Katy Independent School District

Cinco Ranch Junior High

2024-2025 Campus Improvement Plan

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

Passion for Learning, Compassion for others.

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

Revised/Approved: June 14, 2024

Demographics

Demographics Summary

We have a very diverse population at Cinco Ranch Junior High. Our campus ethnicity is composed of Hispanic-32%, White-30.7%, Asian-25.2%, Black-7.4%, and 4.6% Other or Two or More Races.

Approximately 15.5% of our students receive Special Education services, 22.9% are ESL, and 434.2 are Eco Dis. Our campus host a variety of Special Education settings such as Life Skills, RISE, ASIP, and JCAP.

Our staff is a healthy mix of experience, expertise, and backgrounds. They are all student-centered and work to do what is right for kids.

The community is supportive of the school as a whole. Our PTA is active, strong, supportive, and dependable.

Demographics Strengths

Our diversity makes us stronger as a community, and we have great student involvement. Our inclusive attitude towards all of our students allows them to have a window to the world.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates have declined since 2020. **Root Cause:** Demographics have changed over time. Currently our At Risk population is 36%.

Student Learning

Student Learning Summary

STAAR Results:

Overall All Test, All Grades: 88% Approached or Higher

Overall Math: 91%

Overall Reading: 86%

Student Learning Strengths

Students utilized educational technology to enhance their knowledge. Students learned how to balance academic priorities with social and emotional needs, as our school focuses on the whole child model. Our students embraced the transition to online assessments and overall did very well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom. **Root Cause:** Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.

Problem Statement 2 (Prioritized): STAAR Math scores, specifically 7th grade Math, have declined when compared to previous years. **Root Cause:** New staff in key Math positions, lack of student participation in tutorials, number of students needing additional math support is increasing.

Problem Statement 3 (Prioritized): Student physical and emotional health concerns have increased over the past few years. **Root Cause:** Lack of physical exercise, anxiety after COVID, increased social media presence.

School Processes & Programs

School Processes & Programs Summary

CRJH has a school calendar with important events listed and provides a weekly bulletin to staff to ensure the campus is clear in its direction. Our campuses utilizes e-Hallpass to monitor student traffic in the hallways and school building. Our campus serves as a cluster site for a couple support programs such as JCAP and ASIP.

School Processes & Programs Strengths

Our fine arts department is a strength that allows students to experience the world of music and arts as they explore all avenues of their development and growth as a young teenager. Our Performing Arts groups have received many accolades through out the years.

Our athletic department fosters goal setting, monitors progress and encourages teamwork that helps our students to build unparalleled confidence in who they are as a student at CRJH.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals.   **Root Cause:** Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.

Perceptions

Perceptions Summary

We have a culture that values and appreciates differences. We encourage students to experiment with different school activities, so they can narrow down their focus and find their passion. We believe that all students deserve a great education and a great school experience. Our campus uses results from Campus Climate survey to guide it's goals among staff.

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 participatory.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.   **Root Cause:** Increased demands on teachers. Increase number of disruptions by students.

Problem Statement 2 (Prioritized): Parents are at times unaware of district and campus events and opportunities.   **Root Cause:** Too many sources of information or lack of information given.

Priority Problem Statements

Problem Statement 1: Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom.
Root Cause 1: Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR Math scores, specifically 7th grade Math, have declined when compared to previous years.
Root Cause 2: New staff in key Math positions, lack of student participation in tutorials, number of students needing additional math support is increasing.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals.
Root Cause 3: Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.
Root Cause 4: Increased demands on teachers. Increase number of disruptions by students.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Attendance rates have declined since 2020.
Root Cause 5: Demographics have changed over time. Currently our At Risk population is 36%.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Student physical and emotional health concerns have increased over the past few years.
Root Cause 6: Lack of physical exercise, anxiety after COVID, increased social media presence.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parents are at times unaware of district and campus events and opportunities.
Root Cause 7: Too many sources of information or lack of information given.
Problem Statement 7 Areas: Perceptions

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By May 2025, at least 85% of students in 90% of classes will consistently be behaviorally engaged in classroom instruction.

High Priority

Evaluation Data Sources: Walkthrough checklist, discipline reports.

Strategy 1 Details		Reviews		
Strategy 1: Administration team and Instructional Coaches will observe classrooms at least one half day per week using a custom created observation data form focusing on student behaviors. Data collection will focus on: on task/off task behaviors, type of off task behavior, number of students off task, classroom activity/type, teacher location in classroom, level of engagement. Administration and Instructional Coaches will then formulate individual teacher or student support plans based on data gathered. **Strategy's Expected Result/Impact:** No more than 4 student disruptions per 10 minutes of class time. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
	65%			

Strategy 2 Details			Reviews		
Strategy 2: Teams will focus on creating engaging lessons that include a variety of activities such as reading from a variety of sources, writing (quick writes, exit tickets), listening, and speaking (think, pair, share; ABBA, Talk Read Talk Write). Instructional Coaches will support individual teachers needing assistance or guidance implementing lessons.			**Formative**			**Summative**

			Formative			**Summative**
Strategy 2: Teams will focus on creating engaging lessons...			**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: No more than 4 student disruptions per 10 minutes of class time. Students will be actively engaged in lessons and participating. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			65%			

Strategy 3 Details			Reviews		
Strategy 3: Department Chairs & Team Leads will partner to establish PLC norms.			**Formative**			**Summative**

			Formative			**Summative**
Strategy 3: Department Chairs & Team Leads will partner to establish PLC norms.			**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Functional and collaborative teams. **Staff Responsible for Monitoring:** Department Chair **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			65%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom. **Root Cause**: Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.
Problem Statement 2: STAAR Math scores, specifically 7th grade Math, have declined when compared to previous years. **Root Cause**: New staff in key Math positions, lack of student participation in tutorials, number of students needing additional math support is increasing.
School Processes & Programs
Problem Statement 1: Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals. **Root Cause**: Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: 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: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **Problem Statements:** Student Learning 3	30%			

Strategy 2 Details	Reviews			
Strategy 2: 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 Physical Education Teachers **Problem Statements:** Student Learning 3	50%			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Student physical and emotional health concerns have increased over the past few years.   **Root Cause**: Lack of physical exercise, anxiety after COVID, increased social media presence.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By May of 2025, the School Management pillar on the Culture and Climate survey will be at 8.0 or above.

    High Priority

    Evaluation Data Sources: Pulse Survey results, Teacher Interviews

Strategy 1 Details	Reviews			
Strategy 1: Reform and reorganize our Campus Morale Magic and Sunshine committees but adding at least one representative per grade level.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: More grade levels and ideas represented. **Staff Responsible for Monitoring:** Assistant Principals. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	35%			

Strategy 2 Details	Reviews			
Strategy 2: Create School Culture committee which will review Pulse Survey results quarterly. Data and results from the surveys will be analyzed and new strategies will be implemented by the committee.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase pulse survey scores. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	50%			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.   **Root Cause**: Increased demands on teachers. Increase number of disruptions by students.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

    Evaluation Data Sources: Speak Up App Records
Newsletters
Counselor & Assistant Principal Presentations

Strategy 1 Details	Reviews			
Strategy 1: During the first week of school, students will be introduced and shown how to submit a Speak Up App. Information on how to see a Counselor will also be shared.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will be familiar with the Speak Up App so that they can submit reports. Students will know how to get in contact with a Counselor, should they need their support.
    Staff Responsible for Monitoring: Administrators
Counselors
 	
    Problem Statements: Student Learning 3
	65%			

Strategy 2 Details	Reviews			
Strategy 2: Counselors will present to students about bullying, it's effects, and strategies to prevent.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of bullying reports.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors **Problem Statements:** Student Learning 3	10%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student physical and emotional health concerns have increased over the past few years.   **Root Cause**: Lack of physical exercise, anxiety after COVID, increased social media presence.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: CRJH will increase student daily attendance rate by .5% or more for the 2024-2025 School Year.

    High Priority

    Evaluation Data Sources: ADA records.

Strategy 1 Details	Reviews			
Strategy 1: Form Attendance Committee to brainstorm recognition ideas for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased daily attendance.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1	40%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will reach out to parents of students that have missed more than 3 consecutive days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance and participation in class.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Grade level Assistant Principals. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	10%			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have declined since 2020. **Root Cause**: Demographics have changed over time. Currently our At Risk population is 36%.

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase communication with parents regarding events and opportunities offered at the campus and district level.

    Evaluation Data Sources: communications sent, parent participation at campus events

Strategy 1 Details	Reviews			

Strategy 1: Advertise and provide event flyers for district events, such as Title III: Family STEAM Night, College Nights, etc.
     Strategy's Expected Result/Impact: Parents awareness of district level opportunities.
     Staff Responsible for Monitoring: Administrators
 	
     ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Perceptions 2
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	20%			
Strategy 2 Details	Reviews			

Strategy 2: Provide parents a weekly Newsletter to include campus events, reminders, and volunteer opportunities.
     Strategy's Expected Result/Impact: Better flow of communication.
     Staff Responsible for Monitoring: Administrators
 	
     ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Perceptions 2
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	60%			

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents are at times unaware of district and campus events and opportunities. **Root Cause**: Too many sources of information or lack of information given.