Katy Independent School District

Stanley Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

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

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

We promise to cultivate students' passion and celebrate individuality.

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

We promise to learn and grow with you.

Vision

What starts here changes the world.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 14, 2024

Demographics

Demographics Summary

Stanley Elementary is in its 16th school year and is an EC-5 campus in Katy ISD. Student enrollment at Stanley Elementary was 893 for the 23-24 school year. At the end of the 2023-2024 school year, Stanley Elementary's special population enrollment was as follows: 14.11% Economically Disadvantaged, 37.18% At-Risk, 15.90% Special Education, 10.75% Gifted and Talented, and 28.89% Emergent Bilingual.

Stanley Elementary's attendance rate was 96.3% and the campus attributes this achievement to a strong partnership with parents.

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

Demographics Strengths

The rich cultural diversity of our school is what sets us apart from other schools. Our students have lived and traveled throughout the world and their worldly knowledge is seen as a strength in daily classroom discussions. Many of our students are bilingual or even trilingual with English ranking as the second or third acquired language. Our EB students continue to be served using the school-wide Collaborative Teaching Model. We utilize our small group instruction time to focus on specific academic areas of improvement. Currently, 99% of our classroom teachers are ESL Certified. Parent conferences are scheduled throughout the year to discuss student progress. Translators are provided as needed for our families. We currently have 31 languages spoken in our school and a total of 258 EB students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Stanley Elementary has an incredibly diverse EB population with unique language acquisition needs. **Root Cause:** The campus encourages and supports new hires and current staff to continue their ESL professional development. We will emphasize the importance of best practices and strategies to support all EB students through training and job embedded professional development facilitated by our ESL Teachers.

Student Learning

Student Learning Summary

Based on the 2024 STAAR data, Stanley Elementary students have exceeded the passing rate of the district and state.

Reading 2023-2024 STAAR: District xx%, Stanley 95%

Math 2023-2024 STAAR: District xx%, Stanley 95%

Science 2023-2024 STAAR: District xx%, Stanley 86%

Student Learning Strengths

Based on the 2024 STAAR data, our greatest strengths are in our Reading Language Arts performance.

In 2024, 95% of students approached grade level, 88% met grade level, and 66% of students mastered grade level reading expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Stanley Elementary 5th grade science STAAR scores tend to be our weakest of all 3 STAAR tests. On the 2024 Science STAAR, 89% of students approached grade level, 71% met grade level and 39% mastered grade level content.   **Root Cause:** The science test is in essence a reading test. Students struggle with content vocabulary.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Stanley Elementary is guided by the TEKS, STAAR, Common Assessments, and other forms of formative and summative assessment data to effectively address the needs of all learners. Critical thinking, problem solving, communication skills, creative learning, collaboration, rich literature reading, hands-on science labs and purposeful responses are the mainstays of our educational practices while using district-created unit plans. Stanley Elementary utilizes an instructional model that includes structured literacy, small group and whole group instruction as the foundation of their instructional practice. Teachers collaborate together to review module assessments in reading to ensure our instruction is in alignment with the TEKS. Teachers planning process responds to the TEKS (identified in the Unit Plans) that will be taught, and also addresses gaps in student learning. In addition, teachers discuss extensions for students who have already demonstrated mastery of certain identified TEKS or concepts.

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

Data in grades K-2 include formative assessments, students' responses and rubrics to track phonics/phonemic awareness skills and growth. In mathematics, similar data are collected, analyzed and used to track student progress and growth. Additionally, students in K-2 have additional assessments such as TXKEA (Kindergarten) and TPRI (1st Grade) to help set benchmarks for learning. Teachers respond to student learning needs through the use of flexible small groups and quality differentiation.

Grade levels have a daily common planning time where the details of not just "what" will be taught are discussed, but also include "how" the content will be delivered during whole-group and targeted small group instruction. Data discussions are embedded in planning where data is reviewed and best practices are discussed in an effort to target and grow all learners. Teachers work collaboratively to plan for successful student learning.

As part of the MTSS process, student progress is continuously reviewed throughout the year with classroom teachers, administration and instructional coaches. When students are identified as needing support beyond MTSS Tier 1, they then move to MTSS Tier 2. MTSS Tier 2 and intervention is a 3-4-day a week service during our 30 minute small group time. Tier 3 students will also receive additional support from Academic Support pull out during this time.

The aforementioned stakeholders discuss the progress students are making and areas of need. Groups are then formed by combining needs, strengths, and objectives. Parents are an integral part of the MTSS process. Parents of students receiving Tier 2 and Tier 3 MTSS services will be notified by a phone conference from the teacher to discuss targeted areas of intervention. Additionally, parents are notified through progress monitoring reports at the end of each grading period as well as when a student exits MTSS or is recommended for additional services.

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

staff members at Stanley and have high expectations for professional learning and development.

All new staff members attended multi-day, summer trainings in the areas of math, science and reading provided by the Katy ISD Curriculum and Instruction Department. These trainings laid the foundation for reading/writing instruction, as well as a balanced math approach. As a school we will continue to support and build on teacher knowledge throughout the school year via professional development, weekly in-depth planning sessions, and job embedded professional development via modeling and observations. We want to continue to offer high quality, on-going, targeted, job-embedded professional learning.

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

 In grade 3-5 we have 1:1 technology for all students. Teachers work with the district technology facilitator to learn new games and instructional strategies to increase student achievement via technology platforms.

School Processes & Programs Strengths

- Continue the MTSS process that identifies and targets the needs of all students. This process provides support and intervention for identified students with the greatest academic and behavioral needs.
- Utilize a common assessment process that values student responses and the alignment with TEKS while using a variety of methods to assess instruction or demonstrate learning.
- Maintain and modify (when necessary) a strong planning process that uses a collaborative model to align instruction across grade level teams and vertically within the building.
- Instruct students using flexible, small group structures across all core content areas.
- Continue to maintain EB academic gains in 3rd Grade Reading/Math, 4th Grade Reading/Math, and 5th Grade Reading/Math and Science.
- Involve staff members in the interviewing and selection process.
- Involve campus administrators and teacher leaders in the annual Katy ISD Job Fair.
- Acknowledge staff members who have made positive contributions and who have gone above and beyond expectations.
- Provide all staff members with the necessary resources to maintain a safe environment for all. Included are: safety "Go" bags in every classroom; KISD identification badges worn by all staff; use of Raptor System to safeguard our students, faculty, staff and parents; share and use Speak Up; and provide a school-wide Emergency Response Plan coordinated by an assistant principal and the Safety Committee.
- Provide all staff members with the necessary skills to maintain a safe environment for all. Included are: training for all staff on the district's emergency response procedures; monthly fire drills and disaster drills to prepare staff and students in the event of an emergency; training for administrators, key general and special education teachers in CPI techniques; implement the character program Purposefull People in all grades levels with lessons 3 times per week; teach anti-bullying activities and guidance lessons emphasizing positive character traits and making great decisions; teach digital citizenship, cyber safety, and anti-cyber bullying lessons throughout the year; train Safety Team members and necessary teachers to use the AED and all teachers were trained in the use of the Epipen.
- Continue to implement the RCA House system to positively support student expectations and support social-emotional learning.
- Participate in Red Ribbon Week activities highlighting how to stay safe and make healthy and drug free choices.
- Utilize remote access in front office to unlock doors to approved visitors.
- Hold regular meetings with our Stanley Safety Team to plan and practice emergency procedures (AED/START Team).
- Continue to keep all doors locked throughout the building and the portables.

- Utilize the Canvas and Seesaw app so that students can digitally capture and showcase their learning activities through the creation of individual portfolios which can be evaluated by teachers and subsequently shared with parents.
- Equip all classrooms with a variety of technological resources including: a SMART panel, desktop computers, iPads, a document camera, and a variety of instructional programs and apps.
- Utilize MyKaty Cloud to provide parents with resources to use at home when supporting their child(ren)'s learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Stanley Elementary will improve upon the use of the Collaborative Teaching Model to ensure students benefit from the collaboration of both general classroom teachers and SPED/EL teachers.

Problem Statement 2 (Prioritized): Stanley elementary expects the social-emotional health of students and teachers will need to be supported during the 2024-2025 school year. **Root Cause:** More students come to school with a variety of social/emotional gaps. This could still be the lasting impact from Covid, a lack of social interactions prior to attending school or possibly life experiences that impact student success at school. For teachers, it's the increase in stress due to the significant demands of their job as well as outside factors that cause stress.

Perceptions

Perceptions Summary

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

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

We demonstrate a collaborative community by utilizing the RCA House system. The main goal of the House system is to engage students across the school in bettering our school community. Students will earn points as a House when demonstrating our core beliefs of teamwork, academic excellence, motivation, positive atmosphere, encouragement, determination and embracing diversity.

We have implemented the PurposeFull People/Character Strong Program. We reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. For instance, SSE staff re-teach behavior expectations as necessary throughout the school year. At SSE, we believe that through the implementation of positive behavioral supports, we can inspire students to conduct themselves in a responsible and respectful manner.

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

Perceptions Strengths

- Provide multiple opportunities to involve families and the Stanley community in a variety of events: Meet the Teacher Night, Carnival, Veteran's Day Program, Grandparent's Day, 2nd and 5th Grade Musical Performances, Jingle Jam, International Night, Field Day, Red Ribbon Week, end of the year Celebration of Learning for each grade level, 5th Grade Clap Out, Fall and Spring Parties.
- Communicate consistently through weekly campus S'more e-mail, website, Twitter, PTA Facebook page, phone calls, and conferences.
- Encourage Stanley fathers to participate in the Watch DOGS program.
- Provide opportunities for parents to share their expertise and teach students about various science concepts via the hands-on K-5 Eureka science lab program.
- Partner with local businesses to hold Spirit Nights.
- School culture/climate initiatives for staff (birthday lunch bunch, planned staff activities & treats).
- Mentoring and support programs such as Watch DOGS, PALS, KEYS, Special Buddies, and peer reading.
- Availability of extracurricular activities such as DI, SPACE, Choir, House Leaders, 5th Grade Choir and Safety Patrol.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stanley Elementary will continue to foster a positive working relationship with all stakeholders.   **Root Cause:** At Stanley, we have several families enrolling from other countries and who speak a different language. We want all families to feel welcome and part of our team to support their students.

Priority Problem Statements

Problem Statement 1: Stanley elementary expects the social-emotional health of students and teachers will need to be supported during the 2024-2025 school year.

Root Cause 1: More students come to school with a variety of social/emotional gaps. This could still be the lasting impact from Covid, a lack of social interactions prior to attending school or possibly life experiences that impact student success at school. For teachers, it's the increase in stress due to the significant demands of their job as well as outside factors that cause stress.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Stanley Elementary 5th grade science STAAR scores tend to be our weakest of all 3 STAAR tests. On the 2024 Science STAAR, 89% of students approached grade level, 71% met grade level and 39% mastered grade level content.

Root Cause 2: The science test is in essence a reading test. Students struggle with content vocabulary.

Problem Statement 2 Areas: Student Learning

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

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Stanley Elementary has an incredibly diverse EB population with unique language acquisition needs.

Root Cause 4: The campus encourages and supports new hires and current staff to continue their ESL professional development. We will emphasize the importance of best practices and strategies to support all EB students through training and job embedded professional development facilitated by our ESL Teachers.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Stanley Elementary will continue to foster a positive working relationship with all stakeholders.

Root Cause 5: At Stanley, we have several families enrolling from other countries and who speak a different language. We want all families to feel welcome and part of our team to support their students.

Problem Statement 5 Areas: 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

HB3 Goal

Evaluation Data Sources: counselor schedule, bullying survey results, BHIP data

Strategy 1 Details				Reviews			
Strategy 1: The campus will provide programs to educate students, teachers and families on bullying prevention.				**Formative**			**Summative**
Staff Responsible for Monitoring: Janet Hammond				**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

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

Performance Objective 1: Stanley Elementary will improve the number of students who meet expectations on all reading and math major assessments (including STAAR) to 90%.

> **Evaluation Data Sources:** major assessment data, STAAR, student grades, small group data

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

Performance Objective 2: Stanley Elementary will increase our percentage of students mastering science content on major assessments (including STAAR) to 40%.

    Evaluation Data Sources: major assessment data, STAAR, student grades, small group data

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

Performance Objective 3: Stanley Elementary will increase our percentage of students mastering math concepts on major assessments (including STAAR) to 60%.

    Evaluation Data Sources: major assessment data, STAAR, student grades, small group data

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

Performance Objective 4: HB3: The percent of Stanley elementary 3rd grade students who achieve meets and above in Reading will increase to 88% by July 2025.

HB3 Goal

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

Performance Objective 5: HB3: The percent of Stanley elementary 3rd grade students who achieve meets and above in Math will increase to 85% by July 2025.

HB3 Goal

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

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

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: By February of 2025, Stanley staff will share information three times to promote the virtual engagement series offered by the EB Support division with families of EB students in our community.

    Evaluation Data Sources: communication record and parent attendance

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: Stanley will 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.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
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							
Strategy 2 Details				**Reviews**			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities, and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers							

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Stanley Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Our Academic Support teachers, which are funded through SCE, support our Tier II and Tier III MTSS students. They work to fill educational gaps, increase student achievement and reduce dropout rates by providing supplemental programs and services. They target specific skills students struggle with, collaborate with teachers to improve student performance on district and campus assessments as well as STAAR and ensure student growth in reading and math.

Personnel for Stanley Elementary

Name	Position	FTE
Kellie Little	Teacher	1
Le Anna Foley	Teacher	1

Addendums

The Percent of **Stanley** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 88% to 90% by July 2029.

Stanley: Goals

3rd Grade Reading Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	88%					
State Rate	46%					
Met State Rate	Yes					
Internal Goal	-	88%	89%	89%	90%	90%
Met Internal Goal	-					

Stanley: Targets

3rd Grade Reading Meets or Above

		# 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
	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	8	50%	22	91%	40	88%	1	0%	78	91%	0		6	100%	18	44%	24	71%	42	83%
	2025 Target																54%		81%		

The Percent of **Stanley** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 85% to 87% by July 2029.

Stanley: Goals

3rd Grade Math Meets or Above

	2024	2025	2026	2027	2028	2029
Actual	85%					
State Rate	40%					
Met State Rate	Yes					
Internal Goal	-	85%	86%	86%	87%	87%
Met Internal Goal	-					

Stanley: Targets

3rd Grade Math Meets or Above

		# 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
	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	8	38%	22	77%	40	88%	1	0%	77	92%	0		6	83%	18	44%	23	61%	41	85%
	2025 Target																54%		71%		