

Katy Independent School District
Stephens Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Through a partnership with parents and educators in our community, Ursula Stephens Elementary is committed to: Understanding and meeting the needs of diverse learners by creating a safe and positive learning experience for which Excellence is modeled and expected by all members of the Stephens Elementary Family.

Vision

Stephens Elementary will develop lifelong learners that will be successful in society by providing an exemplary learning environment infused with quality, courtesy, and high expectations.

Value Statement

At Ursula Stephens Elementary, we value each person's cultural differences and build upon the rich diversity that is offered on our campus. We value our parents' continued involvement and the on-going partnership with the community. Through team collaboration and support from the administration team, professional learning is encouraged and enhanced. We are motivated by a strong desire and commitment to academic success and exemplary standards.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Stephens Elementary is a twelve-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 Program (YCAP), one Autism Support and Intervention Programs (ASIP), and one Bilingual Preschool Program for Children with Disabilities (PPCD).

Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in the 2016-2017 Texas Academic Performance Report. Student enrollment at Stephens Elementary has dropped slightly to 752 students from 756 students. Stephens continues to be a diverse campus with 70.3% Hispanics, 14.1% White, 9.8% are African American, 2.9% Asian, .3% Pacific Islanders, and 1.1% Two-or - More Races.

The 11.6% student mobility rate for Stephens Elementary is well below both state and district averages. At 97.3%, the attendance rate is one of the highest in the school district and above the state 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 four bus routes serving the school. Stephens Elementary student groups include 52.1% English Learners (ELs), 2.9% Gifted and Talented, and 11.4% Special Education. Additionally, 71.1% are economically disadvantaged, 72.8% are identified as at-risk.

Stephens Elementary employs 98 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, 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 teacher. New hires attend two days of district level training in August, and we regularly provide campus-based New Teacher training with our Instructional Coaches. Each new teacher attends regularly scheduled new staff training days which are led by the building principal. During these training days, 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 May of 2018, 100% of teachers are ESL certified. This is important since our student population is becoming increasingly limited English proficient.

Stephens Elementary has hired ten new teachers for the 2018-2019 academic year. A contribution to this is that staff members are staying at home with new babies and moving. 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, especially in the hiring of new staff. 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 were their strengths? All staff members took Strength Finders.
What forms of recognition do they most appreciate?

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.

Stephens Elementary employs approximately 98 staff that includes administrative staff, teachers, and paraprofessionals. As of May 2018, USE had a total number of 592 absences for staff. This averages to approximately 3.36 absences on campus each day for the 2018-2019 academic year. Absence reasons included: Personal Illness, Family Illness, Death, and Personal Business. Absenteeism is a workplace challenge. 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.
3. Our attendance rate at Stephens Elementary continues to remain about the same. The rate was 97.4% in 2012-2013, 97.3% in 2013-2014, and 97.3% in 2014-2015. The rate is also above both the state 95.7% and district 96.9% 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 Academy (described above)
Buddy Teachers for every teacher that is new to the campus

Support of the Instructional Support team for the first two weeks 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 Learning to Shine meetings and supported financially through local, state, and national conferences
Grade level professional learning communities strengthen instruction through weekly planning with our Instructional Coaches
Administrative walk throughs occur multiple times per semester for every teacher to receive crucial feedback
Vertical academic teams strengthen alignment of curricular objectives and instructional strategies
Structuring time to allow teams to have 2 ½ hours of uninterrupted planning sessions periodically throughout the year

Problem Statements Identifying Demographics Needs

Problem Statement 1: 67.5% of Stephens' student population are considered at-risk. This is above the district and state average. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: As the third most at-risk campus in the district, we continue to lose quality trained staff members to campuses with a smaller at-risk population. **Root Cause:** Our district is growing and opening new campuses, where teachers transfer to be closer to home.

Student Academic Achievement

Student Academic Achievement Summary

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 in EL's. The evidence shows a _____ progress in TELPAS.

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

Grade	2016	2017	2018	Difference
First Grade	63%	39%	coming 10-1	
Second Grade	60%	62%	coming 10-1	
Third Grade	48%	83%	coming 10-1	
Fourth Grade	67%	44%	coming 10-1	
Fifth Grade	92%	82%	coming 10-1	

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2018 scores dropped in all areas except science. The largest change is in reading, which decreased by 4%.

All Grade Levels (Approaches)		
	2017	2018
Reading	91%	87%
Math	92%	89%
Writing	75%	72%
Science	90%	90%

The 2018 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to success 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 mastered all content and have a high probability of success in the next grade level.

2018 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	86%	48%	25%
4th Reading	85%	50%	25%
5th Reading	92%	51%	30%
3rd Math	84%	50%	21%
4th Math	90%	65%	39%
5th Math	94%	76%	32%
4th Writing	72%	47%	15%
5th Science	90%	48%	20%

READING

Looking deeper at the comparison between STAAR reading 2018 and 2017 for all grade levels, and sub-populations revealed the following:

	STAAR Reading (Approaches)		STAAR Reading (Meets)		STAAR Reading (Masters)		STAAR Reading (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	88%	86%	61%	48%	32%	25%	N/A	N/A
4th Grade	88%	85%	43%	50%	25%	25%	61%	54%
5th Grade	97%	92%	55%	51%	28%	30%	67%	82%

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

- Special Education scores for approaches show a 42% decline in 4th grade and a 13% decline in 5th grade. Only 43% of Special Education students made progress in 4th grade.
- Economically disadvantaged students scored around the same in both 3rd and 4th grade, but dropped 9% in 5th grade.
- English Learners (EL's) scored in the low 80%'s in 3rd and 5th grade with 3rd grade decreasing by 12%.

- Hispanic students in 5th grade decline at the approaches level and 3rd grade declined at the masters level. Students in 3rd and 5th declined at the meets level.
- African American students at the approaches level declined 12% in 3rd, 4th and 5th combined. The largest drop was in 4th grade at 43%.
- Asian students declined 17% at the master’s level in both 3rd and 5th grade. There was a 25% decrease in 4th grade at the master’s level and at the 5th grade approaches level.
- 100% of Gifted/Talented students scored Approaches, 94% scored Meets, and 94% scored Masters. The meets level dropped by 6%.
- Students making progress in 4th grade declined by 7%.

The most significant finding(s) during the analysis of all reading academic achievement data, across all grade levels and sub-populations, indicates that reading declined in 8 out of 11 areas. _

MATH

Looking deeper at the comparison between STAAR math 2018 and 2017 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	2017	2018	2017	2018	2017	2018
3rd Grade	91%	84%	51%	50%	18%	21%	N/A	N/A
4th Grade	84%	90%	55%	65%	30%	39%	50%	73%
5th Grade	98%	94%	53%	76%	19%	32%	81%	75%

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

- Special Education scores for 4th grade show students significantly declined in approaches, meets, and master grade level. The most significant decline was at the meets level with a 39% decline. Only 50% of Special Educations students showed progress in 4th grade.
- Economically disadvantaged students in 3rd, 4th, and 5th declined in approaches grade level with the greatest decline in 3rd grade at 5%.

- African American students achieving at the approaches level decreased from 87% to 57%, which is 30% drop.
- Hispanic students scoring at the approaches level in 3rd grade decreased by 5% and in 5th grade by 8%.
- White students in 3rd grade decreased by 11% in approaches and 4% in meets.
- EL's in 3rd grade decreased by 24% at the approaches level and 44% at the meets level.
- Asian students in both 4th and 5th grade decreased by 25% at the master's level.
- GT students in 5th grade showed a 20% decrease in master's grade level and 20% drop in progress.
- Only 80% of English Learners made progress in 5th grade, which is a 20% drop from the previous year.

The most significant finding(s) during the analysis of all math academic achievement data, across all grade levels and sub-populations, shows that EL's and Special Education students' performance declined.

WRITING

Looking deeper at the comparison between STAAR writing 2018 and 2017, and sub-populations revealed the following:

	STAAR Writing (Approaches)		STAAR Writing (Meets)		STAAR Writing (Masters)	
	2017	2018	2017	2018	2017	2018
4 th Grade	75%	72%	38%	47%	9%	15%

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

- GT students show a 20% decline in students scoring at the meets grade level.
- White students dropped 11% at the approaches level and 13% at the master's level.
- African American students decreased 16% at the approaches level and 0% scored at the master's level.
- Economically disadvantaged and special education students decreased at the approaches grade level.
- No special education students scored at the meets or masters grade level.
- No students scored an 8 on the composition portion of the writing and only 4 students scored a 7.

SCIENCE

Looking deeper at the comparison between STAAR science 2018 and 2017 for, and sub-populations revealed the following:

	STAAR Science (Approaches)		STAAR Science (Meets)		STAAR Science (Masters)	
	2017	2018	2017	2018	2017	2018
5th Grade	90%	90%	42%	48%	30%	39%

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

- Special education students scored at 55% for approaches level, which is a 16% decline from 2017.
- GT students scoring at the master’s level declined 15%.

Stephens Elementary earned an overall score of 89. The highest scale score was in closing the gaps (92) and the lowest was in student achievement (83). Stephens earned 6 out of 6 campus distinction designations!

Student Academic Achievement Strengths

Stephens Elementary has a population of hard-working, high achieving students. Stephens is proud of our student achievement strengths, including:

READING

- Students making progress increased by 15% in 5th grade.
- Special Education students in 3rd grade scored 44% at the approaches grade level, which is a 24% increase from the previous year.
- African Americans, White, Special Education, and GT all increased in the percentage of students making progress.

MATH

- Students making progress increased by a combined 6%, therefore a total 74% of students showed growth.
- The overall percentage of all students scoring at the meets grade level increased by 10%.
- Performance levels in 4th grade increased by 6% in approaching, 10% in meets, and 9% in masters.
- Performance levels in 5th grade increased by 23% in meets and 13% in masters.
- The overall performance of African American, Hispanic, White, Economically Disadvantaged, and English Learners all increased in meets grade level.
- The overall performance of Hispanic, White, Economically Disadvantaged, Special Education, English Learners, and GT all increased in master’s

grade level.

- African American, Hispanic, White, Economically Disadvantaged, and English Learners all increased in the percentage of students making progress.

WRITING

- The overall percentage of all students scoring at the meets grade level increased by 9%.
- Hispanic students increased by 6% at the meets level and 8% at the master's grade level.
- English Learner students increased in all performance levels. 30% increase in approaches, 5% at meets, and 11% at master's grade level.

SCIENCE

- The overall percentage of all students scoring at the meets grade level increased by 6%.
- 100% of African American, Asian, and White students met approaches grade level.
- English Learner students increased by 30% in approaches and 10% in meets grade level.
- Economically Disadvantaged students increased by 10% in approaches and 11% in meets grade level.
- African American, Hispanic, Economically Disadvantaged, Special Education, and English Learner all increased in meets grade level.
- African American, Asian, Hispanic, White, Economically Disadvantaged, and Special Education all increased in master's level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that 4th Grade Writing performance dropped by 2 percentage points. No students scored an 8 on their essays. Too many students are unable to effectively develop and communicate an idea in writing. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need additional training in effective writing instruction and conferencing. Training is also needed in how to teach grammar and conventions, and doing so daily.

Problem Statement 2: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause:** Teachers need additional training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers require additional training to be able to consistently use quality and effective questioning during instruction.

Problem Statement 3: The overall percentage of students meeting expected progress for math went down one point. STAAR data indicates that in 2017 45% of third, fourth and fifth-grade students met progress, this year only 44% achieved the same goal. **Root Cause:** To implement an effective first-teach plan that would allow students to show progress in math, teachers are in need of a tailored professional development based on problem-solving techniques proven to work for ELL and at-risk population.

Problem Statement 4: Fifth-grade students passing at the approaches grade level, did not show progress in science. Ninety percent of students score at or above Approached Level, but the students' scores were not enough to meet progress. **Root Cause:** Teachers require professional development focus on

application-level of science concepts. The training that teachers need to build their capacity and science academic-confidence should be STEM-based.

Problem Statement 5: In reading, the percent of students passing at each performance level decreased by at least 4%. **Root Cause:** Teachers require additional professional development on how to confer with students and use strategy groups to target skills.

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: District Learning Assessments, campus common assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Math Workshop. All assessments and programs used assist in teaching 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. I-station, DLAs, campus benchmarks and STAAR are focus areas in grades 3 through 5. Kindergarten through 5th grade all use Fountas and Pinnell to assess the student's reading level. Dyslexia and LEP instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for LEP students.

Parents, teachers, and students at Stephens Elementary take pride in their school and the school's reputation of success. The perception of Stephens Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices, as well as building social character. Our focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As part of the Katy ISD systems, Stephens Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPad, Smartboard, Chrome Books, document camera, and laptops/netbook. 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, research projects, and other educational projects.

Students are encouraged to use a variety of computer programs and IPAD apps such as: Padlet, Educreations, PicCollage, Plickers and Google Drive to create and display assignments/projects. The majority of the teachers are accustomed to integrating use of Smartboard technology include document cameras and Smart Boards into their daily activities and lessons.

School Processes & Programs Strengths

Teacher generated roadmaps that target specific TEKS for instruction
Teacher analyzed heat maps

Teacher created common based assessments
Weekly team planning (PLC)
Bi-weekly local professional development (content collaborative meetings)
Teachers attending outside district professional development
Teachers conducting learning walks to observe peers
Used Title I, Title III and Special Projects to fund teacher tutoring
Providing differentiated instruction
Conducting professional developments

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.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Every student in K-5 has their own device. Each teacher has access to an iPad for individual use of instructional material and 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, iPads, Smartboards, and document cameras in keeping with current technology. Our campus is provided a Classroom Technology Designer as well as Campus Technology Coordinator.

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 “HO HO October” in which staff members receive appreciation gifts throughout the entire month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are at the emergent level of technology integration. **Root Cause:** Technology is consistently changing, which requires

continuous professional development in order to stay abreast of current trends.

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, planners, class Dojo, and social media. Informational documents and graded work are sent home each week in a Tuesday folder. As a Title I campus, we are obligated annually to educate the community about the importance of parental involvement 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 daily in our work room and on 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 Cash, along with positive rewards and praise, are given frequently. We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor works to meet the needs of all our students. She provides the needed guidance, support, and counseling, as well as supports families in need. Stephens Elementary works alongside the Houston Food Bank to set up the Backpack Buddy Program, which provides students in need 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. Woo Hoo Wednesday's were implemented by the Instructional Coaches to highlight teams that are planning effectively. High Five Fridays are also sent out to highlight specific things staff have done throughout the week that better our campus. 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 a runner 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 Math/Reading Family Nights
- Watch D.O.G.S Program
- Donuts with Divas
- Taught the Core Essentials Program
- Held Celebration of Learning Awards

- Provided Title I during orientation meetings for parents
- Hosted a community Jingle Bell Walk
- No Place for Hate Campus
- Implemented PBIS, with a committee
- 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: 39 out of 78 discipline referrals involved physical contact. **Root Cause:** There is a need to increase training of strategies to identify behavioral triggers and how to deescalate behavior.

Problem Statement 2: Although family and community engagement continues to increase, we are not yet at 100% attendance. **Root Cause:** There is a need to increase parent communication regarding opportunities for parental involvement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: July 24, 2017

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

Performance Objective 1: The overall percent of students approaching grade level on STAAR Reading will be 90%.

Evaluation Data Source(s) 1: STAAR Reading

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.	2.4, 2.5, 2.6	Instructional Coach	Increase in student achievement				
Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - Title I Part A - 76727.00, 199 - General Fund - 2000.00							

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 5: In reading, the percent of students passing at each performance level decreased by at least 4%. Root Cause 5: Teachers require additional professional development on how to confer with students and use strategy groups to target skills.

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

Performance Objective 2: The overall percent of students approaching grade level on STAAR Math will be 90%.

Evaluation Data Source(s) 2: STAAR Math

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math TEKS for all sub populations.</p>	2.4, 2.5, 2.6	Instructional Coaches	Increase student achievement				
Funding Sources: 211 - Title I Part A - 76727.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 3: 95% of 5th graders will pass the Science STAAR test at the approaches level.

Evaluation Data Source(s) 3: STAAR Science

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required science TEKS for all sub populations	2.4	Instructional Coaches	Increase in student achievement				
Funding Sources: 211 - Title I Part A - 72477.00, 199 - General Fund - 1000.00							
2) Flexibly regroup 5th grade students during science intervention on Fridays and utilize instructional strategies that are supported by scientifically-based research.	2.4, 2.6	Teachers	Increase in student achievement				
Problem Statements: Student Academic Achievement 4							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 4: Fifth-grade students passing at the approaches grade level, did not show progress in science. Ninety percent of students score at or above Approached Level, but the students' scores were not enough to meet progress. Root Cause 4: Teachers require professional development focus on application-level of science concepts. The training that teachers need to build their capacity and science academic-confidence should be STEM-based.

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

Performance Objective 4: 90% of 4th graders will pass the Writing STAAR test at the approaches grade level.

Evaluation Data Source(s) 4: STAAR Writing

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.</p>	2.4	Instructional Coaches Classroom Teachers	Increase in student achievement				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 6000.00, 199 - General Fund - 5000.00</p>							
2) Flexibly regroup 4th grade students during writing intervention on Fridays and utilize instructional strategies that are supported by scientifically-based research.	2.5	Teachers	Increase in student achievement				

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that 4th Grade Writing performance dropped by 2 percentage points. No students scored an 8 on their essays. Too many students are unable to effectively develop and communicate an idea in writing. Root Cause 1: Students are not effectively able to elaborate and lack voice and craft in their writing. Teachers need additional training in effective writing instruction and conferencing. Training is also needed in how to teach grammar and conventions, and doing so daily.</p>

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

Performance Objective 5: The percent of students making progress on reading and math will increase by 10% for each subject.

Evaluation Data Source(s) 5: STAAR data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) (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>		Instructional Coaches	Increase in use of technology				
Funding Sources: 211 - Title I Part A - 3000.00							
<p>Critical Success Factors CSF 1</p> <p>2) Support better understanding of the social and emotional needs of gifted students through professional development.</p>	2.4	GT Teacher	Increase in achievement of GT students				
<p>3) (English Language Learners) Monitor ELLS' academic progress and linguistic support by ensuring that the ELPs (English Language Proficiency Standards) are implemented in all content areas. Train all ELL staff, administrators and counselors on time-line requirements and state compliance, including LPAC initial training (Verification and Oaths), IPT, STAAR and TELPAS.</p>	2.6	ESL Teachers	Increase in student achievement				
Funding Sources: 199 - General Fund - 500.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Flexibly regroup students in grades 3rd-5th grade to allow for targeted intervention based on student need.</p>	2.4	Teachers	Increase student achievement				
Problem Statements: Student Academic Achievement 2							

5) To meet the needs of students currently not showing progress in reading and math, utilize Title I, Title III, Special Projects, and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time and after school.	2.4, 2.6	Instructional Support Teachers	Increase in student achievement				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I Part A - 2100.00, 199 - State Comp Ed - 180000.00, 263 - Title III LEP - 3500.00, 192 - Special Project - 9000.00						
6) Provide time for teachers to meet in professional learning communities to road map, create common assessments, and discuss student progress.	2.5	Campus Administration	Increase in student achievement				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: 67.5% of Stephens' student population are considered at-risk. This is above the district and state average. Root Cause 1: Staff need additional resources and professional development to differentiate learning experiences for struggling students.
Student Academic Achievement
Problem Statement 2: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. Root Cause 2: Teachers need additional training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers require additional training to be able to consistently use quality and effective questioning during instruction.

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

Performance Objective 1: Teachers and students will utilize data to inform decisions regarding goal setting and instruction. Informal reviews will be held weekly and formal reviews each 9 weeks.

Evaluation Data Source(s) 1: DLA, Common Assessments, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 4 1) Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one years growth.		Teachers	Increase in student achievement				
Problem Statements: Student Academic Achievement 2							
Critical Success Factors CSF 1 CSF 2 2) Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments.		Teachers	Increase in student achievement				

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. Root Cause 2: Teachers need additional training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers require additional training to be able to consistently use quality and effective questioning during instruction.

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: 90% of teachers will score at the proficient level according to TTESS or an alternate instrument.

Evaluation Data Source(s) 1: End of Year Conferences

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.		Administration	Increase in teacher retention and student achievement				

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 parent and community involvement by 5% through offering a variety of activities and events that support student learning.

Evaluation Data Source(s) 1: Surveys, Volunteer Hours

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>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, distributing the parental engagement and family involvement procedure and parent/school compact.</p>	3.1, 3.2	Title I Teachers	Increase parental involvement and attendance				
<p>Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - 5000.00, 199 - General Fund - 200.00</p>							
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.	3.2	Administration	Increased in student achievement				
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.	2.4	PK/K Teachers	Increased PK/K registration				
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.		Counselor	Increased awareness of available junior high programs				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Although family and community engagement continues to increase, we are not yet at 100% attendance. **Root Cause 2:** There is a need to increase parent communication regarding opportunities for parental involvement.

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

Performance Objective 1: Decrease the number of physical contact incidences by 10%.

Evaluation Data Source(s) 1: Discipline Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 4 CSF 6 1) Implement the Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, use of Dojo, and purchase of materials/resources.	2.5	PBIS Committee	Decrease in the number of discipline incidences				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 15993.00, 199 - General Fund - 1000.00							
Critical Success Factors CSF 6 2) Implement strategies and activities to prevent bullying/cyber-bullying to encourage kind and appropriate behavior among all students.	2.5	Counselor	Decrease bullying related discipline incidence.				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 39 out of 78 discipline referrals involved physical contact. Root Cause 1: There is a need to increase training of strategies to identify behavioral triggers and how to deescalate behavior.

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 Source(s) 2: Completion of mandatory drills

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Conduct the district required safety drills and training with both staff and students.		Safety Coordinator	Maintain a safe environment				

State Compensatory

Personnel for Stephens Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Huntley	Teacher	Instructional Support	1
Sharon Dirba	Teacher	Instructional Support	1
Thelma Ginsburg	Teacher	Bilingual Instructional Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP 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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our schoolwide reform strategies provide opportunities for all children to meet the state's Approaches, Meets or Masters passing levels of student

performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by evidence that they increase student performance.
2. Identify evidence-based strategies that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives and other hands-on strategies are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

2.2: Regular monitoring and revision

3: Instruction by highly qualified professional teachers

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. The district completed an Equity Plan to ensure high quality instruction occurs throughout the district. Procedures in use at our campus to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for the "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

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 information contained in the plan is understandable and in a uniform format. The document is written in English, but we have a variety of languages spoken on our campus. On our campus we have personnel that could provide Spanish translation, if needed. 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 have many programs in place to assist our struggling students. 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Stephens Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy. This was agreed on by parents and they will be notified of the policy in an understandable and uniform format. 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.

3.2: 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, PE Night, Book Fairs, Choral and Instrumental Music Programs, International Festival, Art Night, and Math/Science Night , all of which are well-attended events.

Other programs which encourage Parental involvement are as follows:

- Donuts with Dads
- 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 supportiveness 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.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Herod- Krus	Teacher	Title I	1
Mary Katherine Brightwell	Teacher	Title I	1
Stacy Slater	Teacher	Title I	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Stephanie Vaughan	Principal
Non-classroom Professional	Suzanne Oberg	Counselor
Classroom Teacher	Christina Munselle	Teacher
Classroom Teacher	Kathleen Kelly	Teacher
Parent	Shelly Rosemin	Parent
Parent	Vincenzo Vaccaro	Parent
Parent	Allison Trejo	Parent
Non-classroom Professional	Christie Ombrog	Instructional Coordinator
District-level Professional	Marchelle Peters	District - level Professional
Community Representative	Chris Ombrog	Community Representative
Community Representative	Daniel Lopez	Community Representative
Parent	Felicia Campbell Esters	Parent
Parent	Heidy D. Martinez	Parent
Classroom Teacher	Caroline Roberts	Teacher
Classroom Teacher	Stacy Slater	Teacher

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Teacher Salaries		\$9,000.00
Sub-Total					\$9,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Teacher Salaries		\$180,000.00
Sub-Total					\$180,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$2,000.00
1	3	1	Professional Development		\$1,000.00
1	4	1	Instructional Materials		\$5,000.00
1	5	3	Professional Development		\$500.00
4	1	1	Decorations		\$200.00
5	1	1	Professional Development		\$1,000.00
Sub-Total					\$9,700.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Reading Intervention Teacher		\$63,977.00
1	1	1	Instructional Materials and Online Subscriptions		\$4,000.00
1	1	1	Professional Development		\$6,000.00
1	1	1	Tutorials		\$2,750.00
1	2	1	Title I Math Intervention Teacher		\$63,977.00
1	2	1	Instructional Materials and Online Subscriptions		\$4,000.00
1	2	1	Professional Development		\$6,000.00

1	2	1	Tutorials		\$2,750.00
1	3	1	Tutorials		\$500.00
1	3	1	Title I Science Teacher		\$63,977.00
1	3	1	Instructional Materials/Online Subscriptions		\$4,000.00
1	3	1	Professional Development		\$4,000.00
1	4	1	Professional Development		\$6,000.00
1	5	1	Technology Tools		\$3,000.00
1	5	5	Tutorials		\$2,100.00
4	1	1	Snacks for Parent Events		\$1,000.00
4	1	1	Contracted Vendors for Family Nights		\$4,000.00
5	1	1	Professional Development		\$12,993.00
5	1	1	Materials		\$3,000.00
Sub-Total					\$258,024.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Teacher Salaries		\$3,500.00
Sub-Total					\$3,500.00
Grand Total					\$460,224.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

URSULA STEPHENS EL (101914128) - KATY ISD

Accountability Rating

Met Standard

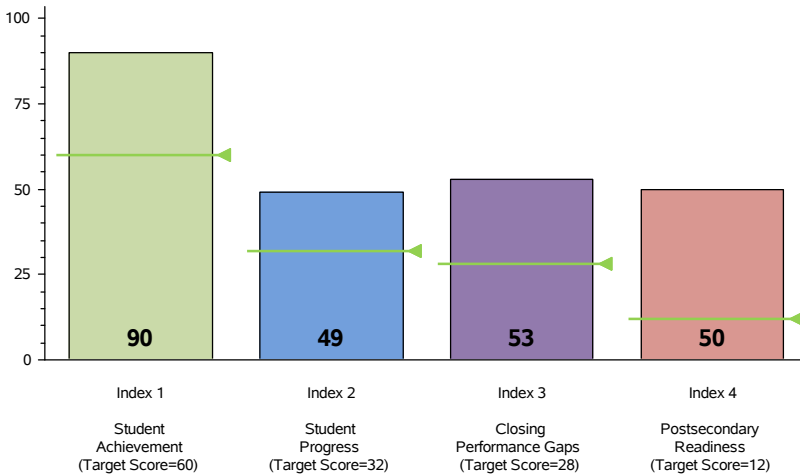
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	718 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	69.6
Percent English Language Learners	47.4
Mobility Rate	12.4
Percent Served by Special Education	12.1
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	761	848	90
2 - Student Progress	584	1,200	49
3 - Closing Performance Gaps	1,054	2,000	53
4 - Postsecondary Readiness			
STAAR Score	49.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		50

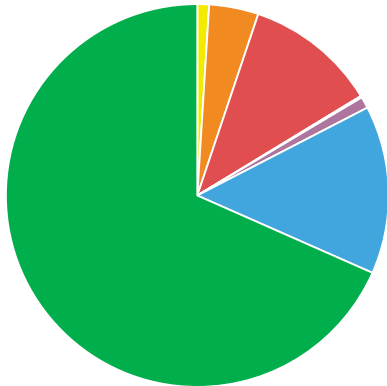
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	22 out of 22 = 100%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	36 out of 36 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

128 - Stephens Elementary

Student Profile



Student Statistics

Total Enrollment	718
At-Risk	67.55%
Low Income	69.22%
Limited English Proficient	47.35%
Special Education	12.12%
Career Technology Educat..	0.00%
Bilingual	35.38%
ESL	11.98%
Gifted/Talented	3.48%
Title I	100.00%
Attendance Rate	96.68%

Race/Ethnicity	#	%
White	102	14.21%
Hispanic	491	68.38%
Asian	30	4.18%
Black/African American	80	11.14%
Two or More Races	7	0.97%
Am Indian/Alaskan Native	7	0.97%
Native Hawaiian Pacific Islander	1	0.14%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.