Katy Independent School District

Paetow High School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Paetow High School empowers and edfucates all learners through engaging experiences, authentic relationships, and celebrating achievements to ignite greatness in our community.

Vision

Panther Proud. Limitles Possibilities.

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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 are projected to have 4034 students in 9th-12th grades. We have a staff of over 350 to help our students succeed! Our Community feeders come from Haskett, Stockdick and Mcdonald Junior High.

Demographic Breakdown:

Hispanic--46.78%

African American--27.88%

White--12.73%

Asian--7.94%

Two or More Ethnicities--4.19%

Economically Disadvantaged--54%

At-Risk--63.61%

Demographics Strengths

Paetow High School has a diverse student body that enriches the educational experiences of our school. We offer a full range of college and career preparatory programs to increase advanced learning at PHS. Paetow High School has experienced enormous obstacles since opening its doors, such as: hurricanes, freezes, and pandemics. As a result, Paetow High School has had to learn to adapt in order to continually progress. Staff and students value authentic relationships that have ignited our work towards greatness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Paetow is located in a high growth area increasing our population to over 4000 students for the 23/24 school year   **Root Cause:** Our campus is built in an area with master-planned communities and other smaller communities in our attendance zone. Onboarding new students is a priority.

Problem Statement 2:
PHS has an economically disadvantaged percentage at 63%, so our students have high academic and monetary needs. In addition, 47% of our students are At-Risk.   **Root Cause:** Paetow students come from a wide variety of backgrounds potentially causes less personal access to resources. It is our responsibility to create experiences for students to allow them limitless possibilities.

Problem Statement 3: We have added about 120 new staff members due to growth in population and leadership growth.   **Root Cause:** Student population growth translates to new staff being allocated and hired. We developed procedures to create a consistent method for ensuring our beliefs are translated to all staff.

Student Learning

Student Learning Summary

Paetow High School is still considered a new campus, as we are only 6 years old. We receive students from the quickly growing 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.

In the Spring of 2019, Paetow High School earned a "B" overall rating with an 82 score on the 2020-2021 School Report Card. Student achievement and school progress also were at a "B" average.

Distinction Designations were given in the following categories: ELA/Reading, Mathematics, Social Studies, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Our attendance rate was 91.7%.

Student Learning Strengths

Paetow High School earned a "B" overall rating with an 82 score on the 2020-2021 School Report Card.

Distinction Designations were given in 7 of the 7 categories: ELA/Reading, Mathematics, Social Studies, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Our students outperformed the state in all categories and surpassed the district average in the area of Social Studies.

Students STAAR scores for the 22/23 school year show growth in all five subject areas for approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: PHS is in its 7th year of operation. PHS state STAAR scores from 2022/2023 school year show decrease or low growth in the area of meets and masters. **Root Cause:** Staff have not been trained on expectations of high level questioning, Depth of Knowledge questions, and differentiating up to allow for students to reach above their potential.

Problem Statement 2 (Prioritized): PHS overall attendance average from 22/23 school year is 91.6 percent, dropping below state average expectations. **Root Cause:** Post Covid pandemic has allowed a mind set shift in community members when it comes to school attendance.

School Processes & Programs

School Processes & Programs Summary

Instructional: We have established specific Instructional Leadership Roles which will streamline communication from teachers through Team Leaders to Department Chairs and Instructional Coaches to Campus Administration. Our Instructional Coaches are here to assist all of our staff members including non-core content areas with lesson plan development, instructional strategies and higher level questioning.

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

Personnel: We have hired over 120 new staff members this summer in preparation for hosting over 4000 students. Administrations interviews 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. We host new teacher sessions during the summer to introduce the teachers new to Paetow.

Administrative: This year we have ten administrators. 7 administrators are new to the team including associate and principal. Together we are working to revamp school processes and streamline all areas of communication.

Counseling: Our counseling staff has grown from nine to ten counselors. We have been given a College & Career Counselor who will meet with our Seniors and Juniors to develop plans after high school. We are continuing to pilot a program with a full-time PHS Social Worker. She will work in conjunction with our LSSPs and Lead Counselor to assist the Counseling Department as well as campus staff and students. In addition, we have added a Dropout Prevention Specialist who will work with our counselors and our added Professional Registrar.

School Processes & Programs Strengths

We have created partnerships with our direct feeder Educational campuses (Bethke Elementary and Stockdick Junior High) as well as our other feeder campuses in order to mainstream communication, parent involvement, and grow leadership. With new changes in leadership we hope to align policies with the feeder campuses so students are knowledgeable of all expectations.

Many processes are being updated and revamped, allowing for a new outlook and fresh start for staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At PHS school process and programs are not be widely known throughout the community. **Root Cause:** Due to the rapid community development, and leadership growth, we will have over 450 additional students as well as over 130 new staff members.

Problem Statement 2: The PHS admin team has 7 new admin members causing requiring extensive onboardin in systems and procedures. **Root Cause:** Change in leadership.

Perceptions

Perceptions Summary

for the 23/24 school year we came together as staff, parents and students and created a new mission and vision.

Mission: Paetow High School empowers and educates all learners through engaging experiences, authentic relationships, and celebrating achievements to ignite greatness in our community.

Vision: Panther Proud. Limitless Possibilities.

Perceptions Strengths

We have been very fortunate to have parent involvement through Meet the Staff nights, Booster Club formation meetings Fine Arts and athletic events, as well as community outreach. We have created a Student Leadership Council bringing together student leaders from groups across campus. We created a Senior Ambassadors program with over 55 Seniors who mentor underclassmen. An AP Ambassadors program was created in order to help new AP students and provide homework assistance across campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The current perception of PHS from the community is one of concern of student safety. **Root Cause:** Negative social media and public news have outweighed the positive things our students have done in our school and community.

Priority Problem Statements

Problem Statement 1: The current perception of PHS from the community is one of concern of student safety.

Root Cause 1: Negative social media and public news have outweighed the positive things our students have done in our school and community.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: PHS overall attendance average from 22/23 school year is 91.6 percent, dropping below state average expectations.

Root Cause 2: Post Covid pandemic has allowed a mind set shift in community members when it comes to school attendance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At PHS school process and programs are not be widely known throughout the community.

Root Cause 3: Due to the rapid community development, and leadership growth, we will have over 450 additional students as well as over 130 new staff members.

Problem Statement 3 Areas: School 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 goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1: Provide a variety of learning experiences that address district learning needs, interest, aspirations and cultural backgrounds of all learners.

Strategy 1 Details	Reviews			
Strategy 1: Create Robust Lesson Plans through planning and learning to guide instructional growth, depth of knowledge, and higher level questioning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be engaged and individually challenged in their daily learning. **Staff Responsible for Monitoring:** Instructional Coaches, Appraisers, Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Provide personalized interventions for struggling and high performing students outside the classroom period.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gap due to learning loss and growing and developing higher achieving students. **Staff Responsible for Monitoring:** Instructional Coaches and Teachers. **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Provide Professional development opportunities for all staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase professional capacity for our staff to better serve our students. **Staff Responsible for Monitoring:** Administrators and Instructional coaches. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide incentives for student so foster positive behaviors in school culture.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maximize positive school culture at PHS **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: The percent of PHS students who achieve the CCMR target will increase to 64% by July 2024.

HB3 Goal

Evaluation Data Sources: CCMR data

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

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program

    Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details				Reviews			

Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution
    Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.
    Staff Responsible for Monitoring: Principal
				Formative			**Summative**

				Oct	**Jan**	**Apr**	**June**
				N/A			

Strategy 2 Details				Reviews			

Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.
    Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.
    Staff Responsible for Monitoring: Principal
				Formative			**Summative**

				Oct	**Jan**	**Apr**	**June**
				N/A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: 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: All campuses and departments will be 100% staffed with highly effective, certified personnel.

    Evaluation Data Sources: Recruiting records, hiring time lines and retention reports.

Strategy 1 Details		Reviews			
Strategy 1: Utilize strategic hiring process to select highly qualified staff. Interview process involved comprehensive interview questions, and a committee of Admin, IC, DC, and teachers.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Hiring highly qualified staff to effectively deliver rigorous instruction. **Staff Responsible for Monitoring:** Principal and Associate **TEA Priorities:** Recruit, support, retain teachers and principals					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 2: 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: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.

Strategy 1 Details	Reviews			

Strategy 1: PHS will utilize one veteran teacher and student support administrator and monthly meetings. They will also provide support for experience teachers who are new to the district.
    Strategy's Expected Result/Impact: Increased teacher retention and staff moral
    Staff Responsible for Monitoring: Lead Mentor Teacher and Student Support Admin
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: All campus and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

Evaluation Data Sources: Safety and Security audits and safety documentation (drill logs)

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principal designated as campus safety liaison to manage and facilitate all drills, mitigation and response plans as it pertains to the safety and health of PHS stakeholders	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student safety is prioritized through careful planning and drills in case of an emergency. **Staff Responsible for Monitoring:** Safety Liaison, Principal				

Strategy 2 Details	Reviews			
Strategy 2: Information on violence prevention, bullying, and sexual harassments prevention will be provided to parents, students and teachers	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Maintain a safe learning environment for all stakeholders at PHS. **Staff Responsible for Monitoring:** Principal, counselors, administrators **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: The district will enhance the established multidisciplinary approach to proactively support student emotional well-being

    Evaluation Data Sources: Outline and definition of system

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: An attendance incentive has been put in place and communicated to increase student daily attendance.

> **High Priority**

> **Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: 9th - 11th grade students will receive an additional exam exemption if they miss only three days each semester. Seniors wth only three absences will be able to exempt an exam with a passing grade.	**Formative**			**Summative**
	Oct	Jan	Apr	June
TEA Priorities: Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Addendums

The percent of **Paetow** High School students who achieve the CCMR target
will increase from **55%** to **64%** by July 2024.

	*2019	2021	2022	2023	2024
Goal Component			56%	63%	64%
Goal Scaled			87	91	91
Actual Component	58%	55%	62%	60%	
Actual Scaled	88	86	91	90	
Met Goal				Y	N

Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Paetow	CCMR	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
		*2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
		2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
		2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
		2023 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%
		2023 Actual	178	52%	361	59%	104	68%	4	50%	61	67%	1	0%	22	41%	73	88%	392	55%	115	53%
		Met Target		N		Y		Y		Y		N		N		N		Y		N		N
		2024 Target		**62%**		58%		59%		50%		**77%**		100%		50%		85%		57%		55%

*Data prior to 2021 mirrors Morton Ranch High School data.
Data source Domain 3