

Katy Independent School District
Stephens Elementary
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

Breaking Barriers... Inspiring Tomorrow's Leaders

Values

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	20
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	31
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	33
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	34
Goal 5: Katy ISD will actively support the emotional well-being of all learners.	36
State Compensatory	38
Budget for Stephens Elementary	39
Personnel for Stephens Elementary	39
Title I	39
1. Comprehensive Needs Assessment (CNA)	40
1.1: Comprehensive Needs Assessment	40
2. Campus Improvement Plan	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	42
3. Annual Evaluation	42
3.1: Annually evaluate the schoolwide plan	42
4. Parent and Family Engagement (PFE)	42
4.1: Develop and distribute Parent and Family Engagement Policy	42
4.2: Offer flexible number of parent involvement meetings	43
5. Targeted Assistance Schools Only	43
5.1: Determine which students will be served by following local policy	43
Title I Personnel	43
2022-2023 Campus Advisory Council	44
Campus Funding Summary	45

Comprehensive Needs Assessment

Revised/Approved: June 29, 2022

Demographics

Demographics Summary

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

Although this improvement plan focuses on the 2022-2023 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 2021-2022 school year with an enrollment of 636 students, and we are projected for an enrollment of 594 students for 2022-2023. 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, parent conferences, special education requirements, and end-of-the-year procedures. With one on one buddies assigned to every new staff member, we provide ongoing, targeted, job-embedded professional learning. As of June of 2022, 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 10 new teachers to campus for the 2022-2023 academic year. The staff turnover rate can be attributed to growth and program moves in Special Education as well as teachers looking for growth opportunities that were not available on campus. 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 2022, USE had a total number of 1,461 absence days for staff for reasons other than professional development and school business. This averages to approximately 7.81 absences on campus each day for the 2021-2022 academic year. Absence reasons included: Personal Illness, Family Illness, Death, COVID, Disability, and Personal Business. We unfortunately lost two staff members to cancer in the 2021-2022 academic year, which impacted staff morale and continues to weigh on staff. COVID specific coded absences were 197.5 days. Absenteeism is a workplace challenge and was a struggle this past year due to COVID learning loss and the mental health needs of educators.. When school staff is absent they cannot contribute in meaningful ways to the achievement of the school's goals and objectives.

Demographics Strengths

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

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

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

New Teacher Onboarding (described above)

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

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

Learning Walks are made available for every teacher to visit and learn from professional colleagues

Professional development provided at every Cultivate, Learn, Grow meeting 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): 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2 (Prioritized): Student achievement is declining in math and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3 (Prioritized): African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies and building relationships in the classroom.

Student Learning

Student Learning Summary

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

For the 2018-2019 school year, Stephens Elementary received the following scores:

- Domain 1 - Student Achievement: 80 - B
- Domain 2 - School Progress (Best of 2A or 2B)
 - 2A - Academic Growth: 72 - C
 - 2B - Relative Performance: 85 - B
- Domain 3 - Closing the Gaps: 76 - C

These scores result in Stephens Elementary receiving a 2019 Texas Accountability score of an 82 - B. Stephens Elementary received the following Distinction Designations:

- ELA/Reading
- Postsecondary Readiness

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

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

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

Grade	2016	2017	2018*	2019	2020**	2021***	2022
First Grade	63%	39%	N/A	67%	N/A	N/A	83%
Second Grade	60%	62%	N/A	71%	N/A	33%	45%
Third Grade	48%	83%	N/A	45%	N/A	0%	61%
Fourth Grade	67%	44%	N/A	57%	N/A	83%	36%
Fifth Grade	92%	82%	N/A	65%	N/A	N/A	49%

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

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

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

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

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

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

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

2022 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	89%	58%	33%
4th Reading	78%	57%	31%
5th Reading	72%	47%	29%
3rd Math	79%	43%	22%
4th Math	77%	48%	29%
5th Math	62%	24%	8%
5th Science	58%	27%	15%

READING

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

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

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

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

MATH

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

STAAR Math (Approaches)					STAAR Math (Meets)					STAAR Math (Masters)					STAAR Math (Made Any Progress)					
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
3rd Grade	91%	84%	83%	81%	79%	51%	50%	41%	45%	43%	18%	21%	15%	22%	22%	N/A	N/A	N/A	N/A	N/A
4th Grade	84%	90%	76%	61%	77%	55%	65%	48%	33%	48%	30%	39%	26%	15%	29%	50%	73%	49%	N/A	63%
5th Grade	98%	94%	95%	70%	62%	53%	76%	59%	39%	24%	19%	32%	37%	21%	8%	81%	75%	65%	N/A	53%

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

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

SCIENCE

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

	STAAR Science (Approaches)					STAAR Science (Meets)					STAAR Science (Masters)				
	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022	2017	2018	2019	2021	2022
5th Grade	90%	90%	86%	71%	58%	42%	48%	58%	29%	27%	30%	39%	25%	9%	15%

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

- 20% of Special education students scored at the approaches level or above, a decrease of 18% from 2021 and 38% lower than the campus average. Of those students, 3% scored at Meets (24% below campus average) and 0% at Masters.
- Our African American students scored better than the campus average, with 64% scoring at the approaches level or above (6% higher than the campus average). African American students scoring at the Meets level decreased by 17% to 14%, and Masters decreased by 1% to 7%.
- 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 teachers and students.

READING

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

MATH

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

SCIENCE

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement is declining in math and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 2 (Prioritized): African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies and building relationships in the classroom.

Problem Statement 3 (Prioritized): 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 4 (Prioritized): The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time. **Root Cause:** Teachers need further training in the use of data to inform and execute instructional next steps for each individual student in order to more positively impact student learning. Data analysis, reflection, planning and professional development need to be integrated as they are not separate processes.

Problem Statement 5 (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.

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, 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 Circle Progress Monitoring to track student growth. Katy ISD provides access to technology programs that adapt to students' individual needs in Reading (I-Station) and Math (Dreambox) for grades K-5. Additional formative and summative assessment data such as NWEA Map Growth, DLAs, CBAs and STAAR are used to track student growth. The reading levels of K-5 students are formally assessed twice a year. Early literacy assessments, TX KEA and TPRI/Tejas Lee, 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, 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: I-Station, Study Island, Dreambox, Nearpod, Padlet, Educreations, PicCollage, 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): The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.

Root Cause: Teachers need further training in the use of data to inform and execute instructional next steps for each individual student in order to more positively impact student learning. Data analysis, reflection, planning and professional development need to be integrated as they are not separate processes.

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 subs love to work and consistently compliment us on our student behavior. 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.

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

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 parent communication regarding opportunities for parental involvement as well as ensuring multiple ways for parents to become engaged.

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: Student achievement is declining in math and science.

Root Cause 1: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.

Root Cause 2: Teachers need further training in the use of data to inform and execute instructional next steps for each individual student in order to more positively impact student learning. Data analysis, reflection, planning and professional development need to be integrated as they are not separate processes.

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

Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average.

Root Cause 3: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: African American students, our second-largest subpopulation, is underperforming in most grade levels/content areas.

Root Cause 4: The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies and building relationships in the classroom.

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: Student Learning - Perceptions

Problem Statement 6: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education.

Root Cause 6: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensuring multiple ways for parents to become engaged.

Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Goals



Revised/Approved: September 27, 2022







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

Performance Objective 1: HB3: The percent of Stephens Elementary students who achieve Meets and above in 3rd Grade STAAR Reading will increase from 58% to 59% by July 2023.

HB3 Goal

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from TX KEA, TPRI, F&P benchmarks, and campus phonics screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Edmentum Study Island - 211 - Title I Part A - \$2,429.38, Amplify Reading - 211 - Title I Part A - \$3,396</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: (Emergent Bilinguals) Monitor EB's academic progress and linguistic support by ensuring that the ELPS (English Language Proficiency Standards) are implemented in all content areas. Train all EB staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), pre-LAS, LAS Links, STAAR and TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: ESL ISST / Bilingual Team Leader</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Spanish language intervention materials - 211 - Title I Part A - \$4,148</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.</p> <p>Strategy's Expected Result/Impact: Increase in use of technology Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: Technology - 211 - Title I Part A - \$11,124.64</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
Student Learning
<p>Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>

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

Performance Objective 2: On the Spring 2023 STAAR Reading/Language Arts assessments, 81% of students will score at the approaches level and 57% at meets or above.

Evaluation Data Sources: STAAR RLA Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required reading TEKS for all sub populations through the use of Title 1, Special Education, and GOF/State Comp Ed. Funds.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: ELA Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p> <p>Funding Sources: Title I Reading Intervention Teacher - 211 - Title I Part A - \$68,687.33, Instructional Materials and Online Subscriptions - 211 - Title I Part A - \$13,009.76, Tutorials - 211 - Title I Part A - \$4,500, Tutorials - 192 - Special Project - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:



Demographics
<p>Problem Statement 1: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
Student Learning
<p>Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>


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


Performance Objective 3: HB3: The percent of Stephens Elementary students who achieve Meets and above in 3rd Grade STAAR Math will increase from 43% to 45% by July 2023.


HB3 Goal


Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from Dreambox, numeracy progressions, fact fluency programs and campus math screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p> <p>Funding Sources: Renaissance - 211 - Title I Part A - \$2,184.37, Study Island - 211 - Title I Part A - \$2,429.38, Reflex Math - 211 - Title I Part A - \$1,265, Accelerate learning, stemsscopes math - 211 - Title I Part A - \$2,331.48, Math books - 211 - Title I Part A - \$581.72</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Problem Statement 2: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>

Student Learning






Problem Statement 1: Student achievement is declining in math and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. **Root Cause:** Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

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

Performance Objective 4: On the Spring 2023 STAAR Math assessments, 75% of students will score at the approaches level and 41% at meets or above.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required math TEKS for all sub populations through Title 1, GOF, and Special Education.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Math Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p> <p>Funding Sources: Title I Math Supplemental Intervention - 211 - Title I Part A - \$68,687.33, Instructional Materials and Online Subscriptions - 211 - Title I Part A - \$11,995.55, Professional Development - 211 - Title I Part A - \$4,000, Tutorials - 211 - Title I Part A - \$4,500, Tutorials - 192 - Special Project - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
		 10%		
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 1: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Problem Statement 2: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
<p>Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>

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

Performance Objective 5: On the Spring 2023 STAAR Science assessment, 61% of 5th Grade students will score at the approaches level and 30% at meets or above.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize high quality instructional materials, online resources, technology devices, learning from professional development, and tutorials to provide quality first instruction and targeted intervention to ensure the mastery of required science TEKS for all sub populations through Title 1 and special education.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Science Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3</p> <p>Funding Sources: Tutorials - 211 - Title I Part A - \$500, Title I Science Teacher - 211 - Title I Part A - \$68,687.34, Instructional Materials/Online Subscriptions - 211 - Title I Part A - \$1,458.50</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:







Demographics
<p>Problem Statement 1: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Problem Statement 2: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
Student Learning
<p>Problem Statement 1: Student achievement is declining in math and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
<p>Problem Statement 3: 66.1% of Stephens' student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Stephens Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>

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

Performance Objective 6: The campus leadership team will continue to support camps staff in PLCs to ensure effective collaborative planning, increased opportunities for students to use critical thinking skills, data analysis, and the development of reteach and intervention plans during weekly planning and Power Planning cycles.

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









Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will utilize a variety of informal and formal assessments to track student growth on essential standards throughout the year. Data from these assessments will be reviewed during weekly planning to develop instructional plans that meet individual student needs. Performance data on each student group will be reviewed at least twice per grading period to monitor student growth.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth throughout the school year and receive targeted instruction to meet individual needs.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Renaissance - 211 - Title I Part A - \$2,184.38, Study Island - 211 - Title I Part A - \$1,214.69</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will meet in professional learning communities prior to each grading period to road map, create common assessments, and discuss student progress.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus leadership team will meet at least three times per grading period to review data from campus learning walks and observations/walkthroughs in order to monitor instructional delivery and determine teacher, grade level, or campus professional development needs.</p> <p>Strategy's Expected Result/Impact: Monitoring instructional delivery will benefit students in classrooms.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Leadership Team Professional Development - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

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


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


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


High Priority


Evaluation Data Sources: STAAR, student participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Students entering grades 1-3 who were identified as needing additional support prior to the 23-24 school year will be invited to the "Jumpstart" program in July to close gaps and students who failed STAAR reading and/or math in the spring of 2023 entering 4th and 5th grade will be invited to the "Stephens Summer Academy" to begin receiving intervention and HB4545 hours.</p> <p>Strategy's Expected Result/Impact: Students have additional learning opportunities to master content from previous grade level so they are ready for their new grade level curriculum.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teachers, Paras - 211 - Title I Part A - \$15,000, Teachers, Paras, materials - 282 - ESSER III - \$21,512</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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

Performance Objective 9: ESF: Data from campus learning walks will show teachers using higher-order questioning skills (open ended, multiple answers, justification) at least 70% of the time.







Evaluation Data Sources: Campus learning walk form

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will receive training on building critical thinking classrooms in August 2022, as well as continued training during the first semester of Cultivate. Learn. Grow. through ILT book study of Promoting Rigor Through Higher Level Questioning.</p> <p>Strategy's Expected Result/Impact: Increase of higher-order thinking questions seen during instruction.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

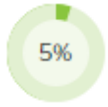


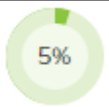




Evaluation Data Sources: DLA, Common Assessments, STAAR, Small Group anecdotal records

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

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

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








Evaluation Data Sources: CBA, DLA, Study Island, Dreambox

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

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

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



Evaluation Data Sources: End of Year Conferences







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

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Stephens Elementary will increase the percentage of parents engaged in school activities/events by 10% during the 2021-2022 school year.

Evaluation Data Sources: Surveys, Volunteer Hours, Calendar of Events








Strategy 1 Details	Reviews			
<p>Strategy 1: Promote family and community engagement by hosting academic nights and training sessions at a variety of times, to assist parents with learning in their home language, and distributing the Parent and Family Engagement policy and School-Parent Compact.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and attendance</p> <p>Staff Responsible for Monitoring: Title I Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Snacks for Parent Events - 211 - Title I Part A - \$1,000, Contracted Vendors for Family Nights - 211 - Title I Part A - \$3,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school.</p> <p>Strategy's Expected Result/Impact: Increased in student achievement</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program to identified students in ESL/Bilingual.</p> <p>Strategy's Expected Result/Impact: Increased PK/K registration</p> <p>Staff Responsible for Monitoring: PK/K Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

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

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

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










Evaluation Data Sources: Discipline Data

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

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

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

Evaluation Data Sources: Completion of mandatory drills

Strategy 1 Details	Reviews			
Strategy 1: Conduct the district required safety drills and training with both staff and students. Strategy's Expected Result/Impact: Maintain a safe environment Staff Responsible for Monitoring: Safety Coordinator	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support better understanding of the social and emotional needs of gifted students through professional development. Strategy's Expected Result/Impact: Increase in achievement of GT students Staff Responsible for Monitoring: GT Teacher	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement school-wide social-emotional learning curriculum to support the social and emotional learning of all 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 and Counselor Funding Sources: Rethink SEL Curriculum - 211 - Title I Part A - \$5,100	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students and teachers as appropriate throughout the school year. Strategy's Expected Result/Impact: Awareness of violence and bullying prevention will increase. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Stephens Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Stephens Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anabel Gibbs	Teacher	1
Melissa Seymour	Teacher	1
Thelma Ginsburg	Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

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

We are committed to:

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

Our campus will:

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is collaboratively developed and input is provided by school staff, parents, and community and business members through Campus Advisory Team meetings four times per year (September, November, February and April) as well as additional opportunities for feedback from the school community throughout the school year.

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

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

2.5: Increased learning time and well-rounded education

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Stephens Elementary will review and update the Parent and Family Engagement Policy each Spring, with input from a variety of stakeholders. The policy will be distributed to all families in the fall semester.

4.2: Offer flexible number of parent involvement meetings

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

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

Other programs which encourage Parental involvement are as follows:

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

5. Targeted Assistance Schools Only

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>
Kelli Hamilton	Teacher	Title I	1
Stacy Slater	Teacher	Title I	1
Susan Ethridge	Teacher	Title I	1

2022-2023 Campus Advisory Council

Committee Role	Name	Position
Administrator	Michael Schwartz	Principal
Non-classroom Professional	Jillian Solberg	Instructional Coordinator / KIC Representative
Administrator	LaSaundra Oliver	Assistant Principal
Non-classroom Professional	Susan Ethridge	Title I Academic Support Teacher
District-level Professional	Tiffany White	Title I Coordinator
District-level Professional	Ashley Muzny	Title I Specialist
Classroom Teacher	Oleksandr Hirka	PE Teacher
Classroom Teacher	Victoria Watanak	4th Grade Teacher
Non-classroom Professional	Melissa Seymour	Math Academic Support Teacher
Parent	Rochelle Camarillo	Parent
Community Representative	Frederick Reed	Community Representative
District-level Professional	Stephen Grant	District Representative
Parent	Lynda Harp	Parent
Parent	Maria Benumea	Parent
Parent	Alejandra Gomez	Parent
Parent	Rachel Cadenhead	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$3,000.00
1	4	1	Tutorials		\$3,000.00
Sub-Total					\$6,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Amplify Reading		\$3,396.00
1	1	1	Edmentum Study Island		\$2,429.38
1	1	2	Spanish language intervention materials		\$4,148.00
1	1	3	Technology		\$11,124.64
1	2	1	Title I Reading Intervention Teacher		\$68,687.33
1	2	1	Instructional Materials and Online Subscriptions		\$13,009.76
1	2	1	Tutorials		\$4,500.00
1	3	1	Renaissance		\$2,184.37
1	3	1	Accelerate learning, stemsscopes math		\$2,331.48
1	3	1	Study Island		\$2,429.38
1	3	1	Math books		\$581.72
1	3	1	Reflex Math		\$1,265.00
1	4	1	Title I Math Supplemental Intervention		\$68,687.33
1	4	1	Instructional Materials and Online Subscriptions		\$11,995.55
1	4	1	Professional Development		\$4,000.00
1	4	1	Tutorials		\$4,500.00
1	5	1	Tutorials		\$500.00
1	5	1	Title I Science Teacher		\$68,687.34
1	5	1	Instructional Materials/Online Subscriptions		\$1,458.50
1	6	1	Renaissance		\$2,184.38
1	6	1	Study Island		\$1,214.69
1	6	3	Leadership Team Professional Development		\$5,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Teachers, Paras		\$15,000.00
4	1	1	Snacks for Parent Events		\$1,000.00
4	1	1	Contracted Vendors for Family Nights		\$3,500.00
5	1	1	Online Subscription		\$1,466.15
5	2	3	Rethink SEL Curriculum		\$5,100.00
Sub-Total					\$310,381.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Teachers, Paras, materials		\$21,512.00
Sub-Total					\$21,512.00

Addendums

Texas Education Agency 2019 Accountability Ratings Overall Summary URSULA STEPHENS EL (101914128) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		80	B
STAAR Performance	53	80	
College, Career and Military Readiness Graduation Rate			
School Progress		85	B
Academic Growth	70	72	C
Relative Performance (Eco Dis: 67.3%)	53	85	B
Closing the Gaps	73	76	C

Identification of Schools for Improvement

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

Distinction Designations

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



House Bill 3

Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency
Reading Meets and Masters Performance

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

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

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

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	44%	41%	29%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Sundown	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
Sundown	3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
		2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
		2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
		2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
		Met Target		N		N		Y				Y						Y		N		N
		2023		64%		50%		36%		0%		75%				50%		34%		46%		43%
		2024		64%		50%		36%		0%		75%				50%		39%		46%		48%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			41%	43%	45%	47%
Actual	50%	40%	45%	43%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Stephens	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
	2021 Actual		15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
	2022 Target			15%		55%		45%		0%		75%				0%		21%		48%		52%
	2022 Actual		10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
	Met Target			Y		N		Y				N						N		N		N
	2023			15%		55%		45%		0%		75%				0%		30%		47%		57%
	2024			15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	44%	46%
Actual	43%	39%	17%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Sundown	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
	2021 Actual		16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
	2022 Target			55%		40%		43%		0%		75%				0%		25%		41%		49%
	2022 Actual		17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
	Met Target			N		N		Y				N						N		N		N
	2023			55%		38%		43%		0%		75%				0%		30%		41%		39%
	2024			55%		38%		43%		0%		75%				0%		35%		46%		39%