

**Katy Independent School District**  
**Bryant Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...*to create the future.*

## Vision

Be the Legacy...

## Culture

A Culture of Care and Kindness...

# Comprehensive Needs Assessment

Revised/Approved: August 23, 2018

## Demographics

### Demographics Summary

Robert & Felice Bryant Elementary School opened in August 2017 to a community of students and parents excited to have their own community school. We welcomed students from our attendance zone and students who had previously received instruction at Wolman Elementary and Katy Elementary. We are located in the most western portion of Katy ISD which is a high-growth area of the district. Opening with a population of 570 students, we grew to over 611 students by May 2018. As of August 2018, there are currently 709 students enrolled K-5. Bryant also hosts ECAP/YCAP, specialized programs for students with Autism.

Demographics from the 2017/2018 school year were:

African American- 9.4%

Asian- 5.2%

Hispanic- 22.2%

Pacific Islander- 0.2%

Two or More Races- 2.6%

White-60.5%

In the 2017-2018 school year, 35% of students were identified at-risk, 8.8% as economically disadvantaged, 9.1% as EL, with 9.2% receiving Special Education services and 3% receiving Gifted and Talented services.

Bryant Elementary takes pride in the quality teachers we recruit, hire, and retain. Building instructional capacity within our staff is an important facet to the ongoing professional learning and growth that occurs at Bryant Elementary. All teachers are provided a variety of opportunities to earn professional learning credit. In addition, professional development is built into our master schedule with scheduled PDR sessions (professional development rotations), weekly PLCs (Professional Learning Communities), monthly Vertical Team Meetings and monthly staff meetings.

## **Demographics Strengths**

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

Many families move into our area for the school. Because our families value education we have many supportive parents and students who are committed to success.

Our parents are involved and supportive.

The attendance rate at Bryant Elementary is 96.5%.

Students at Bryant Elementary are very accepting of new students.

## Student Academic Achievement

### Student Academic Achievement Summary

The 2017-2018 STAAR scores include performance levels of Masters, Meets, Approaches, and Did not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaching category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention. The Meets category indicates that the 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 are expected to succeed in the next grade or course with little or no academic intervention.

2017/2018 STAAR ALL STUDENTS	TOTAL NUMBER OF STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	94	10%	90%	67%	46%
4th Math	112	7%	93%	66%	38%
5th Math	90	6%	94%	63%	39%
3rd Reading	93	6%	94%	68%	41%
4th Reading	112	9%	91%	62%	37%
5th Reading	90	9%	94%	72%	34%
4th Writing	111	24%	76%	47%	14%
5th Science	89	8%	92%	55%	21%

ALL GRADE LEVELS	
	2017/2018
READING	94%
MATH	94%
WRITING	77%
SCIENCE	92%

Campus
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	2017/2018
Achievement	91%
School Progress	75%
Closing the Gaps	77%

TEA Accountability = Met Standard

### **Student Academic Achievement Strengths**

According to the data received, the vast majority of students are approaching, meets, or masters grade levels set by TEA.

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

**Problem Statement 1:** Only 77% of incoming 5th graders scored Approaching grade level on the STAAR Writing Test **Root Cause:** Students may not have a strong foundation in writing from previous grade levels.

**Problem Statement 2:** Student Groups such as Economically Disadvantaged, Black/African American, and EL fall below other sub populations in all academic areas. **Root Cause:** These students may not have received the proper Tier I interventions needed in the general education classroom.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Bryant Elementary has goals that are in alignment with the focus areas of Katy ISD. The master schedule has been arranged to allow for maximum instruction time. Teachers have opportunity to share ideas and plan together through the use of common planning times, PDR meetings, PLC meetings and opportunities for long-range planning.

Bryant Elementary has highly dedicated and professional teachers who were recruited for our first year. In our 2nd year, we have added staff due to increased student numbers. All of our staff members are highly qualified and are student centered. Parents, teachers, and students take pride in their school and the school's reputation of a safe space focused on teaching not only the curriculum but also how to be kind to one another in school and the community.

### **School Processes & Programs Strengths**

Our PTA has a full board and they have trained and solicited many volunteers. We have had staff and family socials and spirit nights to build relationships. Various committees have been established.

Bryant Elementary follows the TEKS and Curriculum and Instruction guidance from Katy ISD. Our teachers have attended trainings and received resources to support this effort.

Each one of the classrooms at Bryant is equipped with a SMART Board, at least 2 computers and 4 ipads. Additional desktops are in the primary grades and chromebooks are in the upper grades. Teachers and students have access to the computer lab and printers.

Many teachers have equipped their classrooms with additional technology through grant writing.

Teachers maintain a focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary. Vertical teams were established which increased the communication and efficiency of our staff members. Safety drills are performed frequently and efficiently.

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

**Problem Statement 1:** As a newer campus, it is important to standardize and communicate procedures for the entire school. **Root Cause:** Since people are often resistant to change, standardization of processes will take communication and time.



## Perceptions

### Perceptions Summary

Bryant Elementary has established a variety of ways for parental and community involvement. Parents and Volunteers are encouraged to help in our Volunteer Center as well as by helping individual teachers as requested. Principal Coffee's have been established to provide families and community members a forum to discuss questions or concerns. Parents will have an opportunity to visit the campus at least once monthly for evening events.

Bryant Elementary has created a rich learning environment for students who are served through a focus on care within the classroom. Our Kindness initiatives helped shaped our school culture of Kindness and Care for which we continue to focus on during year two.

### Perceptions Strengths

The campus staff and leadership provide a variety of ways for our students, staff and parents to be a part of the learning community and engage as well as invest in our students. Numerous community events such as Spirit Nights and Parent Engagement events have been held with high attendance from our community.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** As a campus in its 2nd year, campus values and beliefs may not be completely realized by students, staff, and parents. **Root Cause:** Communication channels can sometimes be closed or weak when starting a new campus. It is important to keep all communication channels open.

# 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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- 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
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: July 24, 2017

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

**Performance Objective 1:** Collaboration across grade levels and as a team will align and enhance classroom instructional strategies.

**Evaluation Data Source(s) 1:** Nine Week Planning Overview, Vertical Alignment Meetings, Backward Design.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Vertical alignment between grade levels through regular meetings will improve transitions between grade levels.	Instructional Coaches Assistant Principal Principal	By ensuring alignment between grade levels, learning gaps should lessen and there should not be a steep learning curve at the beginning of each school year/new grade level.				


**Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.**

**Performance Objective 1:** STAAR scores at Approaches Grade Level, Met and Masters for Special Education, EL, Economically Disadvantaged and current Index 3 student sub-population groups will all increase over the previous year and meet all targeted growth measures.


**Evaluation Data Source(s) 1:** Lesson plans, District Learning Assessments, Common Based Assessments, 2017-2018 STAAR reesults, 2018-2019 STAAR results

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) Teachers will use all district unit plans to direct team road mapping and planning. PDR sessions will focus on aligning lessons and TEKS as well as planning for deeper rigor matching STAAR.</p> <p>Teachers will plan during a weekly sacred planning period and create common assignments and assessments. These well developed and intentional assignments will be used to analyze progress in all sub populations.</p>	<p>Instructional Coaches K-5th Grade Teachers Assistant Principal Principal</p>	<p>Through intentional planning and executing lesson plans that are rigorous and aligned to TEKS, scores between student groups will not widely vary. The goal is for all student groups measured to make one year's growth and for gaps in learning to be closed.</p>				
<p>2) Based on assessment data from District Learning Assessments and Common Based Assessments, teachers will develop and implement student action plans for increasing Met and Masters Grade Level expectations for all student groups using small group instruction within the classroom and Extended Learning Time.</p>	<p>Instructional Coaches K-5th Grade Teachers Assistant Principal Principal</p>	<p>Through the use of assessment data, teachers will know each students' academic strengths and weaknesses. Teachers will identify individual TEKS which students may need additional support through reteach or enrichment. By focusing on reteach as well as enrichment, all student groups will move beyond Approaches Grade Level.</p>				




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**Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.**

**Performance Objective 1:** Students will be taught digital citizenship in increasing complexity beginning in Kindergarten through 5th grade.

**Evaluation Data Source(s) 1:** Teacher and Librarian Lesson plans, Common Sense Media School designation.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The campus librarian and classroom teachers will work together to teach digital citizenship, online safety, and responsibility of technological devices.	Librarian K-5 Classroom teachers	By teaching responsibility of technology, students will be prepared for their secondary school careers as well as their eventual post-secondary pathway.				

**Goal 4: 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:** Our Campus will be 100% staffed with highly effective, certified (if applicable) personnel.

**Evaluation Data Source(s) 1:** Retention records, recruiting records, timeline

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All staff members will be certified for the grade level in which they are assigned. Proper posting of vacancies, interviews, and evaluation of interviews will be conducted	Principal Assistant Principal Select Interview Committee Members	By hiring fully certified staff members, who have gone through a rigorous interview process will ensure that we have highly effective and efficient teachers.				




**Goal 4:** 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 2:** Provide extended planning time and quality learning experiences for all teachers by offering regular professional development led by both Instructional Coaches, Administration, and other staff members.


**Evaluation Data Source(s) 2:** Attendance at professional development sessions, implementation of strategies seen in walkthroughs and learning walks, student achievement increase on DLAs, IStation, FASTT math and STAAR results.


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Three extended planning days will be provided for all teachers to road map the upcoming nine weeks and develop common assessments and lessons for each subject area.	Principal Instructional Coaches Teachers	By providing full planning days for each grade level, teachers will be able to prepare in advance for an entire nine weeks. This will allow teachers to be able to focus on planning small group instruction during weekly planning meetings with Coaches.				
2) Quality staff development will be provided for all staff members to provide timely and essential learning.	Principal Assistant Principal Instructional Coaches	Professional Learning days provided by the district will be utilized to advance staff learning. PDR rotations will be provided on a monthly basis for teachers to learn the latest educational strategies and pedagogy				

 = Accomplished

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**Goal 5: 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:** There will be an increase in opportunities to share information and gather input from parents, staff, and community members in order to increase parent engagement with the school.


**Evaluation Data Source(s) 1:** Parent/staff/community surveys and lists of new information-sharing activities.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide a weekly feedback link for all staff members in the weekly Bengal Bulletin.	Principal	By giving all staff members an open and anonymous platform to express concerns and give feedback, a culture of continuous improvement will be achieved.				
2) Campus administration will conduct a yearly survey of parents. Weekly Bryant Bulletin will be sent to all parents. Specific grade-level communication will be sent through Parent Link. Grade levels will send a weekly newsletter to parents.	Principal Assistant Principal Teachers	Parents will be able to give direct feedback to classroom and campus satisfaction. Parent feedback will be used to adjust policies, procedures, and communication for the next school year.				
3) Campus administration will send a brief School Satisfaction Survey each Friday in order to gain quick feedback and provide insight into parent perception and satisfaction with the school itself.	Principal Assistant Principal	Parents will be able to provide frequent feedback about how the school is performing. Administration can use information in order to make ongoing improvements on campus.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

**Goal 5:** 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 2:** A joint partnership between the campus and PTA will continue to provide student and parent programs and increase parent engagement.

**Evaluation Data Source(s) 2:** PTA events held (flyers/newsletter)

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The PTA and Campus will work together to provide both student and parent programs that are fun, educational, and accessible	Principal Assistant Principal Teachers	By creating programs for students and parents, stakeholders will receive a value-added school experience and create true engagement over simple involvement.				
<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 6: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** Train and implement the staff on campus-wide behavior management and implement PBIS focusing on positive student behaviors and setting standardized consequences.

**Evaluation Data Source(s) 1:** Teacher use in the classroom (observations), low incidence of discipline referrals

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) School-wide PBIS strategies will be selected and implemented by all teachers and staff. CHAMPS management system will be implemented in all classrooms and learning areas. Standard consequences and behavior forms implemented campus-wide.	Principal Assistant Principal Discipline Committee Teachers Staff	By creating a school-wide PBIS plan, all students will be held to the same standards while in school. CHAMPS will provide a common language campus-wide for behavior expectations, voice level, etc.				

**Goal 6:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Create a school culture of kindness and care that is instilled in all students.

**Evaluation Data Source(s) 2:** Student, Parent, and Staff anecdotal feedback, program implementation documentation, community circle feedback from teachers.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Our Culture of Kindness and Care will drive our work to create a bully-free environment focused on kindness towards others.	Principal Assistant Principal Discipline Committee Teachers Staff	By creating opportunities to show kindness, the acts of kindness turn into habit-forming behaviors for all students.				


**Goal 6:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** BES will meet all the required components of the comprehensive district safety plan and state safety requirements.


**Evaluation Data Source(s) 3:** Safety and security audits and safety documentation (drill logs).

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Conduct district required monthly and annual safety drills and training with the staff. Walkie talkies will be used to effectively communicate during these drills and other emergencies.	Principal Assistant Principal/Safety Liaison	A safe and secure school be maintained throughout the year. All drills will increase in speed to ensure rapid response rate.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# State Compensatory

## Personnel for Bryant Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky James	Teacher	Academic Support	1
Happy Kosel	Teacher	Academic Support	1

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	William Rhodes	Principal
Administrator	Lindsay OLeary	Assistant Principal
Non-classroom Professional	Kathryn Hindt	Math/Science Instructional Coordinator
Non-classroom Professional	Whitney LaRocca	English Language Arts/Social Studies Instructional Coordinator
Non-classroom Professional	Penny Flores	Counselor
Classroom Teacher	Lauri Belz	Teacher (Year Two)
Classroom Teacher	Jessica Frank	Teacher
Classroom Teacher	Christi Elrod	Teacher (Year Two)
Classroom Teacher	Stephanie McLennan	Teacher (Year Two)
Classroom Teacher	Ashley Henson	Teacher
Classroom Teacher	Alex Hibler	Teacher (Year Two)
Classroom Teacher	Jennifer Morgan	Teacher
Classroom Teacher	Kelsey Lowe	Teacher
Parent	Darla Dillard	Parent (Year Two)
Parent	Jennifer Nash	Parent (Year Two)
Parent	Erica Nugent	Parent
Parent	Rick Ellis	Parent
Parent	Melissa Steinhauser	Parent
Parent	Uche Oguayo	Parent
District-level Professional	H.C. Grimet	District-Level Professional
Community Representative	Kenyon Boswell	Community Representative
Community Representative	Lawren Eckhardt	Community Representative
Business Representative	Bethany Geiman	Business Representative (Year 2)
Business Representative	Vacant Vacant	Business Representative



# Addendums

***TEXAS EDUCATION AGENCY  
2017 Accountability Summary***

**Bryant Elementary**

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**No TEA performance report accountability  
summary data available - new campus**

## 142 - Bryant Elementary

Student Profile



Student Statistics

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Snapshot demographic or attendance data available  
- new campus**

***TEXAS EDUCATION AGENCY***  
***2017 Accountability Summary***

**Bryant Elementary**

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## 142 - Bryant Elementary

Student Profile



Student Statistics

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