

Katy Independent School District
Paetow High School
2019-2020 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Paetow High School opened in 2017 with 750 students in 9th and 10th grades. This year we will add over 600 additional students and will have 9th-12th grades. We received students from the Katy High School feeder pattern and the Morton Ranch High School feeder pattern. We have added Seniors for the first time this school year, and we are proud to have an amazing staff of over 200 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. We are a campus with over 50% of our students who are Economically Disadvantaged.

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 still considered a new campus, as we have Seniors for the first time this school year. We receive 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

TEA Ratings for 2019:

Campus Rating: B

Student Achievement: B

School Progress: B

Closing the Gaps: A

Distinctions Met: 6 of 7

Distinction Areas: ELA, Science, Social Studies, Academic Growth, Closing the Gap, Post-Secondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: PHS is in its third year, so we have some data sources for state tested areas, but incomplete data from Advanced Placement courses and Senior level courses. We are working to create additional data points in order to make decisions about student learning. **Root Cause:** We are a new campus who have Seniors for the first time this year. We draw 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 including non-core content areas.

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 60 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 third year we have seven administrators. We look forward to building new relationships with our small number of students, and providing support and individualized professional learning for our staff.

Counseling: Our counseling staff has grown from three to five counselors. Structures for that group are being established at the beginning of the school year.

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.

We have welcomed 60 new staff members from across the country, and are excited to have their voice and ideas during planning sessions with our existing staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inducting over 60 staff members into the campus culture is difficult. **Root Cause:** We have added a new class of students and now serve 9th-12th grades. We have a senior class for the first time this school year.

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. We have growing numbers of Booster groups including Fine Arts. We created a Senior Ambassadors program with over 50 Seniors who mentor underclassmen.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are consistently working on new ways to induct over 600 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.

Priority Problem Statements

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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: PHS is in its third year, so we have some data sources for state tested areas, but incomplete data from Advanced Placement courses and Senior level courses. We are working to create additional data points in order to make decisions about student learning.

Root Cause 2: We are a new campus who have Seniors for the first time this year. We draw from current enrollment at multiple campuses as well as new home growth in our attendance zone.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: We are consistently working on new ways to induct over 600 new families across all grade levels.

Root Cause 3: We are a new campus and are drawing from current enrollment at multiple campuses as well as new home growth in our attendance zone.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Inducting over 60 staff members into the campus culture is difficult.

Root Cause 4: We have added a new class of students and now serve 9th-12th grades. We have a senior class for the first time this school year.

Problem Statement 4 Areas: District Processes & Programs

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity 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: 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; DLA data; AP Insight

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Weekly Professional Learning Community and regular planning meetings	2.4, 2.5, 2.6	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 2018 & 2019 data to present data.				
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers will participate in Planning Days to review data and plan for student learning.	2.4, 2.6	Associate Principal	Implementation: Teams meet to bring best practices to each classroom on campus. Impact: Student data will show gains from 2018 & 2019 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Connect high school to career and college 4) PHS staff will monitor our students enrolled in CTE courses who are also receiving SPED services, as this is a group who showed struggle per 2018-19 data.	2.4	Student Support AP Special Education DC Associate Principal	Our close monitoring of these students will allow us to intervene, offer different supports, and guide course selection for our students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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


Performance Objective 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
<p>TEA Priorities Connect high school to career and college 1) Partner with HCC to develop a more robust center for college and career readiness via the P-SOAR program.</p>	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.				
<p>TEA Priorities Connect high school to career and college 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, attend campus college fairs, and have time and space to focus on personal academic goals.</p>	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.				



 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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: 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) 1: Fiscal reports; assessment data; behavioral data; community input

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Monthly "Horizon" meetings with all campus admin and their secretaries allow us to proactively plan for events and troubleshoot campus-wide issues.		Principal Associate Principal	Our campus proactively anticipates issues before they occur so we can shift capital to areas of high need.				
2) Kid Chats with Administration and Counselors occur at least once per month in order to share pertinent information, collect data, and record interventions and support on our most struggling students.	2.6	Principal Associate Principal Lead Counselor	Blended assistance between Admin and Counseling will allow the campus to provide more frequent and targeted assistance to our most at-risk students.				
3) Host weekly Admin meetings, weekly Leadership Team meetings and Instructional Coach Chats to spur ideas and feedback.	2.4	Principal Associate Principal	Groups will have a vested interest in and discussion about programming and procedures. Instructional Coaches partner with Principal/Associate as well as grade level APs to keep us abreast of instructional needs.				
							

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

Performance Objective 1: Monitor and adjust 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				
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.				
							





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

Performance Objective 2: Students will review their own data in order to determine strengths and needs.

Evaluation Data Source(s) 2: Common assessments; state assessment data in preparation for retake

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Students and teachers will review data from common assessments. Students will complete a detailed assessment tracking form to show their performance, where they excel and where they have needs. Teachers will share their targeted tutorial plan and students will attend the tutorial on only their areas of need.</p>	2.4, 2.5, 2.6	Associate Principal Department Chairs Instructional Coaches Team Leaders	Student tracking will assist students in knowing which targeted area tutorials they should attend and the areas in which they do not require reteach.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Students taking retests for EOC will review data from state STAAR EOC assessments. Students will complete a detailed assessment tracking form to show their performance, where they excel and where they have needs. Teachers will share their targeted tutorial plan and students will attend the tutorial on only their areas of need.</p>	2.4, 2.5, 2.6	Associate Principal Instructional Coaches Targeted Instruction Teachers	Student tracking will assist students in knowing which targeted area tutorials they should attend and the areas in which they do not require reteach.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


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.				
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.				
3) Create an online campus procedures book to specifically and accurately communicate campus practices/		Principal Leadership Team	Streamlined effective communication across the campus.				



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


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; AP Ambassadors anecdotal notes

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.				
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.				
3) Create an AP Ambassadors group to assist students newer to AP classes.		AP Coordinator Two AP teachers	Students receive emotional and intellectual support from peers.				



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


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.				
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.				



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

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

Committee Role	Name	Position
Administrator	Mindy Dickerson	Principal
Classroom Teacher	Colleen McKinney	ESL Lead Teacher
Classroom Teacher	Courtney Walker	ASIP Teacher
Non-classroom Professional	Jeff Faust	Lead Counselor
Classroom Teacher	Kevin Thompson	Band Director
Classroom Teacher	Kiley Lubojasky	Math Teacher/Head Softball Coach
Classroom Teacher	Laurie Wilmoth	English Teacher
Classroom Teacher	Shelby Thomas	English Teacher
Parent	Jeffrey Albus	Parent
Parent	Ruthie Wilson	Parent
Parent	Quetzy Campos	Parent
Parent	Gerald Hodges	Parent
Parent	Lisa Holub	Parent
Parent	Amira Welch	Parent
Parent	Anglea Murphy	Parent
Parent	Fiorella Nix	Parent
Parent	Stephanie Walden	Parent

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute Teachers		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
PAETOW H S (101914013) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		88	B
STAAR Performance	58	88	
College, Career and Military Readiness			
Graduation Rate	97		
School Progress		87	B
Academic Growth	74	84	B
Relative Performance (Eco Dis: 51.3%)	58	87	B
Closing the Gaps	96	92	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	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned