilize manipulatives, increase technology usage & 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 behavioral concerns. The school will continue to utilized the schoolwide practices of CHAMPS, PBIS, social emotional learning (community circles within the master schedule) & Stallion Ambassadors. Teachers will receive professional development to provide celebrating behavioral excellence, social emotional learning and increase celebratory events to enhance student leaders in the Stallions Ambassadors program. The campus will also address the student safety survey results by implementing signage throughout the restrooms & implement schoolwide routines & procedures to enhance safety protocols. The last priority for the campus will be geared towards improving attendance. The school will celebrate students/grade levels with perfect attendance by hosting popsicle parties & pizza with the principal. Students will receive special recognition on the morning announcements, phone calls home from administration & hallway displays.

The committee agreed upon the 3 priorities for the upcoming school year in the areas of academics the priority should be to increase academic achievement in reading, math & science, focus on lower-performing sub populations of African-American students & increase parental involvement to support attendance & academic concerns.

Demographics

Demographics Summary

Stephens Elementary is a 17-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 2023-2024 school year with an enrollment of 603 students, and we are projected for an enrollment of 600 students for 2024-2025. 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/mentors 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 12 new teachers to campus for the 2024-2025 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 2024, USE had a total number of 1,198 absence days which is an increase 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 6.40 absences on campus each day for the 2023-2024 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 teacher resigning/no-showing, 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 underperforming in math, reading and science. **Root Cause:** Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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 2 (Prioritized): 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.

Problem Statement 3 (Prioritized): African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

Student Learning

Student Learning Summary

All schools in Texas receive scores in three state accountability areas as well as an overall grade. Accountability data for the 2023-2024 school year has not been released. Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2024.

For the 2023-2024 school year, Stephens Elementary received the following scores:

- Domain 1 - Student Achievement:
- Domain 2 - School Progress
- Domain 3 - Closing the Gaps:

These scores result in Stephens Elementary receiving a 2024 Texas Accountability score of . Stephens Elementary received the following Distinction Designations:

- Academic Achievement in Science
- Postsecondary Readiness

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

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)		
	2023	2024
Reading	84%	84%
Math	78%	77%
Writing	N/A*	N/A*
Science	69%	67%

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

The 2024 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.

2024 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Reading	88%	56%	31%
4 th Reading	79%	59%	32%
5 th Reading	72%	51%	30%
3 rd Math	80%	45%	22%
4 th Math	78%	49%	29%
5 th Math	64%	25%	10%
5 th 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 (AMM Average)	
	2023	2024		2023	2024		2023	2024		2023	2024
3 rd Grade	85%	84%		55%	58%		23%	34%		54	59
4 th Grade	89%	84%		54%	49%		19%	26%		54	53
5 th Grade	78%	83%		52%	60%		24%	20%		51	54

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 2024 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 2024 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 2023 to 77% in 2024. Scores at the meets level increased 13% and scores at the masters level increased 5%.
- African American students showed a slight decrease in 2023. 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 (AMM Avg)	
	2023	2024		2023	2024		2023	2024		2023	2024
3 rd Grade	71%	80%		45%	61%		21%	29%		46	57
4 th Grade	82%	66%		54%	37%		22%	15%		53	39
5 th Grade	79%	84%		42%	51%		14%	13%		45	49

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)		
	2023	2024			2023	2024		2023	2024
5th Grade	69%	68%			38%	27%		17%	12%

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 remained at the same level from 2023 to 2024, with a 2% increase at the Approaches level, 2% increase at the Meets level, and a 5% increase at the Masters level.
- In 3rd Grade, the percentage of students performing at the meets level increased 55% to 58%, and at masters increased 23% to 34%

MATH

- Overall math proficiency showed growth from 2023 to 2024, with an decrease of 1% of students scoring at the approaches level or above.
- 5th Grade had the most growth year-to-year, with an increase of 5% at Approaches, 9% at Meets, and 1% decline 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 (Prioritized): Student achievement is underperforming in math, reading and science. **Root Cause:** Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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 2 (Prioritized): 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.

Problem Statement 3 (Prioritized): African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

School Processes & Programs

School Processes & Programs Summary

At Stephens Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: STAAR Interim Assessments, District Learning Assessments, Campus Based Assessments, literacy instruction aligned to the Science of Reading (HMH), Math Workshop, and hands-on science. All assessments and programs used assist in teaching to the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments.

Pre-Kindergarten is using Progress Monitoring to track student growth. Katy ISD provides access to technology programs that adapt to students' individual needs in Reading (Amira) and Math (Dreambox) for grades K-5. Additional formative and summative assessment data such as Amira DLAs, CBAs and STAAR are used to track student growth. The reading levels of K-5 students are formally assessed throughout the year utilizing early literacy assessments, TX KEA and Tejas Lee, all assessments will allow us to track student growth in reading in grades K-2. Phonics instruction will be part of the Literacy Block in grades K-2, and supplemental resources are used for students identified with Dyslexia. Stephens Elementary uses strategies from 7 Steps to support our EB students and English language proficiency is assessed through TELPAS.

Parents, teachers, and students at Stephens Elementary take pride in their school's reputation and the positive culture. There is an expectation of continuous growth and improvement in best instructional practices in order to meet the changing needs of our campus. In addition to focusing on academics, we also devote time to social-emotional learning through the implementation of curriculum from PurposeFull People and Rethink Ed. We are committed to keeping students at the center of all actions and decision-making. Providing quality instructional time is a priority on our campus. As such, we strive to minimize interruptions to instructional time and incentivize attendance for both students and staff. Time is provided for collaborative planning each day and teachers are provided job-embedded professional development through the school year.

As part of Katy ISD, Stephens Elementary is truly fortunate in that the school has access to the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboards, Chromebooks, document cameras, smart panels, and laptops. Students in 2nd through 5th Grade have their own Chromebook checked out to them, and students in Pre-K through 1st Grade have an iPad checked out. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library where teachers and students can use them to search for books and complete research or other educational projects.

Students are encouraged to use a variety of computer programs and iPad apps such as: Amira, Study Island, Dreambox, Nearpod, Padlet, and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating Smartboard technology and document cameras into their daily activities and lessons.

School Processes & Programs Strengths

Teacher generated roadmaps that target specific TEKS for instruction
Teacher analyzed heat maps; continuous review of data

Teacher created campus based assessments

Stephens Elementary is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community. Teachers receive district and campus professional development and have access to a variety of off campus professional development opportunities to meet their needs.
2. Teachers accommodate special populations with more time and individualized instructional plans. The campus uses Title I, Title III and special project funding to provide additional learning opportunities for our students.
3. MTSS is being utilized successfully with students being referred for further evaluation if learning disabilities are suspected.
4. The master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. The Instructional Support Team provides additional small group instructional time for struggling learners.
6. Safety drills are performed frequently and efficiently.

Every student in K-5 has access to a technology device. Each teacher has an iPad or Chromebook for individual use to access instructional material and conduct school related business. Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology within their classrooms. All classrooms are equipped with computers, Smartboards, and document cameras. Our campus is provided a Classroom Technology Designer to assist teachers with implementing technology throughout the curriculum.

Building staff morale is recognized as a critical component in retaining high-quality staff at Stephens. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, we will have events, such as Outstanding October, in which staff members receive appreciation gifts throughout the entire month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

Problem Statement 2 (Prioritized): 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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.

Problem Statement 3 (Prioritized): Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers. **Root Cause:** Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Perceptions

Perceptions Summary

Stephens Elementary works to create an environment where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Remind, and social media. Informational documents and graded work are sent home each week in a Wednesday folder. As a Title I campus, each year we are obligated to educate the community about the importance of parental engagement in local education. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We have also cultivated a wonderful group of parent volunteers who help out through volunteer workdays and on additional special projects.

Stephens Elementary is a campus where substitute teachers love to work and consistently compliment us on our student behavior & friendly school environment. PBIS expectations in each common area and classroom, along with CHAMPs strategies, promote a safe and positive learning environment and school culture. Expectations are consistently enforced. STOMP points, along with positive rewards and praise, are given frequently. We promote character education / SEL curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor works to meet the needs of all our students by providing relevant guidance lessons and counseling to our students and, when necessary, supports their families as well. Stephens Elementary works alongside the Houston Food Bank to set up the Backpack Buddy Program, which provides students in need with food over the weekend.

Our Sunshine Committee and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events and reminders. Administrators encourage and appreciate staff verbally or with a handwritten note. Staff members write positive comments or good deeds about other staff members, and post them on a Brag Board located in our main hallway. Staff members nominate and vote for Stallion of the Month, which recognizes a staff member for their contributions that are considered to be above and beyond. Additionally, teachers recognize students who have exceptional behavior by nominating them to represent their various grade levels as Stallion Ambassadors.

Perceptions Strengths

- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- Held PTA Meetings
- Hosted STREAM Family Night
- Watch D.O.G.S Program
- Donuts with Divas
- Taught character education / SEL through various programs
- Held Celebration of Learning Awards
- Provided Title I information during orientation meetings for parents
- No Place for Hate Campus
- Implemented PBIS, with a committee that met monthly to discuss PBIS strengths and areas to improve
- Promoted positive behavior with STOMP Cash and a mid year and end of the year Stomp Party
- Promoted the House System to encourage community & behavioral supports

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.

Problem Statement 2 (Prioritized): Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers. **Root Cause:** Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Priority Problem Statements

Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education.

Root Cause 1: 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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment.

Root Cause 3: Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Student achievement is underperforming in math, reading and science.

Root Cause 4: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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 4 Areas: Demographics - Student Learning

Problem Statement 5: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers.

Root Cause 5: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

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
- Texas approved Prekindergarten and Kindergarten 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
- Homeless data

- Gifted and talented data
- Dyslexia 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: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.






Performance Objective 1: This year at least 90% of students in 90% of classes will consistently participate in academically rigorous and engaging independent work/activities and intentional small group instruction to enhance all levels of differentiated learning.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom Observations, Learning Walks, Small Group Anecdotal Notes, Amira Data & Dreambox Data,

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will utilize high quality instructional materials (HMH, McGraw Hill), online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required reading, math & science TEKS for all sub populations through the use of Title I, Special Education, and GOF/State Comp Ed. Funds. Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs. Staff Responsible for Monitoring: Intervention Teachers, Instructional Coach & Administration Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Online applications - 211 - Title I Part A - \$18,500, Intervention Staff - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Campus staff will collaboratively participate in vertical planning sessions to provide alignment with instructional practices, strategies & vocabulary to increase learning in all sub populations. Strategy's Expected Result/Impact: Best-practice instructional alignment across all grade levels Staff Responsible for Monitoring: Instructional Coach & Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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 3: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.
Student Learning
Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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 3: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.
School Processes & Programs
Problem Statement 1: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Stephens elementary 3rd grade students who achieve meets and above in Reading will increase to 59% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Stephens Elementary 3rd grade students who achieve meets and above in Math will increase to 48% by July 2025.






HB3 Goal

Evaluation Data Sources: STAAR

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program


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


Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: On the Spring 2025 STAAR Math assessments, 80% of students will score at the approaches level and 40% at meets or above.

High Priority
Evaluation Data Sources: Reading, Math & Science STAAR Assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers 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 Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs to extend learning. Staff Responsible for Monitoring: Teachers, Instructional Coach & Instructional Coordinator Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I Part A - \$2,000		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize math assessments disaggregated data to formulate small groups & plan small group instruction to close deficits and enhance grade level instructional practices, specifically for at risk students. Strategy's Expected Result/Impact: Student achievement & growth Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 2 - Student Learning 1, 2		Formative			Summative
		Oct	Jan	Apr	June
					

 No Progress
 Accomplished
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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> <p>Problem Statement 2: 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. Root Cause: Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.</p> <p>Problem Statement 3: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.</p>
Student Learning
<p>Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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> <p>Problem Statement 2: 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. Root Cause: Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.</p>

Student Learning

Problem Statement 3: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.



School Processes & Programs

Problem Statement 1: African American students, our second-largest subpopulation, and special education students are both 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, learning modalities, disaggregating data to meet specific student academic needs, understanding of the individualized educational plans for specific students/groups and building relationships within the classroom.

Goal 3: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Students in Pre-Kindergarten - 5th Grade will utilize effectively iPads and Chromebooks to enhance best-practice technologically driven instruction.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: 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. Staff Responsible for Monitoring: Instructional Coach & Assistant Principals Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will work with Classroom Technology Designer to create activities, learn new strategies & receive up-to-date instructional practices for technology usage & online applications to enhance learning in the classroom. Strategy's Expected Result/Impact: Students will utilize technology in all content areas Staff Responsible for Monitoring: Classroom Technology Designer Teachers Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Online Applications - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Student achievement is underperforming in math, reading and science. **Root Cause:** Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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

Problem Statement 1: Student achievement is underperforming in math, reading and science. **Root Cause:** Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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.

School Processes & Programs

Problem Statement 2: 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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.







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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

High Priority
Evaluation Data Sources: End of the year T-TESS evaluation data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in PLC's, receive feedback from Learning Walks, and participate in Coaching Cycles to enhance pedagogy practices within the learning environment. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administration & Instructional Coach Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: New teachers to the profession will be provided support through a campus mentoring program to ensure success Strategy's Expected Result/Impact: Increase teacher capacity Staff Responsible for Monitoring: Administration & Teachers Title I: 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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> <p>Problem Statement 2: 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. Root Cause: Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.</p>
Student Learning
<p>Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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> <p>Problem Statement 2: 79.5% of students at Stephens Elementary are classified at risk mostly due to being Emergent Bilingual and/or failing a readiness or state assessment. Root Cause: Staff need additional resources and professional development to differentiate learning experiences to decrease academic deficits in reading, math, science, and social emotional learning.</p>

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: A campus-wide aspiring leadership group will be established and meet monthly to discuss various components of leadership and leadership opportunities.

Evaluation Data Sources: Monthly agendas & topics

Strategy 1 Details	Reviews			
Strategy 1: Aspiring teacher leaders will meet monthly to discuss goals, objectives & leadership aspirations with a specific focus geared towards leadership opportunities. Strategy's Expected Result/Impact: Stronger Teacher Capacity & Establishing future leaders Staff Responsible for Monitoring: Administration (Principal) Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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
Problem Statement 1: Student achievement is underperforming in math, reading and science. Root Cause: Teachers need additional training in best practice instructional standards to have impactful instruction. Teacher 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.






Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Stephens Elementary will increase the percentage of parents engaged in school activities/events by 10% during the 2024-2025 school year by implementing activities towards school-to-home learning, extracurricular activities & secondary readiness learning. Parents will receive weekly/monthly notifications pertaining to scheduled upcoming events .

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<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. Communications will be distributed via Smore, Canvas, Blackboard, Facebook, and/or Remind application.</p> <p>Strategy's Expected Result/Impact: Surveys, Volunteer Hours, Calendar of Events via Smore, Blackboard, Facebook and/or Remind application</p> <p>Staff Responsible for Monitoring: Title I Teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Resources - 211 - Title I Part A - \$5,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program to identify students in EB/Bilingual. Strategy's Expected Result/Impact: Increased PK/K registration Staff Responsible for Monitoring: PK/K Teachers Title I Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increased awareness of available junior high programs Staff Responsible for Monitoring: Counselor Title I Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: 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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.






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. Yearly parent surveys are distributed to parents to obtain parental feedback and input to support ongoing campus efforts.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Stephens Elementary is 60% Bilingual and EB students. We will inform parents in multiple languages of events and activities from the campus and district levels to ensure they are able to attend educational events to enhance student achievement.

Evaluation Data Sources: Campus Newsletters, District newsletters, Teacher Calendars



Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students.</p> <p>Strategy's Expected Result/Impact: More Parental Involvement & Understanding</p> <p>Staff Responsible for Monitoring: EB Staff & Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 263 - Title III ELA</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: We will decrease the percentage of Administration support requested in class to assist with discipline by 50% by the end of the 2024-2025 school year to ensure students feel emotionally safe and cared for in their learning environment.

High Priority

Evaluation Data Sources: Discipline Data & Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Administration will utilize MTSS-B, Discipline Matrix, PBIS, Discipline Flow-chart & pro-active behavioral strategies (Purposefull People/S.T.O.M.P. , special programs (WatchDogs, book clubs & Stellar Stallions) & positive referrals geared towards decreasing discipline & behavioral issues for all students. Strategy's Expected Result/Impact: Decrease in discipline/behavioral concerns Staff Responsible for Monitoring: Administration Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 3 - Perceptions 2 Funding Sources: PBIS Rewards application - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct daily Community Circles to build student relationships, build community within classrooms to support social emotional learning activities as well as create well rounded students. Strategy's Expected Result/Impact: Build community within the school and classrooms and address the varied needs of students. Staff Responsible for Monitoring: Classroom Teachers & Counselor Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers.

Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

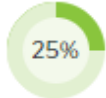




Perceptions

Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers.

Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: School counselor will meet with students to conduct instruction on building relationships and preventing bullying and cyberbullying. Campus will focus on anti-bullying in the month of October and wear orange to support anti-bullying efforts.

Strategy 1 Details		Reviews			
Strategy 1: School counselor will provide Character Strong lessons campus-wide to prevent bullying throughout the campus. Strategy's Expected Result/Impact: Less reports of bullying concerns Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers. Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.
Perceptions
Problem Statement 2: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers. Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Title I

1.1: Comprehensive Needs Assessment

Campus Needs Assessment Team Members:

Carole Langley - Administrator	Ashley Muzny - District Representative
Susan Boiarsky - Other School Leader	Jean Taylor - Paraprofessional
LaSaundra Oliver - Other School Leader	Ashley Lewis - Paraprofessional
Paris Kidd - Teacher	Araceli Juarez - Paraprofessional
Melissa Payton - Teacher	Myriam Morales - Teacher
Diana Viteri - Teacher	Maria Benumea - Parent
Lucia Tolentino - Parent	Cindy Soria - Parent
Ursula Stephens - Community Member	Caroline Andrews-Teacher
Tremia Polk - District Representative	Melissa Seymour - Teacher
Stephanie McKay - Community Member	

The first Campus Needs Assessment meeting was held on May 27, 2024 in the Ursula Stephens Elementary library from 1:30pm - 2:30pm. The in-person & Zoom application Campus Assessment Team/Campus Needs Assessment review meeting was attended by the following stakeholders: Carole Langley (Principal), Susan Boiarsky (Other School Leader), Maria Benumea (parent), Lucia Tolentino (parent), Stephanie McKay (Community Member), Melissa Payton (teacher), Diana Viteri (teacher), Paris Kidd (teacher), Myriam Morales (SPED team leader), Jean Taylor (paraprofessional), Ashley Lewis (paraprofessional), Ursula Stephens (Community member), Tremia Polk (District Representative) & Ashley Muzny (District Representative). An email was sent to those not in attendance asking for feedback. The committee discussed the purpose of Title I along with the purpose of Comprehensive Needs Assessment reviewed. Committee members discussed previous campus improvement plan from the 2023-2024 school year and highlights, needs & priorities from the data. The committee reviewed current data from various sub populations including Emergent Bilingual students, African American and Special Education students. The campus discussed STAAR Interim & CBA data. The committee discussed strengths in 3rd grade reading & math which were aligned to district scoring. The needs were reviewed in 4th grade math due to the loss of a staff member. The campus discussed current teacher retention and staffing concerns. The committee discussed the need to hire 12 new teachers due to teachers moving, resigning & being promoted to other areas. The committee discussed the importance of hiring highly-qualified & certified teachers. The school discussed professional development and resources to assist teachers with best-practice instruction. The committee reviewed the proposed master schedule for the 2024-2025 school year and discussed the changes with 3rd grade lunch & specials times. Parents discussed the importance of the uninterrupted learning in the STAAR tested grade levels and how interruptions can cause lack of attention with the students. The campus discussed the implementation of community circles to assist students with social emotional learning & the counselor student groups. The committee reviewed student discipline report. The committee discussed the decrease in student referrals. Parents discussed the importance of continuing student groups which encourage positive behavior like PBIS, Stallion Ambassadors & Student Council. Parents discussed students are excited about being members in these groups along with the singing stars' group. Committee discussed attendance. Attendance has improved for the 2023-2024 school year, but there are still further gains that need to be obtained. The committee discussed attendance incentives for students and staff. Having popsicles, pizza and teacher-gear activities to support attendance gains. The committee agreed upon the 3 priorities for the upcoming school year in the areas of academics the priority should be to increase academic achievement in reading, math & science, focus on lower-performing sub populations of African-American students & increase parental involvement to support attendance & academic concerns. The meeting was adjourned and the committee was informed about the next scheduled campus assessment meeting schedule for Thursday, June 13th at 1:30pm at Ursula Stephens Elementary & via Zoom application.

The second Campus Needs Assessment meeting was held on June 13, 2024 in the Ursula Stephens Elementary Conference Room from 1:30pm - 2:30 pm. The in-person & Zoom application Campus Assessment Team/Campus Needs Assessment review meeting Stakeholder members include: Carole Langley (Principal), Susan Boiarsky (Other School Leader), Maria Benumea (parent), Lucia Tolentino (parent), Stephanie McKay (Community Member), Melissa Payton (teacher), Diana Viteri (teacher), Paris Kidd (teacher), Myriam Morales (SPED team leader), Jean Taylor (paraprofessional), Ashley Lewis (paraprofessional), Ursula Stephens (Community member), Tremia Polk (District Representative) & Ashley Muzny (District Representative). Those not in attendance were sent an email asking for feedback. Purpose of Title I reviewed and discussed, Purpose of Comprehensive Needs Assessment reviewed. Committee members discussed previous campus improvement plan from the 2023-2024 school year and highlights, needs & priorities from the data. The committee reviewed current data from various sub populations including Emergent Bilingual students, African American and Special Education students. The committee reviewed the 2024 STAAR summary data and focused on the strengths of the data in 3rd grade reading & math scores. The committee discussed how Reading is an area of strength in all STAAR tested grade levels. The teachers on the committee discussed the usage of the HMH curriculum with fidelity and the consistent academic growth students exhibited throughout the school year. The parents asked about online applications for reading to enhance the reading stamina concerns for school & home usage. Areas of needs include 4th grade math based upon STAAR data results & 5th grade science. The campus will focus on vertical planning, alignment of TEKS, implementing more technology & small group instruction to close gaps in both 4th grade math and 5th grade science. MTSS data reviewed. The committee discussed the alignment of progress monitoring schedules and consistent scheduling throughout the school year to capture students requiring additional supports the the MTSS tiered system. MTSS data is going to continue to be a priority for the campus to focus on closing academic deficits & behavioral concerns. The campus is assigned to participate in a district cohort for MTSS-B to prioritize behavioral concerns. The campus reviewed discipline data and discussed the need to work on students keeping their hands and feet to themselves specifically in the lower/primary grade levels based upon discipline data. The school discussed schoolwide behavior initiatives/incentives of CHAMPS, House System & PBIS. MTSS-B will monitor students who have specific or specialized needs along with the new role of an Instructional Coach to support the pedagogy within the learning environment. Special education data discussed. The committee discussed the needs to make sure teachers are providing the appropriate supplemental aids to support the IEP & scheduling Staffings when there are concerns. The committee members reviewed Attendance data. Attendance will continue to be an area of focus to increase the daily percentages. Campus & student data reviewed. Campus Culture & Climate survey data maintained green bars throughout the school year. Student safety results reviewed. Restroom safety was an area of concern. School will implement visuals to support restroom expectations, create schoolwide procedures & routines to address safety concerns from the survey. 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 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:

- 2023-2024 STAAR Summarized Data results
- 3rd - 5th Grade Math Campus Based Assessment Data & 2023-2024 STAAR Data results
- 5th Grade Science STAAR data results
- Special Education Sub-pop Campus-based assessment data & STAAR performance
- Attendance By Year Data
- Historical Discipline Data By Marking Period
- Parent End of the Year Survey Results
- Student Safety 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 in Math & Science based upon determinations from STAAR data and Campus-Based Assessment data results. Teachers will receive professional development based upon best-practice instruction to teach with more complexity, utilize manipulatives, increase technology usage & 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 behavioral

concerns. The school will continue to utilize the schoolwide practices of CHAMPS, PBIS, social emotional learning (community circles within the master schedule) & Stallion Ambassadors. Teachers will receive professional development to provide celebrating behavioral excellence, social emotional learning and increase celebratory events to enhance student leaders in the Stallions Ambassadors program. The campus will also address the student safety survey results by implementing signage throughout the restrooms & implement schoolwide routines & procedures to enhance safety protocols. The last priority for the campus will be geared towards improving attendance. The school will celebrate students/grade levels with perfect attendance by hosting popsicle parties & pizza with the principal. Students will receive special recognition on the morning announcements, phone calls home from administration & hallway displays.

The committee agreed upon the 3 priorities for the upcoming school year in the areas of academics the priority should be to increase academic achievement in reading, math & science, focus on lower-performing sub populations of African-American students & increase parental involvement to support attendance & academic concerns.

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. Each student is 1:1 utilizing class technology (Chromebooks/iPads)
4. Instructional curriculum updates in content specific areas (HMH - RLA & McGraw Hill-Science)
5. 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 like tutorials, MTSS tiered supports from intervention teachers for academics & behavior interventions/supports, extra-curricular activities like Stallions Stars choir, and courses necessary to provide a well-rounded education. Each year adjustments are made to the master schedule in order to maximize learning time along with extended learning time to foster well-rounded educational practices for all students.

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. Campus Advisory Team will meet throughout the school year on the following dates: September 24, 2024, November 19, 2024, March 25, 2025 & May 20, 2025. 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 Orientation meeting which was held on August 27, 2024. Additionally, Bilingual parents will have access to the Spanish translated version of the Parent and Family Engagement Policy on the campus website.

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:

- Title I Orientation
- 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.
- Father/Daughter Dance
- Mother/Son Game Night

- 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

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Staff		\$233,134.00
1	1	1	Online applications		\$18,500.00
2	1	1	Instructional Materials		\$2,000.00
3	1	1	Professional Development		\$6,000.00
3	1	2	Online Applications		\$6,000.00
5	1	1	Resources		\$5,000.00
6	1	1	PBIS Rewards application		\$5,000.00
Sub-Total					\$275,634.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
Sub-Total					\$0.00

Addendums



The Percent of **Stephens** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 58% to 63% by July 2029.

Stephens: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

			# 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	# EB	% EB
Stephens: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	13	46%	61	59%	7	86%	0		3	67%	0		4	25%	26	19%	66	55%	42	55%
		2025 Target		56%														29%				

The Percent of **Stephens** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 61% to 63% by July 2029.

Stephens: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	61%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	61%	62%	62%	63%	63%
		Met Internal Goal	-					

			# 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	# EB	% EB
Stephens: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	12	42%	61	67%	7	57%	0		3	67%	0		4	25%	26	27%	65	63%	42	71%
		2025 Target		52%														37%				