Katy Independent School District

Cinco Ranch High School

2023-2024 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 2021-2022 school year has CRHS with a current enrollment of 3479 students. We are at our largest population in the last 15 years. Our current student demographics shows our ethnicity as follows: Asian 15.33%, African American 8.82%, Hispanic 32.02%, White 40.02%, Two or more races 3.51%, Within our current populations we have 25.1% Economically Disadvantaged, 31.9% At-Risk, 7.9% Special Education, 8.8% ESL, 12.8% 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. We are looking to re-establish our sense of pride and school spirit. Once again, we were named a top high school in America by US News and World Report. While there was no TEA accountability rating for the 2020-21 school year, for 2018-19 we recieved an A grade from TEA. While we did have drops in overall scores, they were mostly minimal and still exceeded the district average.We also recieved 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 growht 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.

Student Learning

Student Learning Summary

Based on 2021 STAAR EOC, while our scores showed a slight drop, we felt encouraged by the overall success of teaching students in a blended model calssroom during a pandemic. Our biggest drop came in Algebra I which feel in-line with the district and state. We had a new, and inexperienced ALgevbra I team and a new instructional coach for math.

Student Learning Strengths

Students showed growth in most areas even through the difficulty of virtual learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Algebra I scores dropped 20 points from the 2019 test. **Root Cause:** New team. New IC. Blended learning, pandemic

School Processes & Programs

School Processes & Programs Summary

We utilize our instructional coaches to not only support and mentor new teachers, but help our veteran teachers grow as professionals.

School Processes & Programs Strengths

We have incredibly talented and dedicated instructional coaches who are strong at not only helping teachers in the classroom, but developing meaningful relationships with them.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We added 33 new teachers this year and in the last two years we have over 75 new teachers to assist in learning the Cinco way. **Root Cause:** Additional staff allotted. Above attrition due to the pandemic.

Perceptions

Perceptions Summary

We have created and maintained a very positive, encouraging culture in our school. Our staff values building relationships and encouraging students to excel. Our mission statement that we focus on is to challenge, nuture, and empower students.

Perceptions Strengths

We have created and maintained a very positive, encouraging culture in our school. Our staff values building relationships and encouraging students to excel. Our mission statement that we focus on is to challenge, nuture, and empower students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Re-establishing our connection piece with both staff and students after going through the pandemic.   **Root Cause:** Forty percent of our students were not on campus throughout the 2020-2021 school year. We were mostly limited to doing activities that would normally help us promote our positive and engaging school culture.

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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data

Student Data: Student Groups

- 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
- 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

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

Performance Objective 1: Increase the number of students participating in the campus coordinated health program.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct fitnessgram assessments throughout the school year in health fitness classes. Students will participate in moderate and vigorous activities in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Increase the passing rate in English I STAAR EOC to 92%

    Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Focus on student writing and literacy comprehension by planning strategic lessons that have activities to improve student writing and literacy comprehension during weekly PLC times.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in students writing and literacy scores on English I EOC **Staff Responsible for Monitoring:** ELA teachers, IC, administration **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Increase the passing rate in English II STAAR EOC to 92%

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Focus on student writing and literacy comprehension by planning strategic lessons that have activities to improve student writing and literacy comprehension during weekly PLC times.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase in students writing and literacy skills on EOC. Increased writing scores on PSAT. **Staff Responsible for Monitoring:** English II teachers, IC, administration **TEA Priorities:** Build a foundation of reading and math				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 4: The percent of Cinco Ranch High School students who achieve the CCMR target will increase to to 92% by 2024.

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Currently identify CCMR students and have them meet with counselors to discuss the benefits of taking the TSIa and getting them to sign up for the January and February dates for testing. **Staff Responsible for Monitoring:** Principal, Associate Principal, Testing Facilitator, Couselors **TEA Priorities:** Connect high school to career and college -		**Formative**			**Summative**
		Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: A focus on ensuring students enrolled in a CTE course that has a certification test attached to it, take and pass the certification test. **Strategy's Expected Result/Impact:** Increase in the amount of students receiving a CTE certification. **Staff Responsible for Monitoring:** CTE teachers, CCF, counselors, administration **TEA Priorities:** Connect high school to career and college		**Formative**			**Summative**
		Oct	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 5: We will seek to reduce the failure rate of all students.

    Evaluation Data Sources: Failure Rate Report

Strategy 1 Details			Reviews		
Strategy 1: Focus on PD for teachers that trains them on standards based grading.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Decrease in student failures		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: teachers, IC, DC's, administration, counselors					

Strategy 2 Details			Reviews		
Strategy 2: Increase student daily attendance at Cinco Ranch High School from 93.5% to 94.5%			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will benefit from great tier 1 instruction that occurs in all classrooms, which in turn helps all students with their academic growth.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Attendance Clerks, Drop Prevention Facilitator, and Counselors					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

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: Provide professional development opportunities for instructional strategies, Canvas support, lesson planning etc., through Think Tank Thursday sessions to meet the needs of classroom teachers.

    Evaluation Data Sources: Think Tank attendance, classroom observations, learning walk.

Strategy 1 Details	Reviews			
Strategy 1: Provide campus led professional development on topics requested by teachers, as well as instructional strategies to increase student academic growth.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More intentional support for teachers and specific student groups. **Staff Responsible for Monitoring:** IC's. administration **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 2: Provide instructional and professional support for new teachers through Think Tank Thursday sessions, learning walks and mentors for new teachers.

    Evaluation Data Sources: Think Tank attendance, classroom observations, learning walks, attendance to mentor meetings

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 parental engagement in the educational process as well as PTSA memberships for the 2023-24 school year by simplifying the process and doing more frequent marketing.

Evaluation Data Sources: Membership report in May 2023

Strategy 1 Details	Reviews			
Strategy 1: Invite new families to PTSA meetings using multiple platforms, host 2 coffee and donut sessions on campus for parents to learn about the PTSA. Provide bilingual support for non-English speaking parents regarding PTSA and other school events.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in PTSA membership, Increase in participation in the educational process. **Staff Responsible for Monitoring:** Principal, PTSA president **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide PTSA information for parents at the community pep rally, open house, and other campus events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in PTSA membership **Staff Responsible for Monitoring:** Principal, PTSA president	**Oct**	**Jan**	**Apr**	**June**

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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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 Sources: Conference with lead counselor and associate principal.

Strategy 1 Details	Reviews			
Strategy 1: Weekly small groups for students needing extra assistance during 3.5 time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in the amount of anxiety and suicide ideations that are reported. **Staff Responsible for Monitoring:** Counselors, administration	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

    Evaluation Data Sources: Feedback from students/teachers, planned weekly activities during 3.5 time

Strategy 1 Details			Reviews			
Strategy 1: Weekly activities through 3.5 time, as well as social media posts promoting school spirit and culture.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in campus culture and pride **Staff Responsible for Monitoring:** Teachers, counselors, administration			**Oct**	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

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

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

    Evaluation Data Sources: Student, parent and staff surveys focused on violence and bullying topics.

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Guest speakers in the fall and spring that focus on violence and bullying prevention. **Staff Responsible for Monitoring:** Administrators Counselors/ Health Teachers **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Apr**	**June**

      0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Cinco Ranch High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Cinco Ranch High School

Name	Position	FTE
Interventions	Academic Support	2

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

The percent of **Cinco Ranch** High School students who achieve the CCMR target
will increase from **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%	84%	
Actual Scaled	96	96	96	96	
Met Goal		N	N	N	

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Cinco Ranch	CCMR	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
		2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
		2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2023 Actual	66	71%	289	75%	326	87%	1	0%	129	92%	1	100%	26	85%	63	76%	254	70%	111	75%
		Met Target		Y		N		Y		N		N		Y		Y		Y		N		Y
		2024 Target		**81%**		81%		87%		50%		95%		50%		76%		45%		**80%**		75%

* Data source Domain 3