

**Katy Independent School District**  
**Campbell Elementary**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

Amy Campbell Elementary, together with staff, students, and community, commits to:

**A**chieve academic success by inspiring all learners to realize their full potential.

**C**reate an innovative learning environment to meet student needs.

**E**mbrace our diversity and promote a culture of mutual respect.

## Vision

Building a Legacy

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Amy Campbell Elementary opened in August 2018 in Katy ISD. We are located in a high-growth area of the district with new sections of Cross Creek Ranch developing around the school. The first apartment complex in Fulshear is now open to new residents in our zone. There are currently 1074 students enrolled in Pre-K through 5<sup>th</sup> grade, which is 300 more than where we started last year. We are a bilingual campus and also have a Life Skills and PPCD class.

#### Ethnicity Percentages:

White-30%

Hispanic- 41%

African American- 6%

Asian- 20%

Two or More Races – 3%

#### Program Percentages:

40% of students are identified at-risk

24% of students are in the bilingual program

14% receive ESL services

26% of students are economically disadvantaged

10% receiving Special Education services

4% receiving Gifted and Talented services

We have hired a quality staff here at Campbell. All teachers are provided a variety of opportunities for professional development. Grade level teams plan together and receive resources and support needed to be successful.

### **Demographics Strengths**

Campbell Elementary is a diverse campus with learners from various backgrounds and learning experiences. We also have a diverse staff from various backgrounds and experiences. Many families move into our area for the school district. Because our families value education, we have many supportive parents and volunteers.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have grown by 300 students since last year and are going to continue to grow and add students throughout the year creating large class sizes. We are also out of classroom space in the building. **Root Cause:** Sections of houses are in the process of being built all around us which will keep our enrollment steadily growing throughout the year and next summer.

# Student Academic Achievement

## Student Academic Achievement Summary

Percent of students who mastered, met, and approached grade level:

3rd grade reading: 88

3rd grade math: 88

4th grade reading: 93

4th grade math: 92

4th grade writing: 92

5th grade reading: 97

5th grade math: 98

5th grade science: 92

TEA Accountability: Met Standard

overall rating A (95)

STAAR performance Student Achievement rating A (93)

School progress academic growth rating B (83)

Closing the gaps rating A (100)

## Student Academic Achievement Strengths

According to the 2018-2019 STAAR data, the vast majority of students are approaching, meets, or masters grade level set by TEA. For our first year, we are very proud of our writing and science scores coming in strong at 92 percent meeting standards. Our best student growth was in math at 78%.

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

**Problem Statement 1:** Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards. **Root Cause:** Teachers need to utilize ELT, small group instruction, and individual conferring to meet the needs of each individual student so they show growth.

# School Processes & Programs

## School Processes & Programs Summary

Campbell Elementary has a strong set of core values and beliefs that are the foundation of our culture. We do what's best for kids, collaborate with one another, value each other's strengths, continuously learn, and choose kindness. 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, PLC meetings, and professional development opportunities. Our instructional coach model is set up for optimal planning and learning for teachers and students.

## School Processes & Programs Strengths

Being a newer campus has created a climate of excitement! Many teachers are experimenting with structures such as flexible seating and flexible work spaces. Our families are eager to volunteer. Our PTA has a full board and they have trained and solicited many volunteers. We are continuing to build relationships throughout the school community.

Campbell Elementary has highly dedicated and professional teachers that were recruited and hired because they are quality educators. All of our staff members are highly effective and are student centered.

Campbell Elementary follows the TEKS and unit plans from Katy ISD. Our teachers have attended trainings throughout the summer and received many resources to support this effort.

Each one of the classrooms at Campbell is equipped with a SMART Board, at least 2 computers and 4 ipads. Teachers and students have access to the computer lab, computer carts, and printers. There is a SMART Panel in each flex space for each grade level.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have at least two new teachers on each team to make sure we include and inform as they join our Campbell Family. **Root Cause** : We are continuing to grow and add staff.

# Perceptions

## Perceptions Summary

Campbell Elementary has established a variety of ways for parental and community involvement. We have an established and supportive PTA. Committees



are open to everyone wanting to support our school. We had meet and greet playdates throughout the summer. There will also be Pastries with the Principals events throughout this year and surveys to gain feedback. Families will have many opportunities throughout the school year to visit the campus for events sponsored by PTA or by grade levels. We are also promoting a culture of kindness from day one. Each week will feature different activities to promote kindness by students and staff.

### **Perceptions Strengths**

In our second year, the staff and PTA are continuing to develop relationships with our community and surrounding businesses. We have a great relationship already with the Fulshear Police Department and Fulshear City Council. We look forward to continuing to be a positive connection in the community.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** As a growing campus, values and beliefs may not be understood by all students, staff, and parents. **Root Cause:** Communication can sometimes be inconsistent when starting a new campus. It is important to keep all communication clear, consistent, and timely.



# Priority Problem Statements

**Problem Statement 1:** As a growing campus, values and beliefs may not be understood by all students, staff, and parents.

**Root Cause 1:** Communication can sometimes be inconsistent when starting a new campus. It is important to keep all communication clear, consistent, and timely.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** We have at least two new teachers on each team to make sure we include and inform as they join our Campbell Family.

**Root Cause 2:** We are continuing to grow and add staff.

**Problem Statement 2 Areas:** District Processes & Programs

**Problem Statement 3:** Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards.

**Root Cause 3:** Teachers need to utilize ELT, small group instruction, and individual conferring to meet the needs of each individual student so they show growth.

**Problem Statement 3 Areas:** Student Academic Achievement

# 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

## 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Student surveys and/or other feedback

### **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

### **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

# Goals


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


**Performance Objective 1:** The percentage of Campbell Elementary students to meet the passing standard of approaching grade level will be 90% or higher on all STAAR assessments and in each student group.

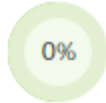
**Evaluation Data Source(s) 1:** 2019 STAAR Data


### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize unit plans and instructional coaches as resources for weekly team planning. Content planning will focus on deep instruction in order to align our lesson plans to the rigor needed.	Instructional Coaches Administrators	Reflect on STAAR data to guide instruction The effectiveness of our team planning will be evident in the lesson plans that will be submitted weekly, the observation data collected, and by the performance of our students on assessments in all grade levels.				
2) Intervention teachers will work with students during extended learning when they are identified by the RtI process as needing additional remedial support. We will also have reading and math tutors and writing and science academies to provide intervention support.	Administrators	Students should show growth/progress state and district assessments. Schedules for interventions and ELT tutoring sessions will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be uploaded into the student's ESTAR file.				

 = 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:** Campbell Elementary will use a collaborative model for decision making in regards to improvement for safety, security, and a positive learning environment.


**Evaluation Data Source(s) 1:** PBIS Data, Discipline Data, Teacher and Student Feedback

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implement positive behavior supports with expectations posted in the hallways, restrooms, classrooms, and cafeteria. Provide Cub Cash for students for positive reinforcement. Provide incentive coupons for students earn with their Cub Cash. PBIS committee meets for planning and improvement.	PBIS Committee Administrators	Expectations are set and students are encouraged through incentives. PBIS meeting agendas and discussions will examine the discipline data and provide modifications and suggestions for the campus.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 1:** Campbell Elementary teachers will work in high performing teams to meet the needs of all students.

**Evaluation Data Source(s) 1:** Lesson Plans, Planning Agendas, Assessment Data, STAAR Data, action plans

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide time for teachers to meet in professional learning communities create common assessments, create action plans with student progress data, and discuss student needs.	Instructional Coaches Administrators	Teams will be vertically aligned and support student growth. Teachers will have lesson plans entered in Forethought. PLC meetings will focus on student growth and progress.				



## Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Campbell Elementary will promote student engagement during instruction with the use of integrated technology

**Evaluation Data Source(s) 1:** Bright Bytes Data, Lesson Plans, Connected Learner Feedback

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.	Classroom Tech Designer Administrators	Campbell staff will be innovative in teaching methods. Defined Instructional strategies in Forethought facilitating technology integration				


## Goal 5: 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:** Campbell Elementary will provide a supportive environment for staff members and promote continued professional growth.

**Evaluation Data Source(s) 1:** Staff Survey Data, Professional Development Surveys and Data, Staff Retention Data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Support new to Campbell teachers by meeting with them throughout the year, assigning them a Buddy Teacher, providing them the opportunity to observe other teachers, and providing ongoing professional development.	Instructional Coaches Administrators	Teams work well together and plan well together to do what's best for kids. All teachers involved in the planning process. Evidence observed in walk-throughs and observations.				
2) Recognize staff for their accomplishments and success in a variety of ways. Personalize recognition based on staff needs and their recognition language. Create a culture where all staff members take part in complimenting and recognizing one another.	Administrators	Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture.				




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

## Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

**Performance Objective 1:** Campbell Elementary will allocate budget resources to provide the materials and professional development teachers need for students to meet their academic goals.

**Evaluation Data Source(s) 1:** Budget, Professional Development Survey Data, Professional Development Plan, STAAR Data, Bright Byte Survey Data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math, reading, science and writing TEKS for all students.	Instructional Coaches	Resources will be utilized efficiently to support our goal of all students making progress on state and district assessments.				
	Administrators					
<b>Funding Sources:</b> 199 - General Fund - 64245.00, 263 - Title III ELA - 7675.00, 224 - IDEA B SpEd - 3601.00, 397 - Advanced Placement - 612.00						
						


## Goal 7: 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:** The faculty and staff of Campbell Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive and positive learning environment that will promote high academic achievement for all students.

**Evaluation Data Source(s) 1:** Family Night Attendance, PTA Memberships, Survey Data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Communicate with parents through the use of Wednesday Folders, Parent Link emails, weekly newsletters, progress reports, report cards, parent conferences, phone calls, Class Dojo, Twitter, and Facebook.	Administrators	It is important for us to brand our school. We must communicate effectively and establish our procedures and routines. Consistent communication promotes the positive home-school partnership we desire.				
2) Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Campbell by providing interactive family nights, special programs and events, coffee chats, International Festival, and CATCH fitness night.	Administrators	By creating programs for students and parents, stakeholders will receive a value-added school experience.				
3) Maintain and recruit parents to participate in PTA activities and volunteer activities including: WATCH Dogs Workroom Wednesdays Parent/Principal Coffees	Administrators	Relationships will be built among our school community. Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth.				



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

## Goal 8: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Campbell Elementary will build a culture of kindness.

**Evaluation Data Source(s) 1:** Positive Office Referrals, Kindness Crew Agendas and Calendar, Bully Survey Data, PBIS Committee Data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Continue the Campbell Kindness Crew and implement weekly messages and monthly projects to promote kindness on our campus.	Counselor PBIS Committee	PBIS Data and Discipline Data will show that students are being kind to one another. Positive office referrals and Core Essential awards will be given to students who exhibit kindness. The campus will be a positive and happy place to work and learn.				

# State Compensatory

## Personnel for Campbell Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Intervention	Academic Support Units		2

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jaime Shipley	Principal
Administrator	Erika Rodriguez	Assistant Principal
Administrator	Bridget Aleem	Assistant Principal
Classroom Teacher	Anu Garrity	Kindergarten
Classroom Teacher	Susan Alcala	Second Grade Bilingual
District-level Professional	Darla Pollard	Secondary C&I
Non-classroom Professional	Carla Walker	Academic Support
Non-classroom Professional	Vanessa Medina	ELA IC
Non-classroom Professional	Amanda Brinkley	Math IC
Classroom Teacher	Scott Power	PE
Classroom Teacher	Maria Ramirez	5th Grade
Community Representative	Amy Campbell	Namesake
Parent	Bakul Brahmhatt	parent
Parent	Hema Vuppala	parent
Parent	Ciera Hodge	parent
Parent	Jennifer Beauchamp	parent
Parent	Joseph Alessi	parent
Parent	Fabio Bernal	parent

# District Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	professional development		\$4,701.00
6	1	1	instructional materials		\$59,544.00
<b>Sub-Total</b>					<b>\$64,245.00</b>
<b>263 - Title III ELA</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	bilingual instructional materials		\$7,675.00
<b>Sub-Total</b>					<b>\$7,675.00</b>
<b>224 - IDEA B SpEd</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	special education instructional materials		\$3,601.00
<b>Sub-Total</b>					<b>\$3,601.00</b>
<b>397 - Advanced Placement</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	GT instructional materials		\$612.00
<b>Sub-Total</b>					<b>\$612.00</b>
<b>Grand Total</b>					<b>\$76,133.00</b>



# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**CAMPBELL EL (101914143) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		95	A
<b>Student Achievement</b>		93	A
<a href="#">STAAR Performance</a>	70	93	
<a href="#">College, Career and Military Readiness Graduation Rate</a>			
<b>School Progress</b>		83	B
<a href="#">Academic Growth</a>	77	83	B
<a href="#">Relative Performance (Eco Dis: 10.7%)</a>	70	78	C
<a href="#">Closing the Gaps</a>	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	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned