

Katy Independent School District
Cinco Ranch High School
2019-2020 Campus Improvement Plan



Mission Statement

In partnership with parents and community, Cinco Ranch High School seeks to challenge, nurture, and empower students to build strong character and to reach academic excellence through thinking logically, independently, and creatively in a rapidly changing world of the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2019-2020 school year has CRHS with a current enrollment of 3251 students. We've been able to maintain a consistent enrollment over the last few years with our current student demographics showing our ethnicity as follows: Asian 16.79%, African American 8.27%, Hispanic 29.19%, White 41.65%, Two or

more races 3.69%, Within our current populations we have 22.4% Economically Disadvantaged, 23.7% At-Risk, 7.1% Special Education, 7.9% ESL, 12.5%

Gifted/Talented. The culture of our campus continues to focus on student success with emphasis on developing and maintaining positive student/teacher relationships/connections. Our economically disadvantaged population continues to grow significantly. Our challenge is to maintain high levels of academic performance for these students. These students have been able to almost match all student performance on state assessments. We also want to make sure these students feel connected to our campus.

Demographics Strengths

As described in our demographic summary, we have students from all walks of life attending CRHS. The development of a strong "family" culture has allowed us to develop meaningful relationships and connections that focus on high expectations. Our student leadership is responsible for establishing school spirit and pride, which is at an all time high. We were named a top ten high school in the greater Houston area by Niche. We were also recognized by ERP as a Texas Honor Roll School. We received an A grade from TEA. We also received a TEA distinction for the Closing the Gap category among five others. We continue to excel despite the challenges of a growing economically disadvantaged student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We continue to excel despite the challenges of a growing economically disadvantaged student body. Our challenge continues to be to reach these students and help reduce our achievement gap. An additional challenge has become the significant growth of our ESL population. We have one of the largest ESL populations among the Katy ISD high schools including a significant increase in our newcomer population. **Root Cause:** Change in demographics and influx of students who require ESL services.

Priority Problem Statements

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

Accountability Data

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

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 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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 between groups
- 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 and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 passing rate in English I STAAR EOC to 94%

Evaluation Data Source(s) 1: TEA Accountability Report

Summative Evaluation 1:

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: Increase the passing rate in English II STAAR EOC to 94%

Evaluation Data Source(s) 2: TEA Accountability Report

Summative Evaluation 2:

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 percentage of students making at least one year of progress and receive an A in this domain.

Evaluation Data Source(s) 3: TEA Accountability Report

Summative Evaluation 3:

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: Utilize resources (campus/district funds) to continue to do Saturday "blitzes" to assist any student who needs or would like

additional support in preparation for their respective EOC.

Evaluation Data Source(s) 4: TEA Accountability Report

Summative Evaluation 4:

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: CRHS will continue to utilize research based questions with scoring rubrics when interviewing and hiring new staff.

Evaluation Data Source(s) 1: Teacher Quality Index Handbook

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 1: CRHS would like to increase PTSA memberships for the 2019-20 school year by simplifying the process and doing more frequent marketing.

Evaluation Data Source(s) 1: Membership report in May 2020

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: Continue to keep our strong business partner relationship to provide goods and services for our campus through such programs as the Chick Fil-A Leadership academy.

Evaluation Data Source(s) 2: Year end report for the teacher sponsor of the academy

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: Continue year two of RSVP (Raising Student Voice and Participation) to give students a voice in their school and to understand the inner workings of how to go about making change.

Evaluation Data Source(s) 3: Feedback from RSVP students and staff

Summative Evaluation 3:

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: CRHS Counselors will continue to lead a variety of student groups such as grief, anxiety, new to Cinco Ranch, etc to support students in need.

Evaluation Data Source(s) 1: Conference with lead counselor and associate principal.

Summative Evaluation 1:

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Continue Cougar Challenge as a school-wide approach to support students and staff in order to build upon our culture of kindness and compassion.

Evaluation Data Source(s) 2: Feedback from students/teachers

Summative Evaluation 2:

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	James Cross	Principal
Administrator	Patti Smith	Associate Principal
Paraprofessional	Anita Kuhlmann	Principal's Secretary
District-level Professional	Jay Sonnenberg	Instructional Technologist
Non-classroom Professional	Robin Rolon	Counselor
Classroom Teacher	Hailey Ann Booth	Teacher
Classroom Teacher	Jerold Gaithan	Teacher
Classroom Teacher	Travis Turgeon	Teacher
Parent	Maryellen Hager	Parent
Parent	Teri Kong	Parent
Parent	Monica Mandel	Parent
Parent	Kyle Reuber	Parent
Parent	Carolyn White	Parent
Community Representative	Rose Fernandes	Community Representative
Business Representative	Chris Smith	Business Representative
Classroom Teacher	Rachel Tate	Teacher

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
CINCO RANCH H S (101914007) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		95	A
STAAR Performance	76	94	
College, Career and Military Readiness	85	96	
Graduation Rate	99	95	
School Progress		87	B
Academic Growth	74	84	B
Relative Performance (Eco Dis: 19.0%)	81	87	B
Closing the Gaps	96	92	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	Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned