Katy Independent School District

Paetow High School

2026-2027 Campus Improvement Plan



Mission Statement

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.

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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 3100 students in 9th-12th grades. Our Community feeders come from Haskett, Stockdick and Mcdonald Junior High.

Demographic Breakdown:

Hispanic--42%

African American--34.92%

White--10.16%

Asian--8.52%

Two or More Ethnicity--4.14%

Economically Disadvantaged--72.54%

At-Risk--46.73%

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 (Prioritized): Paetow is located in a high growth area increasing our population to over 3100 students for the 26/27 school year
Root Cause: Our campus is built in an area with master-planned communities and other smaller communities in our attendance zone. On boarding new students is a priority.

Problem Statement 2 (Prioritized): PHS has an economically disadvantaged percentage at 73%, so our students have high academic and monetary needs. In addition, 64% 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 (Prioritized): We excessed about 20 staff positions causing class sizes to grow.
Root Cause: With the opening of a new high school, we lost about three grade levels to Freeman.

Student Learning

Student Learning Summary

Paetow High School is still considered a new campus, as we are only 8 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.

Paetow High School earned a "B" overall rating.

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 92.94%.

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PHS is in its 9th year of operation. PHS state STAAR scores from 2024/2025 school year show decrease in approaches and meets.
Root Cause: Staff have not been trained on intervention/tutorial expectations for before, during, or after school. Students will be specifically placed in EOC testing subject class periods based on their EOC scores coming in from 8th grade.

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 new staff members this summer in preparation for hosting over 3400students. 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 all returning admin staff. Admin is continuing to support the safety of students through continuing to implement processes and procedures. Admin are also focused on effective walk throughs to help grow and support our teachers instruction

Counseling: Our counseling staff is made up of 8 members. 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.

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

Root Cause 2: 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 Areas: School Processes & Programs

Problem Statement 3: PHS is in its 9th year of operation. PHS state STAAR scores from 2024/2025 school year show decrease in approaches and meets.

Root Cause 3: Staff have not been trained on intervention/tutorial expectations for before, during, or after school. Students will be specifically placed in EOC testing subject class periods based on their EOC scores coming in from 8th grade.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We excessed about 20 staff positions causing class sizes to grow.

Root Cause 4: With the opening of a new high school, we lost about three grade levels to Freeman.

Problem Statement 4 Areas: Demographics

Problem Statement 5:
PHS has an economically disadvantaged percentage at 73%, so our students have high academic and monetary needs. In addition, 64% of our students are At-Risk.

Root Cause 5: 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 5 Areas: Demographics

Problem Statement 6: Paetow is located in a high growth area increasing our population to over 3100 students for the 26/27 school year

Root Cause 6: Our campus is built in an area with master-planned communities and other smaller communities in our attendance zone. On boarding new students is a priority.

Problem Statement 6 Areas: Demographics

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
- 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: Strategic Design Goal 2: 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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Create Robust Lesson Plans through planning and learning to guide instructional growth, depth of knowledge, and higher level questioning. **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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Provide personalized interventions for struggling and high performing students outside the classroom period. **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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Provide Professional development opportunities for all staff **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				

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Support student completion in KOLA recovery program during school day and after to successfully complete graduation requirements. **Strategy's Expected Result/Impact:** Charting completion rate, Parent communication, Conference with Students, **Staff Responsible for Monitoring:** Admin, Counselors, KOLA Staff **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 199 - State Comp Ed				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of PHS students who achieve the CCMR target will increase to 72% by July 2027.

HB3 Goal

Evaluation Data Sources: CCMR data

Goal 1: Strategic Design Goal 2: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: All English teachers will be ESL certified within one year of their hire date

Evaluation Data Sources: State Certification

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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. **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: : Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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 **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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Information on violence prevention, bullying, and sexual harassment prevention will be provided to parents, students and teachers **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: 9th - 11th grade students will receive an additional exam exemption if they miss only three days each semester. Seniors with only three absences will be able to exempt an exam with a passing grade. **TEA Priorities:** Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 4: Counselors share supports for bullying and violence prevention with students, families, and the community.

High Priority

Evaluation Data Sources: Communication on campus, canvas, and parent emails, Use of counselors, LSSP, and social workers.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Support student completion in KOLA recovery program during school day and after to successfully complete graduation requirements.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Support student completion in KOLA recovery program during school day and after to successfully complete graduation requirements.

State Compensatory

Budget for Paetow High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

PHS does not receive State Compensatory Education funds.

Personnel for Paetow High School

Name	Position	FTE
n/a	n/a	0

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
				Sub-Total	$0.00

The percent of **Paetow High School** students who achieve the CCMR goal will increase from **62%** to **64%** by July 2029.

Paetow HS: Goals

CCMR		2024	2025	2026	2027	2028	2029
	Scaled Score	68	74	76			
	Actual	62%	70%	72%			
	State Rate	76%	82%	87%			
	Met State Rate	No	No	No			
	Internal Goal	-	62%	70%	72%	73%	73%
	Met Internal Goal	-	Yes	Yes			

Met 2029 Goal in 2025

Met 2029 Goal in 2026

Paetow HS: Targets

CCMR		# 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	# EB/EL	% EB/EL
	Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
	2024 Actual	232	51%	408	62%	115	66%	5	20%	70	84%	1	0%	33	58%	90	84%	524	59%	230	63%
	2025 Actual	231	62%	409	69%	90	77%	2	100%	69	83%	1	0%	35	71%	108	83%	532	66%	257	71%
	2026 Target						**87%**				**93%**										
	2026 Actual	308	65%	449	69%	106	82%	2	50%	77	90%	6	83%	53	66%	110	75%	646	66%	313	71%
	Met Target						N				N										
	2027 Target										**95%**				**76%**						