

**Katy Independent School District**  
**Paetow High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

Paetow High School is a place where:

Students become . . . Leaders, prepared for life after high school, invested in their passion.

Learning is . . . interactive, fun, essential for a changing world, challenging.

Students feel . . . loved, safe, welcomed, proud.

Teachers are . . . understanding, helpful, real, happy.

# Comprehensive Needs Assessment

Revised/Approved: August 31, 2018

## Demographics

### Demographics Summary

Paetow High School opened in 2017 with 750 students in 9th and 10th grades. This year we will add over 400 additional students and will have 9th-11th grades. We received students from the Katy High School feeder pattern and the Morton Ranch High School feeder pattern. We have added Varsity level competition this school year, and we are proud to have an amazing staff of over 150 to help our students succeed!

### Demographics Strengths

Paetow High School has a wide range of student backgrounds, as we have students from multi-family dwellings all the way up to million dollar ranches and everything in-between. We offer a full range of college and career preparatory programs for our wide range of students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** PHS has an economically disadvantaged percentage over 50%, so our students have high academic and monetary needs. **Root Cause:** We have students from all different backgrounds, making the school have a wide variety of needs.

**Problem Statement 2:** We are located in a high growth area with multiple new large neighborhoods which feed to us. **Root Cause:** We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Paetow High School is a new campus, receiving students from multiple campuses from within Katy ISD as well as students moving into the attendance boundary due to new home construction. Our administrative staff as well as Instructional Leaders and Teachers consistently review data and make extensive plans for teaching and learning for our students.

### **Student Academic Achievement Strengths**

Data from feeder junior high schools indicates gains in the key area of student growth. Many of our students selected to take Advanced Placement courses in the four courses in which we are offering AP.

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

**Problem Statement 1:** PHS is in it's second year, so we have limited data sources and are working to create additional data points in order to make decisions about student learning. **Root Cause:** We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

## School Processes & Programs

### School Processes & Programs Summary

**Instructional:** We have established specific Instructional Leadership Roles which will streamline communication from teachers through Department Chairs and Instructional Coaches to Campus Administration. We are excited to utilize our Instructional Coaches to assist all of our staff members this year.

**Curricular:** We have instituted Planning Days where our teachers meet with our Instructional Coaches to plan for student learning. During this time, our teachers will review data, create assessments, and plan for learning for themselves and their students.

**Personnel:** We have hired over 45 staff members this summer in preparation for our second year. Teams interview and select candidates which are the best fit for our campus. We have a Lead Mentor to assist our brand new teachers with their transition into the teaching field. Each staff member new to the district receives a "buddy" teacher to help learn processes and procedures for our campus and district.

**Administrative:** In this second year we have six administrators. We look forward to building new relationships with our small number of students, and providing support and individualized professional learning for our staff.

### School Processes & Programs Strengths

We have been able to travel to other campuses across the Greater Houston Area to see current best practices and implement those practices for our campus. We have created partnerships with our direct feeder Educational Village campuses (Bethke Elementary and Stockdick Junior High) in order to mainstream communication, parent involvement, and grow leadership.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Inducting over 45 staff members into the campus culture is difficult. **Root Cause:** We have added a class of students and now serve 9th-11th grades. We still do not have a senior class.

# Perceptions

## Perceptions Summary

At Paetow High School, we are establishing a culture that is student-centered. Our beliefs are as such:

- All kids can learn.
- Learning is limitless.
- People are curious, and piquing that curiosity is where learning begins.
- People want to do well.
- Sometimes you need to stretch.
- Profound learning can only happen in a safe environment.
- You should put the elephant in the room on a table to talk about it. Question things.
- Passion ignites learning.
- Open-mindedness is key to exploration & removing barriers.
- Working together fuels excellence.
- Sharing thoughts spreads passion & builds community.
- Reflection builds profound understanding.

## Perceptions Strengths

We have been very fortunate to have parent involvement through Meet the Staff nights, Booster Club formation meetings and PTSA formation and board member meetings. We have created a Student Leadership Council bringing together student leaders from groups across campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We are consistently working on new ways to induct over 400 new families across all grade levels. **Root Cause:** We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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
- PBMAS data

## 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

- Section 504 data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- 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:** Student data will be analyzed and reviewed by staff through a continual planning for learning process including weekly PLC meetings as well as Leadership Team and Administrative meetings.

**Evaluation Data Source(s) 1:** STAAR 8th grade and EOC scores; formative classroom assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Weekly Professional Learning Community and regular planning meetings	2.4	Principal Associate Principal	Implementation: Teachers and Instructional Coaches meet to discuss student progress, plan for learning, and meet needs of students.  Impact: Student data will show gains from 2016-17 data to present data.				
				Problem Statements: Student Academic Achievement 1			
2) Teachers will participate in Planning Days to review data and plan for student learning.	2.4	Associate Principal	Implementation: Teams meet to bring best practices to each classroom on campus.  Impact: Student data will show gains from 2016-17 data.				
				Funding Sources: 199 - General Fund - 0.00			
3) We will collect data on tutorial attendance to measure impact on failure reports per six weeks and assessment data.		Principal Associate Principal	Impact: A strong positive correlation between tutorial attendance and positive passing rate.				
				Problem Statements: Demographics 1			
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### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** PHS has an economically disadvantaged percentage over 50%, so our students have high academic and monetary needs. **Root Cause 1:** We have students from all different backgrounds, making the school have a wide variety of needs.

### Student Academic Achievement


**Problem Statement 1:** PHS is in its second year, so we have limited data sources and are working to create additional data points in order to make decisions about student learning. **Root Cause 1:** We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

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

**Performance Objective 2:** Provide a personalized learning environment during the school day in which students will have the opportunity to make positive and impactful choices for increasing academic achievement and planning for their post-secondary future.

**Evaluation Data Source(s) 2:** Tutorial attendance; Lunch and Learn attendance; P-SOAR attendance; post-secondary assessment (such as the ASVAB)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Partner with HCC to develop a center for college and career readiness via the P-SOAR program.	2.5, 2.6	Principal Associate Principal	All students will have the opportunity to engage in multiple platforms on campus to be able to express and have a plan to carry out post-secondary college, career and military options.				
	Problem Statements: Demographics 1						
2) Provide time during the school day for students to prioritize academic assistance and support, address social and emotional well-being through club participation, enjoy special guest and panel interactions through Lunch and Learn, and have time and space to focus on personal academic goals.	2.4, 2.5, 2.6	Principal Associate Principal	Students develop time management and prioritization skills and feel more free to pursue extra-curricular activities due to options offered during the school day. Students are also more aware of post-secondary options through interaction with community and college connections.				
	Problem Statements: Demographics 1						
							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> PHS has an economically disadvantaged percentage over 50%, so our students have high academic and monetary needs. <b>Root Cause 1:</b> We have students from all different backgrounds, making the school have a wide variety of needs.

**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:** Develop safety strategies and structures for the new high school footprint to include safety evacuation routes, systems for students to report issues, and staff training.

**Evaluation Data Source(s) 1:** Evacuation maps in each classroom space; counseling department notes; meeting minutes

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Post and review fire evacuation maps.		Associate Principal Safety Liaison	Utilization of correct safety routes during fire drills.				
Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund - 0.00							
2) Counseling Department creates and promotes avenues for students to report issues and seek assistance.		Associate Principal Counseling Team	Students can articulate the methods in which to seek help.				
Problem Statements: Demographics 1 - Perceptions 1							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> PHS has an economically disadvantaged percentage over 50%, so our students have high academic and monetary needs. <b>Root Cause 1:</b> We have students from all different backgrounds, making the school have a wide variety of needs.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inducting over 45 staff members into the campus culture is difficult. <b>Root Cause 1:</b> We have added a class of students and now serve 9th-11th grades. We still do not have a senior class.
<b>Perceptions</b>
<b>Problem Statement 1:</b> We are consistently working on new ways to induct over 400 new families across all grade levels. <b>Root Cause 1:</b> We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

**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 2:** Through multiple levels of planning with various groups, we continually assess and prioritize the needs of the school to effectively shift human and material capital to areas of highest need.

**Evaluation Data Source(s) 2:** Fiscal reports; assessment data; behavioral data; community input

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Pull various groups together in monthly Horizon meetings with all campus admin and their secretaries, weekly admin meetings, weekly leadership team meetings and monthly meetings with teams.		Principal Associate Principal	Our campus proactively anticipates issues before they occur so we can shift capital to areas of high need.				
Problem Statements: School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**


School Processes & Programs
<b>Problem Statement 1:</b> Inducting over 45 staff members into the campus culture is difficult. <b>Root Cause 1:</b> We have added a class of students and now serve 9th-11th grades. We still do not have a senior class.

**Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.**

**Performance Objective 1:** Develop systems for planning for learning including elements of Backward Design and Creating a Roadmap for each unit. Facilitation of Professional Learning Communities and Lesson Design via Instructional Coaches and Department Chairs.

**Evaluation Data Source(s) 1:** Lesson Roadmaps; PLC dates; Lesson Plans; Student Assessment Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize a Roadmap Framework for teachers to use when planning.		Principal Associate Principal Assistant Principals	Meaningful learning experiences for our students; increased retention of concepts				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
2) Utilize multiple methods of formative assessment to more accurately prepare for and measure individualized student growth in lieu of only tracking unit progression.		Principal Associate Principal Instructional Coaches	Teachers will not simply know where they are in unit progression, but they can more accurately determine and correct academic issues.				
Problem Statements: Student Academic Achievement 1							
							

**Performance Objective 1 Problem Statements:**



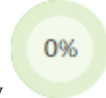

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<b>Problem Statement 1:</b> PHS is in it's second year, so we have limited data sources and are working to create additional data points in order to make decisions about student learning. <b>Root Cause 1:</b> We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

**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:** Staff induction and continual discussion promotes efficient and effective operations and strong campus culture.

**Evaluation Data Source(s) 1:** Staff surveys; Summer Seminar induction meetings; campus created procedures booklet

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Host Summer Seminar sessions with incoming staff to discuss "the why" behind our campus culture and campus expectations.		Principal	Staff are aware of expectations and the foundations of our campus culture.				
Problem Statements: School Processes & Programs 1							
2) Provide time and space within the school day for cohorts to authentically discuss a shared mutual interest and provide strategies for other teachers who may struggle or need additional support in that area.		Principal Associate Principal	Utilizing current teacher expertise and strength to organically grow capacity within the campus.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1							
3) Create a campus procedures book to specifically and accurately communicate campus practices/		Principal Leadership Team	Streamlined effective communication across the campus.				
Problem Statements: School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**


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School Processes & Programs
<b>Problem Statement 1:</b> Inducting over 45 staff members into the campus culture is difficult. <b>Root Cause 1:</b> We have added a class of students and now serve 9th-11th grades. We still do not have a senior class.

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

**Performance Objective 1:** Provide multiple individualized outlets throughout the day and outside of the day so students ask and receive assistance when needed.

**Evaluation Data Source(s) 1:** club listings and attendance; tutorial attendance

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create a space for a Counselor's Corner during power hour so students can ask questions and receive support.		Principal Lead Counselor	Students know where to go for help and counselors are visible around the campus.				
Problem Statements: Demographics 1 - Perceptions 1							
2) Embed sessions on topics such as mindset and growth as well as classroom culture and get to know you activities into all classrooms during the first three days of school.	2.5, 2.6	Associate Principal Instructional Coaches	Students get to know their classmates and are presented with discussion and action based upon "soft skills" which helps with academic achievement.				
Problem Statements: Demographics 1 - Perceptions 1							
							

### Performance Objective 1 Problem Statements:

Demographics
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Perceptions
<b>Problem Statement 1:</b> We are consistently working on new ways to induct over 400 new families across all grade levels. <b>Root Cause 1:</b> We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.



**Goal 6: 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:** Maintain current avenues and systems and create new avenues and systems for volunteerism across the campus to include fine arts, athletics and general campus events.

**Evaluation Data Source(s) 1:** Volunteer hours, meeting minutes from various volunteer groups (ex: Athletics Booster Club, PTSA, etc.)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Build upon our structure for an overarching parent group to work together for campus events and activities such as school dances and fun food days.		Principal Associate Principal Assistant Principals	Increased parent involvement as well as parents meeting others from all clubs and activities on campus.				
	Problem Statements: Perceptions 1						
2) Foster growth of collaboration across campuses through campus events such as luncheons as well as Aspiring Leaders Cohort and cross-grade parent groups.		Principal Associate Principal	Parents and community members from across all volunteer groups serve the students together.				
	Problem Statements: Perceptions 1						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> We are consistently working on new ways to induct over 400 new families across all grade levels. <b>Root Cause 1:</b> We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

# State Compensatory

## Personnel for Paetow High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Various	Academic Support Unit		1

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mindy Dickerson	Principal

# Campus Funding Summary

<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	1	2	Substitute Teachers		\$0.00
2	1	1	Paper, printing		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00