

**Katy Independent School District**  
**Stephens Elementary**  
**2019-2020 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.

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# Comprehensive Needs Assessment

Revised/Approved: June 28, 2019

## 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 Programs (YCAP), one Autism Support and Intervention Program (ASIP), and one Bilingual Early Childhood Special Education (ECSE) program.

Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from information available in the 2017-2018 Texas Academic Performance Report. Student enrollment at Stephens Elementary has dropped to 692 students from 752 students the previous year. Stephens continues to be a diverse campus with 69.5% Hispanics, 13.3% White, 10.8% are African American, 4.9% Asian, 0.9% American Indians, and 0.6% Two-or -More Races.

The 13.4% student mobility rate for Stephens Elementary is higher than the district average but below the state average. At 97.3%, 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 47.1% English Learners (ELs), 3.9% Gifted and Talented, and 12.3% Special Education. Additionally, 67.5% are economically disadvantaged, 68.6% are identified as at-risk.

Stephens Elementary employs 93 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 or mentor 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 2019, 96.5% of teachers are ESL certified. We encourage all teachers to become ESL certified since our student population is becoming increasingly limited English proficient.

Stephens Elementary has hired 22 new teachers for the 2019-2020 academic year, including two teachers new to the profession. The higher than average staff turnover rate can be attributed to a new Katy ISD elementary school opening in August, program expansion as well as teachers moving out of state.

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 were their strengths? All staff members took Strength Finders. This practice will continue as new staff join Stephens Elementary.

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.

Stephens Elementary employs approximately 93 staff that includes administrative staff, teachers, and paraprofessionals. As of May 2019, USE had a total number of 683 absences for staff. This averages to approximately 3.65 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. 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. The rate was 97.4% in 2012-2013, 97.3% in 2013-2014, 97.3% in 2014-2015, 97.4% in 2015-2016, and 97.3% in 2016-2017. The rate is also above both the state 95.7% and district 96.7% 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 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 Learning to Shine meeting 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 a half day of uninterrupted long-range planning prior to the beginning of each grading period

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 63.8% of Stephens' student population is 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

All schools in Texas receive scores three state accountability areas as well as an overall grade. 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

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 EL's.

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

<b>Grade</b>	<b>2016</b>	<b>2017</b>	<b>2018*</b>	<b>2019</b>
First Grade	63%	39%	N/A	67%
Second Grade	60%	62%	N/A	71%
Third Grade	48%	83%	N/A	45%
Fourth Grade	67%	44%	N/A	57%
Fifth Grade	92%	82%	N/A	65%

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

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2019 scores dropped in all areas. The largest change is in math and science, which each decreased by 4%.

<b>All Grade Levels (Approaches)</b>			
	<b>2017</b>	<b>2018</b>	<b>2019</b>
Reading	91%	87%	86%
Math	92%	89%	85%
Writing	75%	72%	69%
Science	90%	90%	86%

The 2019 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 mastered all content and have a high probability of success in the next grade level.

<b>2019 STAAR ALL Students</b>	<b>APPROACHES Grade Level Performance</b>	<b>MEETS Grade Level Performance</b>	<b>MASTERS Grade Level Performance</b>
<b>3<sup>rd</sup> Reading</b>	81%	41%	26%
<b>4<sup>th</sup> Reading</b>	84%	48%	29%
<b>5<sup>th</sup> Reading</b>	93%	59%	29%
<b>3<sup>rd</sup> Math</b>	83%	41%	15%
<b>4<sup>th</sup> Math</b>	76%	48%	26%
<b>5<sup>th</sup> Math</b>	95%	59%	37%
<b>4<sup>th</sup> Writing</b>	69%	40%	7%
<b>5<sup>th</sup> Science</b>	86%	58%	25%

## READING

Looking deeper at the comparison between STAAR reading 2019 and 2018 for all grade levels, and sub-populations revealed the following:

	<b>STAAR Reading (Approaches)</b>		<b>STAAR Reading (Meets)</b>		<b>STAAR Reading (Masters)</b>		<b>STAAR Reading (Made Any Progress)</b>	
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
<b>3<sup>rd</sup> Grade</b>	86%	81%	48%	41%	25%	26%	N/A	N/A
<b>4<sup>th</sup> Grade</b>	85%	84%	50%	48%	25%	29%	54%	61%
<b>5<sup>th</sup> Grade</b>	92%	93%	51%	59%	30%	29%	82%	73%

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

- Special Education scores for approaches show a 12% increase for 3rd grade, a 35% increase in 4th grade and a 28% decline in 5th grade. Overall, 58% of special education students scored at the approaches level, an increase of 6% from the previous year. However, only 64% of special education students made any progress, a 12% decrease from the previous year.
- Students considered economically disadvantaged scored 1% lower than the campus average for approaches and increased progress by 4% year to year.
- English Learners (EL's) scoring at the approaches level was 85%. This includes 88% of ESL students and 84% of Bilingual students scoring at this level.
- Hispanic students maintained their approaches percentage at 87%. Hispanic students scoring at the Meets level increased by 1% to 49% and Masters level increased by 4% to 28%.
- African American students scoring at the approaches level declined 10%, Meets declined 19% and Masters declined 13%. The percent of African American students making any progress declined 16% to 56%.
- White students scoring at the approaches level increased by 2%, Meets increased 18% and Masters increased by 9%. The percent of white students making any progress increased 7% to 75%.
- Asian students scoring at the approaches level decreased by 1%, Meets increased 6% and Masters increased by 6%. 100% of Asian students made progress this year.
- 100% of Gifted/Talented students scored at the Masters level.
- Only 67% of students made progress in reading.

## MATH

Looking deeper at the comparison between STAAR math 2019 and 2018 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	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>3<sup>rd</sup> Grade</b>	91%	84%	83%	51%	50%	41%	18%	21%	15%	N/A	N/A	N/A
<b>4<sup>th</sup> Grade</b>	84%	90%	76%	55%	65%	48%	30%	39%	26%	50%	73%	49%
<b>5<sup>th</sup> Grade</b>	98%	94%	95%	53%	76%	59%	19%	32%	37%	81%	75%	65%

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 decreased by 3% to 49%, Meets decreased 4% to 13%, and Masters decreased 1% to 6%. Only 61% of special education students made progress in math.
- Economically disadvantaged students scoring at the approaches level matched the campus average, Meets decreased 14% to 47% and Masters decreased 5% to 22%. Only 55% of economically disadvantaged students made progress in math.
- African American students scoring at the approaches level decreased 14%, Meets decreased 28% and Masters decreased 6%. Only 41% of African

American students made progress in math.

- Hispanic students scoring at the approaches level decreased by 1%, Meets decreased by 10%, Masters decreased by 2%. The percentage of Hispanic students making any progress decreased 17% to 56%.
- White students scoring at the approaches level decreased by 6%, Meets decreased 5%, Masters increased 7%. 75% of White students made progress in math, an increase of 5% from last year.
- ELs decreased by 2% at the approaches level however, the ESL students had an 11% decline compared to their bilingual counterparts who increased by 1%. At the Meets level, ELs declined by 11% and at the Master's level there was a 3% decline. The percentage of LEP students making any progress dropped 20% to 53%.
- Asian students at the approaches level decreased by 9%, Meets decreased by 10%, and Masters decreased by 31%. The percentage of our Asian students making any progress went from 100% to 50%.
- 100% of GT students scored at the Meets level and 94% scored Masters.

## WRITING

Looking deeper at the comparison between STAAR writing 2019 and 2018, and sub-populations revealed the following:

	STAAR Writing (Approaches)			STAAR Writing (Meets)			STAAR Writing (Masters)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>4<sup>th</sup> Grade</b>	75%	72%	69%	38%	47%	40%	9%	15%	7%

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

- 100% of GT students scored at the approaches level, 86% at Meets, 43% at Masters.
- 21% of SPED students scored at the approaches level or higher. That is a drop of 12% from 2018.
- African American students decreased 13% at the approaches level to 44%, and none scored at the Masters level.
- Hispanic students scored at or above the campus average at all levels.
- 64% of our LEP population scored at approaches or higher; however 43% of our ESL students scored at this level compared to 72% of our Bilingual students.
- Our White students scoring at approaches or higher increased from 58% to 88%.
- 32% of our students did not receive a passing score on the Composition portion.

## SCIENCE

Looking deeper at the comparison between STAAR science 2019 and 2018 for, and sub-populations revealed the following:

	STAAR Science (Approaches)			STAAR Science (Meets)			STAAR Science (Masters)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>5<sup>th</sup> Grade</b>	90%	90%	86%	42%	48%	58%	30%	39%	25%

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

- 30% of Special education students scored at the approaches level. Of those students, 10% scored at Masters.
- Our African American students decreased 42% at the approaches level, Meets decreased by 40%, and Masters decreased by 1%
- 100% of our GT students scored at the Masters level.
- While our White students saw a 17% decline at the approaches level, there was a 13% increase at the Meets level and a 15% increase at Masters.
- 60% of our Hispanic students scored at Meets, which is above our campus average.

## **Student Academic Achievement Strengths**

Stephens Elementary has a population of hard-working students.

### **READING**

- All of our Asian students made progress in Reading
- Our largest sub-population, Hispanic, showed an increase in progress compared to the previous year and showed a 4% increase at the Masters level.

### **MATH**

- 98% of our Bilingual students in 3rd grade scored at approaches or higher.
- The percentage of white students scoring at the Masters level increased by 7%.

### **WRITING**

- White students scoring at the approaches level increased 30%.
- Bilingual students scoring at the approaches level increased by 5%

### **SCIENCE**

- There was an overall increase of students scoring at the Meets and Masters level.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Student achievement is declining in all content areas. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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:** STAAR data indicates that 4th grade Writing performance has declined the last 4 years. **Root Cause:** Campus needs to vertically align writing instruction in all grade levels. Teachers need additional training in developing student composition skills, as well as effective instruction of grammar and conventions.

**Problem Statement 3:** STAAR data indicates that 56% of students made any progress in Math during the 2018-2019 school year. This is a decrease of 18% from the previous year. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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 4:** African American students, one of our largest sub-populations, is underperforming across all grade levels and content areas. **Root Cause:** The campus demographics are changing, and teachers require additional training in culturally responsive teaching techniques/strategies.

**Problem Statement 5:** The percent of students making any progress in Reading has remained at 67% for 3 consecutive years. **Root Cause:** Teachers need additional training in effective guided reading implementation in K-5.

# 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 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 DLAs, CBAs and STAAR are used to track student growth. The reading levels of K-5 students are formally assessed using the Fountas and Pinnell Benchmark Assessment system twice a year. 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 EL 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 develop student social skills through the implementation of Core Essentials and the Essential 5. 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. 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, Education Galaxy, 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  
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 II and special project funding to provide additional learning opportunities for our students.
3. RTI 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, 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 Outstanding October, in which staff members receive appreciation gifts throughout the entire month.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The implementation of professional development and data analysis procedures has not led to positive trends in student data. **Root Cause:** Teachers need further training in the area of data analysis and small group instruction in order to more positively impact student learning.

## **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, PBIS Rewards, 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 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 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 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. Weekly Woo Hoo's were implemented by the Instructional Coaches to highlight teams that are planning effectively. 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 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 STREAM Family Night
- Watch D.O.G.S Program
- Donuts with Divas
- Taught the Core Essentials Program
- 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:** Discipline referrals increased the previous school year. **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.



# Priority Problem Statements

**Problem Statement 1:** Student achievement is declining in all content areas.

**Root Cause 1:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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:** Student Academic Achievement

**Problem Statement 2:** STAAR data indicates that 56% of students made any progress in Math during the 2018-2019 school year. This is a decrease of 18% from the previous year.

**Root Cause 2:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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 Areas:** Student Academic Achievement

**Problem Statement 3:** The percent of students making any progress in Reading has remained at 67% for 3 consecutive years.

**Root Cause 3:** Teachers need additional training in effective guided reading implementation in K-5.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** STAAR data indicates that 4th grade Writing performance has declined the last 4 years.

**Root Cause 4:** Campus needs to vertically align writing instruction in all grade levels. Teachers need additional training in developing student composition skills, as well as effective instruction of grammar and conventions.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** The implementation of professional development and data analysis procedures has not led to positive trends in student data.

**Root Cause 5:** Teachers need further training in the area of data analysis and small group instruction in order to more positively impact student learning.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 63.8% of Stephens' student population is considered at-risk. This is above the district and state average.

**Root Cause 6:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Although family and community engagement continues to increase, we are not yet at 100% attendance.

**Root Cause 7:** There is a need to increase parent communication regarding opportunities for parental involvement.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Discipline referrals increased the previous school year.

**Root Cause 8:** There is a need to increase training of strategies to identify behavioral triggers and how to deescalate behavior.

**Problem Statement 8 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 Performance Objectives Summative Review from previous year
- 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
- 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
- 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: Behavior and Other Indicators

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

## 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: August 29, 2019

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

**Performance Objective 1:** On the Spring 2020 STAAR Reading assessments, 90% of students will score at the approaches level, 65% at meets and 40% masters.

**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
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 Administrators	Increase in student achievement				
<b>Problem Statements:</b> Student Academic Achievement 1, 5		<b>Funding Sources:</b> 211 - Title I Part A - 80477.00					

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Student achievement is declining in all content areas. <b>Root Cause 1:</b> Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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.

## Student Academic Achievement

**Problem Statement 5:** The percent of students making any progress in Reading has remained at 67% for 3 consecutive years. **Root Cause 5:** Teachers need additional training in effective guided reading implementation in K-5.

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

**Performance Objective 2:** On the Spring 2020 STAAR Math assessments, 90% of students will score at the approaches level, 65% at meets and 40% masters.

**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
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.	2.4, 2.5, 2.6	Instructional Coaches Admin	Increase student achievement				
<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I Part A - 108913.00							
							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student achievement is declining in all content areas. <b>Root Cause 1:</b> Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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.
<b>Problem Statement 3:</b> STAAR data indicates that 56% of students made any progress in Math during the 2018-2019 school year. This is a decrease of 18% from the previous year. <b>Root Cause 3:</b> Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The implementation of professional development and data analysis procedures has not led to positive trends in student data. <b>Root Cause 1:</b> Teachers need further training in the area of data analysis and small group instruction in order to more positively impact student learning.

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

**Performance Objective 3:** On the Spring 2020 STAAR Science assessment, 90% of 5th Grade students will score at the approaches level, 70% at meets and 40% masters.

**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
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 Admin	Increase in student achievement				
<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I Part A - 72477.00							
							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Student achievement is declining in all content areas. <b>Root Cause 1:</b> Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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.

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

**Performance Objective 4:** On the Spring 2020 STAAR Writing assessment, 85% of 4th Grade students will score at the approaches level, 55% at meets and 25% masters.

**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
1) Provide materials, including technology, professional development and targeted intervention resources to ensure the mastery of required Writing TEKS.	2.4, 2.6	Instructional Coaches Classroom Teachers Admin	Increase in student achievement				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I Part A - 6000.00							

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 63.8% of Stephens' student population is considered at-risk. This is above the district and state average. <b>Root Cause 1:</b> Staff need additional resources and professional development to differentiate learning experiences for struggling students.
Student Academic Achievement
<b>Problem Statement 2:</b> STAAR data indicates that 4th grade Writing performance has declined the last 4 years. <b>Root Cause 2:</b> Campus needs to vertically align writing instruction in all grade levels. Teachers need additional training in developing student composition skills, as well as effective instruction of grammar and conventions.

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

**Performance Objective 5:** 75% of students will show expected or accelerated progress in reading and math.

**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
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.		Instructional Coaches	Increase in use of technology				
	<b>Funding Sources:</b> 211 - Title I Part A - 3000.00						
2) Support better understanding of the social and emotional needs of gifted students through professional development.	2.4	GT Teacher	Increase in achievement of GT students				
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.	2.6	ESL Teachers	Increase in student achievement				
	<b>Funding Sources:</b> 199 - General Fund - 500.00						
<b>Additional Targeted Support Strategy</b> 4) 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				
	<b>Funding Sources:</b> 211 - Title I Part A - 2100.00, 199 - State Comp Ed - 180000.00, 263 - Title III ELA - 3500.00, 192 - Special Project - 9000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) 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				

## 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 Source(s) 1:** DLA, Common Assessments, STAAR, Small Group anecdotal records

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize collaborative teamwork for instructional planning, data analysis, and the development of common assessments.		Teachers	Increase in student achievement				

**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 "Level Up" in order to promote a growth mindset with students.

**Evaluation Data Source(s) 2:** CBA, DLA, Education Galaxy, Dreambox

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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 earn the Leveling Up reward.	2.4, 2.6	Teachers Instructional Coaches Admin	Increase in student achievement.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1							
<b>TEA Priorities</b> Build a foundation of reading and math 2) 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.	2.4, 2.6	Teachers Admin	Increase in student achievement in core content areas.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1							
							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 63.8% of Stephens' student population is considered at-risk. This is above the district and state average. <b>Root Cause 1:</b> Staff need additional resources and professional development to differentiate learning experiences for struggling students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Student achievement is declining in all content areas. <b>Root Cause 1:</b> Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written. 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.

### 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 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 the number of parent and community involvement opportunities during the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Surveys, Volunteer Hours, Calendar of Events

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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.	3.1, 3.2	Title I Teachers	Increase parental involvement and attendance				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 - Title I Part A - 5000.00						
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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Although family and community engagement continues to increase, we are not yet at 100% attendance. <b>Root Cause 2:</b> 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 discipline incidents 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
1) Implement the Positive Behavior Interventions and Supports (PBIS) system through professional development of staff, use of technology solutions, and purchase of materials/resources.	2.5	PBIS Committee	Decrease in the number of discipline incidences				
	<b>Funding Sources:</b> 211 - Title I Part A - 4750.00, 199 - General Fund - 1000.00						
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.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

**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**

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

## **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.

# **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 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.

## **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, 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
- 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.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Linda Suchoff	Teacher	Title I	1
Stacy Slater	Teacher	Title I	1

# 2019-2020 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Michael Schwartz	Principal
Non-classroom Professional	Suzanne Oberg	Counselor
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
Classroom Teacher	Caroline Andrews	Teacher
Classroom Teacher	Stacy Slater	Teacher

# Campus Funding Summary

<b>192 - Special Project</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	4	Teacher Salaries		\$9,000.00
<b>Sub-Total</b>					\$9,000.00
<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	4	Teacher Salaries		\$180,000.00
<b>Sub-Total</b>					\$180,000.00
<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	3	Professional Development		\$500.00
5	1	1	Professional Development		\$1,000.00
<b>Sub-Total</b>					\$1,500.00
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Title I Reading Intervention Teacher		\$63,977.00
1	1	1	Instructional Materials and Online Subscriptions		\$7,500.00
1	1	1	Professional Development		\$6,000.00
1	1	1	Tutorials		\$3,000.00
1	2	1	Title I Math Supplemental Intervention		\$95,913.00
1	2	1	Instructional Materials and Online Subscriptions		\$5,000.00
1	2	1	Professional Development		\$5,000.00
1	2	1	Tutorials		\$3,000.00

<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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	4	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	Online Subscription		\$1,750.00
5	1	1	Materials		\$3,000.00
<b>Sub-Total</b>					\$282,717.00
<b>263 - Title III ELA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	4	Teacher Salaries		\$3,500.00
<b>Sub-Total</b>					\$3,500.00
<b>Grand Total</b>					\$476,717.00

# Addendums

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

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		82	B
<b>Student Achievement</b>		80	B
<a href="#">STAAR Performance</a>	53	80	
<a href="#">College, Career and Military Readiness Graduation Rate</a>			
<b>School Progress</b>		85	B
<a href="#">Academic Growth</a>	70	72	C
<a href="#">Relative Performance (Eco Dis: 67.3%)</a>	53	85	B
<a href="#">Closing the Gaps</a>	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