

Katy Independent School District
Cinco Ranch Junior High
2018-2019 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life—to *create the future*.

Vision

Be the legacy.

Core Beliefs

1. We believe that all learners are unique and thrive through personalized learning experiences.
2. We believe that when ideas and individuals are respected, a culture of mutual respect is built that benefits all stakeholders.
3. We believe that collaboration which honors all voices, creates ownership that drives personal accountability.
4. We believe that being open-minded fosters continual improvement.
5. We believe that meaningful relationships are vital to learner success.
6. We believe that effective assessment is a continual process of giving and receiving meaningful

feedback that advances learning and supports a system of accountability.

7. We believe that our success is not determined by a single, standardized assessment.

Comprehensive Needs Assessment

Revised/Approved: August 02, 2018

Demographics

Demographics Summary

We are a very diverse population. We have a large special education population (10.2%) with many of them included in our general education classrooms. We also have a significant ELL population that includes a district program designed for students who are new to the country.

Our staff is a healthy mix of experience, expertise, and backgrounds. They are all student-centered and want to do what is right for kids.

The community is supportive of school as a whole. A large number of our students come from single parent families or dual income families, which creates a relatively small group of regular volunteers. However, the group that we do have are strong and supportive and dependable.

Demographics Strengths

While our African-American and Hispanic students scores are somewhat lower, they are not significantly lower than the "all" category.

Participation rates and attendance across the board are strong!

Problem Statements Identifying Demographics Needs

Problem Statement 1: The gap between special education student scores and "all" scores is significant.

Problem Statement 2: The gap between ELL scores and "all" scores is unacceptable.

Problem Statement 3: The gap between boys and girls scores in reading and writing is troubling.

Student Academic Achievement

Student Academic Achievement Summary

We have a high percentage of students passing the state assessment. They do well on district learning assessments and classroom assessments as well.

Student Academic Achievement Strengths

Our writing scores were much improved after a year of targeted instructional improvement. We have a significant strength in the area of Algebra, with 100% at the Mastered level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We do not have enough students at the Meets and Masters level on most tests. **Root Cause:** Planning has not started with the end in mind.

School Processes & Programs

School Processes & Programs Summary

We support a number of programs for a variety of student needs, some are cluster sites for the district. They are:

Life Skills (2)

JCAP

ASIP

PASS

Newcomer

ESL

Our staff turnover is not excessive and actually allows for a healthy rejuvenation of staff.

School Processes & Programs Strengths

The variety of kinds of people present in our building provides students with a unique opportunity to work in an environment that is a microcosm of the community at large. It also allows CRJH students to attend their home school, with their siblings, regardless of their learning needs. It provides students who are not in one of the programs the opportunity to work with and around many different sights and sounds, both casually in the hallway or lunchroom, and purposefully as a student aide or part of the Circle of Friends.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need ways to more efficiently diagnose student needs. **Root Cause:** We do not currently have enough processes that allow for real time data.

Perceptions

Perceptions Summary

We have a culture that values and appreciates differences. We encourage students to experiment with different school activities so that they can narrow down their focus and find their passion. We believe that all students deserve a great education and a great school experience.

Perceptions Strengths

A staff that does not tolerate malicious teasing or making fun, but does value relationships, humor, and kindness. A student body that feels more confident and comfortable the longer they are a student here. As parents form relationships with the professionals in the building, they too become more relaxed and cooperative and participatory.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not enough parents and community members that are involved through activities and initiatives. **Root Cause:** The age of the children, social climate, economic climate, political climate, safety measures.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: July 24, 2017


Goal 1: 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: Increase the numbers of students "approaching" grade level.


Evaluation Data Source(s) 1: STAAR data


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize the Instructional Coaches to assist teachers in using best practices for both planning and assessment.	Principal Asst. Principals Instructional Coaches	Increase in progress measures.				
2) Provide targeted instruction and intervention, personalized for each student.	Content teachers Admin Testing Facilitator Intervention teachers Counselors	More students making annual progress				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: 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 2: Close the achievement gap between "all" students and students identified as "special education" and/or "ESL."

Evaluation Data Source(s) 2: STAAR scores

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize strategies learned from Lead4Ward to teach high yield strategies to students.	Instructional Coaches Admin Teachers	Gap narrows				
2) Provide content teachers with PD that directly addresses strategies that target the gaps.	Instructional Coaches Content teachers Admin	Gap narrows				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: 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 3: Increase the numbers of students either meeting or mastering the grade level standard.

Evaluation Data Source(s) 3: STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Prepare students at the level of rigor that will prepare them to not just "pass" the test, but to meet or exceed grade level.	Teachers Instructional coaches KISD curriculum dept.	Less students "approaching" grade level and more "meeting" or "exceeding."				

Goal 1: 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 4: Increase student engagement and/or performance with the use of academic and academic related clubs during our "zero hour."

Evaluation Data Source(s) 4: List of clubs and interventions held in the hour before school starts.

Summative Evaluation 4:

Goal 2: 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: Increase the safety and orderliness of Cinco Ranch Junior High, specifically common areas within the school.

Evaluation Data Source(s) 1: Anecdotal
Survey
Discipline Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Use strategies learned in the Safe and Civil Schools cohort group to teach students and teachers what we expect and how to execute same.	Admin Classroom teachers	Orderly class change and lunch				
Funding Sources: 199 - General Fund - 0.00						

Goal 2: 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 2: Utilize our newly organized Watch Dog group to ensure a safe and orderly environment during passing times, at lunch, and at arrival and dismissal.

Evaluation Data Source(s) 2: Discipline Data

Watch Dog data

Anecdotal

Summative Evaluation 2:

Goal 2: 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 3: The concept of the Professional Learning Community will be revisited, reviewed, and revitalized in order to more efficiently use that time and to maximize the teaching gifts of the staff.

Evaluation Data Source(s) 3: PLC Norms

PLC notes and plans

Summative Evaluation 3:

Goal 3: 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: Increase the number of school/community partnerships by at least 10%.

Evaluation Data Source(s) 1: List of school partners

Summative Evaluation 1:

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Give students and school community multiple opportunities to participate in philanthropic activities.

Evaluation Data Source(s) 2: List of Philanthropic activities

Goal for each activity

Summative Evaluation 2:

Goal 3: 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 3: Implement a Watch Dog program inviting Dads and other family members to come to school and assist with procedures (focus on safety and security).

Evaluation Data Source(s) 3: WatchDog sign up
Sign in sheets

Summative Evaluation 3:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Utilize strategies learned from Lead4Ward to teach high yield strategies to students.
1	2	2	Provide content teachers with PD that directly addresses strategies that target the gaps.
1	3	1	Prepare students at the level of rigor that will prepare them to not just "pass" the test, but to meet or exceed grade level.

State Compensatory

Personnel for Cinco Ranch Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Williams	Reading Elective	Reading Intervention (Academic Support)	1.0
Natalie Scott	Math Lab	Math Intervention (Academic Support)	1.0

Campus Advisory Team

Committee Role	Name	Position
Administrator	Elizabeth Nicklas	Principal
Non-classroom Professional	Shan Smith	Assistant Principal
Classroom Teacher	Brittany Vega	JCAP teacher
Classroom Teacher	Lauren Rowe	6th gr teacher/coach
Classroom Teacher	Kim Steinberg	8th gr teacher
Classroom Teacher	Juan Martinez	7th gr teacher
Classroom Teacher	Erica Brasseux	7th gr teacher
District-level Professional	Karen Bell	Office of Other Languages- ESC
Parent	Claudia Serrano	Parent
Parent	Rhedonda Cox	Parent
Parent	Michael McCall	Parent
Parent	Kathy Sutton	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Safe and Civil Schools Materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

CINCO RANCH J H (101914048) - KATY ISD

Accountability Rating

Met Standard

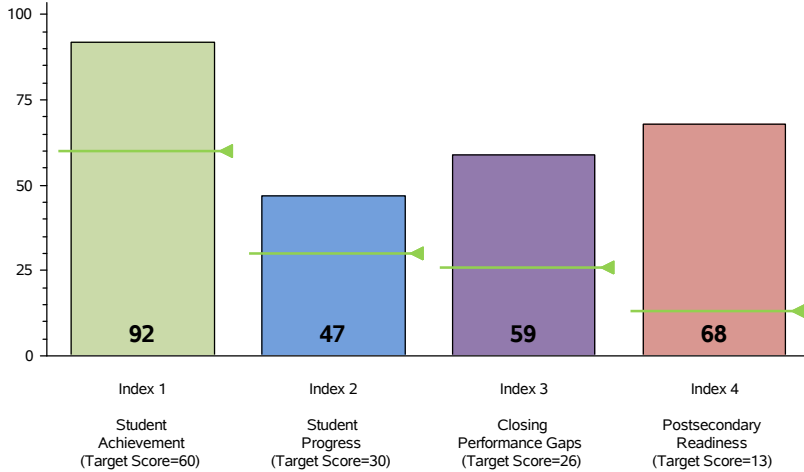
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,144	3,411	92
2 - Student Progress	759	1,600	47
3 - Closing Performance Gaps	1,771	3,000	59
4 - Postsecondary Readiness			
STAAR Score	67.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		68

Campus Demographics

Campus Type	Middle School
Campus Size	1,221 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	17.0
Percent English Language Learners	10.4
Mobility Rate	9.9
Percent Served by Special Education	9.9
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

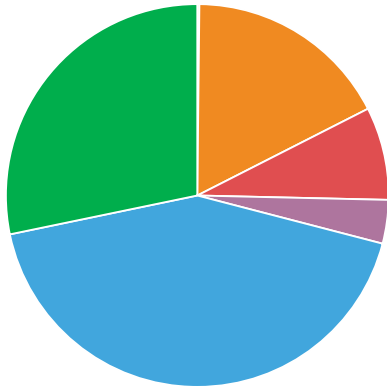
Number and Percentage of Indicators Met

Performance Rates	38 out of 40 = 95%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
Total	56 out of 58 = 97%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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Student Profile



Student Statistics

Total Enrollment	1,222
At-Risk	28.31%
Low Income	17.02%
Limited English Proficient	10.39%
Special Education	10.07%
Career Technology Educat..	29.79%
Bilingual	0.00%
ESL	9.98%
Gifted/Talented	9.98%
Title I	0.49%
Attendance Rate	97.28%

Race/Ethnicity	#	%
White	522	42.72%
Hispanic	345	28.23%
Asian	212	17.35%
Black/African American	96	7.86%
Two or More Races	45	3.68%
Am Indian/Alaskan Native	2	0.16%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.