

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



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.

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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 46.7% White, 8.9% African American, 35.9% Hispanic, 4.9% Asian, and 3.2% Two or More Races. Additionally, the campus serves 33.2% economically disadvantaged students, 10.7% special education students, and 5.5% 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.

School Processes & Programs

School Processes & Programs Summary

Teachers are recruited to join the KHS team through recruiting job fairs, HR postings as well as word of mouth. Teachers new to the profession are given a mentor who meets with them a minimum of every six-weeks to answer questions and provide guidance. All teachers work in departmental teams as well as content-specific professional learning communities which allows staff members to support each other throughout the year. Teachers enjoy working at KHS as reflected by the number of teachers who have taught at KHS for 15+ years.

School Processes & Programs Strengths

Perceptions

Perceptions Summary

KHS values its history and traditions. Many of our processes and procedures are based on years of doing things the right way. The students and parents of KHS are highly valued and their input is solicited. It is the goal of KHS to make all students feel welcome and comfortable.

Perceptions Strengths

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

Accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Study of best practices

Goals


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
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.				
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
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.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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.

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
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.				

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
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.				

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
1) Special Education case managers will develop individualized plans for students to be successful in their classes and progress through graduation.		Classroom Teachers, Special Education Case Managers	Students in Special Education will successfully complete courses and EOC tests.				

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
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					

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 Canvas pages, as well as increasing the number and quality of social media accounts that are run by staff members. In addition, eNews will be used on a regular basis to disseminate information to families.

Evaluation Data Source(s) 1: Monitoring of Canvas pages, eNews, Twitter and other social media publications. End of year review.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Individual campus organizations will communicate through social media. Teachers will utilize Canvas, and other communication tools to keep parents informed about students' progress.	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.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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
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.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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

Performance Objective 2: Increase the usage of SpeakUP and 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
1) Introduce CrimeStoppers and KISD Bullying reporting app and encourage students to report unsafe or bullying situations.		Administrators, teachers	Decrease unsafe situations on campus and provide means for students to report.				
							

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	Susan Mojaver	Teacher
Classroom Teacher	Kevin Walker	Teacher
Classroom Teacher	Jay Jackson	Teacher
Classroom Teacher	Terry Gorton	Teacher
District-level Professional	Gail Mikeska	District Staff
Parent	Stephen Hurter	Parent
Parent	Kathy Funk	Parent
Parent	Stacey Torres	Parent
Business Representative	Patti Lacy	Business Representative
Community Representative	Theresa Wiens	Community Representative
Administrator	Karen Plake	Assistant Principal
Parent	Mike Diezi	Parent

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
KATY H S (101914001) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		90	A
STAAR Performance	63	91	
College, Career and Military Readiness	69	92	
Graduation Rate	95.6	85	
School Progress		83	B
Academic Growth	68	78	C
Relative Performance (Eco Dis: 31.0%)	66	83	B
Closing the Gaps	81	84	B

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	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned