

Katy Independent School District
Katy High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Katy High School is to develop, through cooperation with parents and community, the intellectual, physical, and social potential of our students. This will be accomplished through a balanced, dynamic curriculum which fosters life-long learning and enables students to become responsible, productive members of society - prepared for the challenges of a rapidly changing world.

Vision

Be the Legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Katy High School include 200 professional staff, 52 paraprofessionals, and 8 administrators. The student population is 47.1% White, 8.99% African American, 35.87% Hispanic, 4.83% Asian, and 2.71% Two or More Races. Additionally, the campus serves 34.4% economically disadvantaged students, 10.4% special education students, and 4.2% Limited English Proficient students.

Student Academic Achievement

Student Academic Achievement Summary

Katy High School has a diverse population. Under the Texas accountability system, students count in at least two and often times three categories. For the federal Annual Yearly Progress system, many KHS students can count in two to four categories. Because of our diversity and these overlapping categories the All students category has become a focus of concern indicator in STAAR English Reading and Writing, and Algebra I. The economy has also had an effect on our community. Numbers of Economically Disadvantaged students continue to rise at KHS. Students in this category are members of our Hispanic, African American, and White subpopulations. By concentrating on closing the achievement gap between Eco. Dis. and All Students, KHS has achieved improvement in this category. However, EOC results indicate that Eco Dis. continues to be a focus of concern. The Hispanic population continues to grow at KHS. Language and cultural concerns as well as a significant overlap with the Eco Dis sub group contribute to a focus of concern for our Hispanic students on the English I Reading and Writing, and Algebra I, STAAR tests. In previous years the African American population has not had enough students to count in the accountability systems but achievement on STAAR and TAKS testing showed a significant percentage of students in this sub group as at risk to not graduate because of failure to meet exit level testing requirements. LEP students struggle in all assessment areas. Scores indicate a 50% or less passing rate for state assessments for our LEP students. Special Education students have low passing rates for STAAR ELA, Math and Social Studies. To meet the needs of our LEP students, every ELL student is placed in courses that will prepare him/her for the STAAR or TAKS test for the current year (if eligible), in accordance with the student's individual graduation plan and LEP paperwork. All ELL students are placed with teachers who are ESOL certified. To the extent possible, these teachers have received training on SIOP strategies for ELL learners. ESOL staff and the assistant principal liaison monitor/identify all ELL students at KHS and notifies teachers/provides paperwork to teachers during the first two weeks of school. Staff development plans have been created to increase the number of certified teachers in key courses and to provide strategies training.

Student Academic Achievement Strengths

Katy High School continues to celebrate student success in numerous content, extra-curricular and co-curricular areas, at all levels, and in almost all student groups. Recent changes in state mandated assessment requirements in the core content areas have created a situation where it is difficult to compare student achievement across all grade levels and courses. However, the finalization of a new accountability system has provided focus to areas of success and weakness at Katy High School. Teachers and Instructional Coaches continue to focus on helping students who have not completed aspects of required state assessment requirements to pass these tests and fulfill graduation requirements. For both TAKS and EOC re-testers, scores indicate interventions are working and students who are persistent have an excellent chance to receive their high school diploma. The new accountability system indicates that there is significant work to be done by our Professional Learning Communities, particularly in the instruction of LEP and Special Education students. These teams have embraced this opportunity to construct assessments that are more rigorous, reliable and aligned with the state's End of Course Exams. In addition to their work on common assessments, PLC teams are working on developing quality first instruction that is aligned with the rigor of their assessments. Teachers continue to focus on the needs of individual students. This focus has stimulated growth in our understanding and utilization of differentiated instruction and the response to intervention process.

The success of Professional Learning Communities is based on the strength of the team members. The talent and commitment of the Katy High School

faculty and staff is the key to our success. All of the faculty are highly qualified in their teaching assignments. The majority of our faculty members have extensive experience and training including advanced degrees. Many of our teachers who teach advanced placement courses have served as readers for the College Board AP exams. Our ACP teachers have had wonderful life experiences that they bring to their classrooms. Those experiences include connecting with students before they became certified teachers. Many worked with students in camps, tutoring in their subject, and through church-related activities. Our district has a wonderful mentoring program for 1st and 2nd year teachers. At KHS, we team our 1st year teachers with a veteran teacher and also hold professional development sessions with them once per six weeks to help them anticipate issues that arise during the course of the school year.

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

Accountability 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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Revised/Approved: July 24, 2017


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

Performance Objective 1: KHS faculty will continue to build on their collaborative work to increase participation in Pre AP and AP courses and AP exams. A team of Pre AP and AP teachers will continue to communicate about issues unique to the Pre AP and AP program and to increase the number of National Merit Scholars and Hispanic Merit Scholars.


Evaluation Data Source(s) 1: Course requests, College Board results, National Merit and National Hispanic Scholar results

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will meet to examine AP and PreAP data, including student performance on AP tests, retention in PreAP and AP courses, numbers of students attempting AP exams.	2.4, 2.5	PreAP and AP teachers Associate Principal	Increase the number of students taking AP tests, the number of students staying in PreAP and AP courses, and the overall success rate of students taking AP exams.				
Critical Success Factors CSF 1 2) Develop an AP mentor program to pair students in AP and PreAP courses with other AP students to help support students in PreAP and AP classes.	2.6	AP coordinator	More students will stay in PreAP and AP courses and will be successful in those classes.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

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

Performance Objective 2: Continue to refine and implement an Enrichment Period that allows students to receive academic support during the school day.

Evaluation Data Source(s) 2: Numbers of students requesting assistance per grading period. Pass usage, attendance records, failure lists, student grades, comparison of the number of students who lose eligibility to previous years, student achievement on state assessments.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Look for additional tutorial and intervention strategies to be used during the enrichment period.	2.4, 2.5, 2.6	Classroom Teachers, ICs, Administrators	Students will receive additional support in subjects and courses they find academically challenging.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Together with the Instructional Coaches, faculty will focus on quality first time instruction and assessment of the standards leading to student success on EOC exams and exit level TAKS assessments.

Evaluation Data Source(s) 3: Teacher created lessons and assessments, benchmarks STAAR and exit level TAKS results.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 1) Utilize instructional strategies such as S3 strategies to design engaging lessons.	2.4, 2.6	Classroom teachers, instructional coaches, administrators	Increased engagement and learning.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Faculty and staff will collaborate with the Counselors and Assistant Principal for Student Support to design and implement intervention plans for EOC and TAKS retesters and with Instructional Coaches to create and implement remedial opportunities to provide retesters with the opportunity to be successful.

Evaluation Data Source(s) 4: Common Assessments, benchmarks, Assessment Department reports, data available in Aware. Performance on EOC and TAKS assessments.

Summative Evaluation 4:



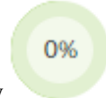

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Utilize data to identify students for intervention classes and intervention strategies.	2.4	Teachers, Instructional Coaches, Administrators	Increase the number of students who are successful in passing the EOC tests.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: System Safeguards - Special Education Case Managers will develop plans for their students, who are at risk of not graduating, to ensure their successful completion of high school. These plans may be incorporated into the students' IEPs.

Evaluation Data Source(s) 5: Progress reports, report cards, Case Manager updates. Annual ARD and monitoring credits earned each semester.

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Special Education case managers will develop individualized plans for students to be successful in their classes and progress through graduation.</p>		Classroom Teachers, Special Education Case Managers	Students in Special Education will successfully complete courses and EOC tests.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: System Safeguards - Individualized Learning Plans will be developed for all Current and Monitored ELL students. Reading will be the area of emphasis but achievement in all academic subjects will also be addressed.

Evaluation Data Source(s) 6: ELL student performance on DLA's, teacher assessments, progress reports and report cards. LEP student performance on EOC assessments

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) ESOL and classroom teachers will identify strategies for individual ELL students to achieve success in classes and EOC tests.	2.4, 2.5	ESOL Teachers, Classroom Teachers					
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Goal 2: 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: KHS will increase the effectiveness of school to parent/community communication by improving and standardizing teacher webs and utilizing eNews, Grade Book, Canvas, Twitter, and Phone Master notification system.

Evaluation Data Source(s) 1: Monitoring of Teacher Webs and notifications. End of year review.

Summative Evaluation 1:



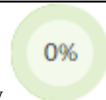

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Individual campus organizations will communicate through social media. Teachers will utilize Canvas, and other communication tools to keep parents informed about students' progress.</p>	3.1, 3.2	Teachers, administrators, organization sponsors	Parents and community will be more informed about the happenings at Katy High School and students' progress.				
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Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Implement and refine school safety procedures and an ICS system to insure adult and student safety during emergency or crisis events.

Evaluation Data Source(s) 1: Campus Safety Plan. Results of drills and table top activities. Summative reports.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) Train teachers in Run, Hide, Fight as well as CRASE training.		Administrators, police department	Teachers and staff will be prepared for an active emergency.				
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Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Increase the usage of Crime Stoppers and other strategies that will reduce the incidence of illegal or dangerous behavior among students.

Evaluation Data Source(s) 2: Quantitative data from Crime Stoppers and reductions in disciplinary incidents related to higher level offenses. Cumulative data from leading indicators.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Introduce CrimeStoppers and KISD Bullying reporting app and encourage students to report unsafe or bullying situations.</p>		Administrators, teachers	Decrease unsafe situations on campus and provide means for students to report.				
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Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Implement Katy Students Run as an activity which encourages students to be connected with peers, mentors, and Katy High School while learning to set Goals and other life skills.

Evaluation Data Source(s) 3: Increases in positive behavior and attributes of student participants. Anecdotal data from participants and possible KSR research study.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Identify students who are at-risk to pair with a mentor. Students will train with mentors and eventually participate in a half marathon.</p>	2.4, 2.6	KSR mentors, administrators	Students will build self confidence that helps them be successful in the classroom.				
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State Compensatory

Personnel for Katy High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Various	Academic Support Units		3

Campus Advisory Team

Committee Role	Name	Position
Administrator	Richard Hull	Principal
Classroom Teacher	Charlie Woods	Teacher
Classroom Teacher	Kevin Walker	Teacher
Classroom Teacher	Ken Gregory	Teacher
Classroom Teacher	Rhonda Burrough	Teacher
District-level Professional	Susan Richards	District Staff
Parent	Jocelyn Richardson	Parent
Parent	Angela Wells	Parent
Parent	Kelly Goerig	Parent
Business Representative	Colburn McClelland	Business Representative
Community Representative	Theresa Wiens	Community Representative
Administrator	Karen Plake	Assistant Principal