

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

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# 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

Rooted in excellence.

## 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are a very diverse population. We have a large special education population with many of them included in our general education classrooms. We also have a significant ELL population.

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!

We exceeded the target score for every subpopulation.

# 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. 2019 STAAR scores reflected an increase in overall academic student achievement and distinction designations.

## Student Academic Achievement Strengths

Our 6th grade math and 8th grade reading 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 all students passing at the approaches level . **Root Cause:** Alignment and rigor

# 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.





# 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
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- 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 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia 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

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- 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 numbers of students making at least one year's progress.


**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 "EL."


**Evaluation Data Source(s) 2:** STAAR scores

**Summative Evaluation 2:**

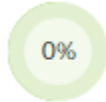
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize strategies learned from Lead4Ward to teach high yield strategies to students.	Instructional Coaches Admin Teachers	Gap narrows				
2) Provide content teachers with PD that 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 including EL and Special Education students.

**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 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:** Increase our opportunities to involve our parents by 50%.

**Evaluation Data Source(s) 1:** WatchDogs, Curriculum Nights and Lunch and Learns

**Summative Evaluation 1:**

**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 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 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 3:** Expand our 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:**

### **Goal 3: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** Implement Speak Up app.

**Evaluation Data Source(s) 1:** P3 Speak Up emails .

**Summative Evaluation 1:**

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Provide age appropriate assemblies to address bullying, cyber bullying and social skills, etc.

**Evaluation Data Source(s) 2:** Counselors  
Guest Speakers

**Summative Evaluation 2:**

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** Introduce a formal PBIS system beginning with our 6th graders.

**Evaluation Data Source(s) 3:** PBIS system  
Teachers  
Spreadsheets of data provided by the PBIS system

**Summative Evaluation 3:**



**Goal 4: All learning environments will foster engagement by integrating personalized learning experiences.**

**Performance Objective 1:** Engage students in assessing their own learning.

**Evaluation Data Source(s) 1:** Student progress monitoring, specialized advisory, data diving, imagination math, and technology resources

**Summative Evaluation 1:**

# 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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elizabeth Nicklas	Principal
Classroom Teacher	Juan Martinez	7th gr teacher
District-level Professional	Steve Bennett	ESC
Non-classroom Professional	Andrea Popkowski	Campus Testing Facilitator
Classroom Teacher	Sharron Liner	7th/8th gr teacher
Classroom Teacher	Tammy Seale	7th gr Teacher
Classroom Teacher	Becci Ewers	SpEd/ICS teacher
Classroom Teacher	Deb Langdon	7th gr. teacher
Parent	Holly Trochie	Parent
Parent	Andrea Suarez-Chaiban	7th gr.
Parent	Bhavini Vora	7th gr.
Parent	Becky Shilk	Parent
Parent	Partha Mohanty	7th gr.
Parent	Brittiney Williams	Parent
Parent	Angelique Shoebroek	6th gr.

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**CINCO RANCH J H (101914048) - 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>	72	93	
<a href="#">College, Career and Military Readiness Graduation Rate</a>			
<b>School Progress</b>		90	A
<a href="#">Academic Growth</a>	80	90	A
<a href="#">Relative Performance (Eco Dis: 23.0%)</a>	72	89	B
<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	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned