

Katy Independent School District
Bryant Elementary School
2019-2020 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...

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	7
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	14
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.	15
Goal 3: Current and next generation of digital content and tools as as safety will be taught and utilized for all students.	16
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.	17
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.	19
Goal 6: Katy ISD will actively support the emotional well-being of all learners.	21
State Compensatory	24
Personnel for Bryant Elementary School:	24
Campus Advisory Team	25
Addendums	27

Comprehensive Needs Assessment

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. At the end of the 2018-2019 school year, student enrollment had reached 746. As of August 2019, there are currently 889 students enrolled PK-5. Bryant also hosts ECAP, YCAP, and ASIP specialized programs for students with Autism.

In the 2018-2019 school year, 42% of students were identified at-risk, 12.5% 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.

Students at Bryant Elementary are very accepting of new students.

Student Academic Achievement

Student Academic Achievement Summary

The 2018-2019 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.

2018/2019 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	136	13%	88%	54%	26%
4th Math	119	6%	94%	67%	42%
5th Math	142	5%	95%	63%	39%
3rd Reading	136	11%	89%	59%	49%
4th Reading	119	6%	94%	73%	37%
5th Reading	142	6%	94%	72%	34%
4th Writing	119	9%	91%	63%	20%
5th Science	142	13%	87%	60%	29%

ALL GRADE LEVELS	
	2018/2019
READING	92%
MATH	92%
WRITING	91%
SCIENCE	88%

Campus	
	2018/2019
Achievement	91%
School Progress	88%
Closing the Gaps	100%

TEA Accountability = Overall 94

Campus Rating = A

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: Students are able to "approach grade level;" however, students who "meets grade level" and "masters grade level" is not as high.

Root Cause: Data indicates teachers can fill gaps in student learning, lower "meets" and "Masters" level may indicate students are not being pushed academically once they learn the basic curriculum.

Problem Statement 2: Student Groups such as Economically Disadvantaged, Special Education, 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 instructional time. Teachers have opportunities 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 and assistants. 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.

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 campus entering its 3rd year, it is important to standardize and communicate procedures for the entire school community. **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 have opportunities 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 3rd year, campus values and beliefs may not be completely realized by students, staff, and parents. **Root Cause:** A comprehensive campus mission has yet to be developed and communicated with all stakeholders.

Priority Problem Statements

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.	2.4, 2.5	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.				



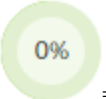

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

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 (including GT) 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 results, 2018-2019 STAAR results

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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>	2.4, 2.5, 2.6	Instructional Coaches K-5th Grade Teachers Assistant Principal Principal	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>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>	2.4, 2.5, 2.6	Instructional Coaches K-5th Grade Teachers Assistant Principal Principal	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.				
<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 3: Current and next generation of digital content and tools as as safety will be taught and utilized for all students.

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:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	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.	2.5	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	ELEMENTS	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:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6	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

 = 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 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.	3.2	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.	3.2	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.				
							


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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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	3.1, 3.2	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.				
							

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.	2.5, 2.6	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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.	2.5	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: Bryant 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	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.				

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

Committee Role	Name	Position
Administrator	Dr. William Rhodes	Principal
Administrator	Dr. Amanda Fait	Assistant Principal
Administrator	Lindsay OLeary	Assistant Principal
Classroom Teacher	Stephen Harris	Teacher
Classroom Teacher	Natalie Powell	Teacher
Classroom Teacher	Stacey Colton	Teacher
Classroom Teacher	Morgan Prochnow	Teacher
Classroom Teacher	Cara Cook	Teacher
Classroom Teacher	Sarah Nelson	Teacher
Classroom Teacher	Donna Fry	Teacher
Classroom Teacher	Jessica Frank	Teacher (Year Two)
Classroom Teacher	Kelsey Lowe	Teacher (Year Two)
Non-classroom Professional	Penny Flores	Counselor
Non-classroom Professional	Stephanie Majewski	English Language Arts/Social Studies Instructional Coach
Non-classroom Professional	Kathryn Hindt	Math/Science Instructional Coach
Business Representative	Dr. Jayson Wurtzbacher	Business Representative- Sealy Dental Center of Katy
Business Representative	Letty Lagos	Business Representative -BP
Community Representative	Kenyon Boswell	Community Representative (Year Two)
District-level Professional	Kathy Jones	District-Level Professional
Parent	Kathrin Hulin	Parent
Parent	Ann Sicinski	Parent

Committee Role	Name	Position
Parent	Erica Nugent	Parent (Year Two)
Parent	Rick Ellis	Parent (Year Two)
Parent	Melissa Steinhauser	Parent (Year Two)
Parent	Uche Oguayo	Parent (Year Two)

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
BRYANT EL (101914142) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		91	A
STAAR Performance	64	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	80	88	B
Relative Performance (Eco Dis: 12.5%)	64	70	C
Closing the Gaps	100	100	A

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