

Katy Independent School District
Cinco Ranch High School
2018-2019 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2018-2019 school year has CRHS with a current enrollment of 3149 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 16.1%, African American 8.29%, Hispanic 27.53%, White 44.01%, Two or more races 3.94%, Within our current populations we have 29.6% Economically Disadvantaged, At-Risk 22%, 6.8% Special Education, 5.4% ESL 5.9%, Gifted/Talented 12.4%. 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 also recognized by ERP as a Texas Honor Roll School. We continue to excel despite the challenges of a growing economically disadvantaged student body. We were also impacted by Hurricane Harvey. Approximately 600 families were displaced by the flood.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We continue to excel despite the challenges of a growing economically disadvantaged student body. We were also impacted by Hurricane Harvey. Approximately 600 families were displaced by the flood. As of August 22, 2018, our economically disadvantaged increased from 24% to 29.6%. Our challenge continues to be to reach these students and help reduce our achievement gap. **Root Cause:** Change in demographics, displaced families and impacted neighborhoods.

Student Academic Achievement

Student Academic Achievement Summary

Our focus last year was lesson planning. We feel like it has a significant impact on student learning. We are adding a reflection element this year. After each unit of study, teacher will make written reflections on what has worked or not worked. The idea is to grow as educators and find best practices that have the biggest impact on students. With our implementation of SLO (Student learning Objectives) this year, we are extending the teacher growth by having them measure student growth throughout the upcoming year. Our goal is to use that tool to identify problem areas across curricula and evaluate our strategies and practices for helping students learn these challenging overarching concepts.

Student Academic Achievement Strengths

Teachers will design engaging lessons and ensure curriculum alignment with TEKS & STAAR EOC. Administrators will work with ICs to provide guidance, support, and feedback as teachers grow in planning purposeful lessons.

Implemented teacher lesson plan reflections and SLO goals.

Utilize Instructional Coach model to assist PLC teams and individual teachers with review and analysis of student data, as well as instructional strategies focusing on student growth.

DLA will be administered in core areas for all students.

Students attended before and after school tutorials for individualized assistance. Students were placed in targeted classes.

At-risk students were identified and assisted as needed.

Advisory period (Period 2.5) continues to address the educational needs of students.

Teachers utilized common conference periods for PLC teams. Teams used three PLC questions to guide collaborative conversations. Campus follows common protocols for all PLC meetings.

Common assessments continue to be used in subject teams. Assessment results are analyzed to provide timely data on student performance.

We received seven of seven distinctions from TEA and continue to be a high performing campus in these areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English I & II EOC scores remain the lowest of our tested subjects. We did receive a distinction this year and made growth; however, we are looking to improve our passing rate to 94% to be in line with our other subject areas. **Root Cause:** Lack of writing skills across the curriculum. Inconsistency in writing instruction.

School Processes & Programs

School Processes & Programs Summary

Each administrator works closely with the Instructional Coaches to support teachers and improve instruction and increase student learning and achievement. I meet with the ICs and their respective assistant principals weekly to examine strengths and growth areas of departments as well as individual teachers. We look at data to evaluate the effectiveness of our initiatives.

We will be implementing a standardized set of interview questions and a scoring rubric for all teacher interviews. This is based off research from a university professor who is considered an expert in this field.

School Processes & Programs Strengths

Instructional Coaches continue to assist PLC teams and individual teachers with data analysis and staff development as well as best first teach practices.

Master schedule was developed in collaboration with all department chairs to build capacity and utilize the strengths of our current staff.

Targeted classes were designed as an intervention for struggling students.

Advisory period (Period 2.5) used to provide tutorials for struggling students, and offer support and provide information for all students. It was also used for EOC remediation.

Multiple campus, district, state, and national professional development opportunities were offered to faculty and staff.

Principal meets weekly with APs and ICs to discuss instructional practices and examine data.

Cougar Conversations are held throughout the year to provide open communication between the staff and the principal.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Focus on best research-based practices for hiring staff **Root Cause:** Inconsistent interview questions/rubrics across departments

Perceptions

Perceptions Summary

Cinco Ranch High School continues to utilize technology including social media to keep our community informed and to solicit parent involvement. We continue to seek out ways for our students and staff to serve our community as well. Cinco Ranch continues to utilize campus created programs like Cougar Challenge as well as Safe and Civil Schools program to build upon a positive school climate. School spirit and pride along with positive student staff interactions have been the main focus of our campus. We have kicked off our 20th year at Cinco. Our school has changed dramatically over those twenty years, our staff continues to do an incredible job of not only teaching students, but building positive, meaningful relationships with students. Our student body consistently says that their two favorite things about our teachers are: that they care about their students and they have a true passion for teaching.

Perceptions Strengths

Utilize Twitter and Facebook to share information and good news about our campus.

Use Celebrating Cinco student and staff Blog to highlight successes and challenges.

We host Open House and Parent Nights as forums to meet the teacher and get valuable curriculum information.

Teachers/Counselors communicate with parents regarding student progress, benefits of PreAP/AP, and graduation plans and endorsements.

Parents are informed regarding school issues through varied means of communication (parent conferences, eNews, Parent Link, website, marquee, email, social media, and Lunch with the Principal.)

Our Cougar Challenge Program is used to address student bullying and create a sense of community in a positive school environment.

We (Katy ISD) have incorporated a bullying tip line accessible to all students to create a safe school environment.

Cougar Roundup is held prior to the opening of school to address schedule changes, issue textbooks, take school pictures, resolve locker issues, and provide an orientation.

Health Education classes cover curriculum objectives that focused on CPR and the ill effects of drugs, alcohol and tobacco.

Students participate in counseling groups as a forum to share common youth concerns under the guidance of a trained facilitator.

RAPTOR is used to maintain positive identification of all visitors and to identify those individuals who are listed as Registered Sexual Offenders.

We execute safety drills regularly.

Campus staff participates in AED training.

Parents are actively involved in 504, RTI, and SPED process.

Students participate in community service through Cougars Achieving Through Service (CATS) at all grade levels.

Parent, community, and business involvement is promoted through Junior Achievement , guest speakers, campus advisory team activities, VIPs, KEYS and PIE.

Our campus continues to partner with a very strong PTSA group to assist with communication of school-wide initiatives/programs.

Community pep rallies/homecoming parade are held to promote school/community spirit.

Our campus PIE liaison works diligently to build and maintain positive relationships with business partners.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent attendance/participation in various school wide activities such as open house, lunch with the principal, parent nights.

Root Cause: A sluggish economy that sent many of our parents to the workplace as well as the effects of Hurricane Harvey.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

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 data
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: By June 2019 94% of CRHS students taking the English I,II EOC will achieve "approaching grade level."

Evaluation Data Source(s) 1: STAAR EOC Data

Summative Evaluation 1:

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

Performance Objective 2: By June 2019 CRHS English I and II EOC masters grade level scores will increase by five percent.

Evaluation Data Source(s) 2: STAAR EOC Data

Summative Evaluation 2:

Goal 2: 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: 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) 1: STAAR EOC Data

Summative Evaluation 1:

Goal 2: 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: Continue to reach out to and utilize community resources to assist students/families still in need after last years hurricane.

Evaluation Data Source(s) 2: Donations, counselor interviews and needs assessment.

Summative Evaluation 2:

Goal 3: 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 utilize research based interview questions and selection rubrics for the hiring of all new staff.

Evaluation Data Source(s) 1: Questions/Rubric

Summative Evaluation 1:

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

Performance Objective 1: Each CRHS counselor will be leading at least one student counseling group during the year.

Evaluation Data Source(s) 1: Meeting dates, conferences with counselors

Summative Evaluation 1:

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

Performance Objective 2: Continue to have Cougar Challenge throughout the year to promote a campus culture of kindness and compassion.

Evaluation Data Source(s) 2: Cougar Challenge Events, Student and Staff feedback

Summative Evaluation 2:

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

Performance Objective 3: Counselors will hold periodic "Take Five Therapy" sessions for all CRHS staff with a goal of providing a quiet, relaxing environment to encourage self-care.

Evaluation Data Source(s) 3: Counselor Interviews, Staff feedback

Summative Evaluation 3:

State Compensatory

Personnel for Cinco Ranch High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Comp Ed	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	James Cross	Principal
Administrator	Patti Smith	Associate Principal
Paraprofessional	Anita Kuhlmann	Principal's Secretary
Non-classroom Professional	Robin Rolon	Counselor
Classroom Teacher	Hailey Ann Booth	Teacher
Classroom Teacher	Patricia Kuhn	Teacher
Classroom Teacher	Stephanie McDonald	Teacher
Classroom Teacher	Travis Turgeon	Teacher
Parent	Stuart Donaldson	Parent
Parent	Francis Hernandez-Chawlani	Parent
Parent	Teri Kong	Parent
Parent	Kyle Reuber	Parent
Parent	Carolyn White	Parent
Community Representative	Rose Fernandes	Community Rep
Business Representative	Chris Smith	Business Rep
District-level Professional	Courtney Jaynes	District Rep

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

CINCO RANCH H S (101914007) - KATY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

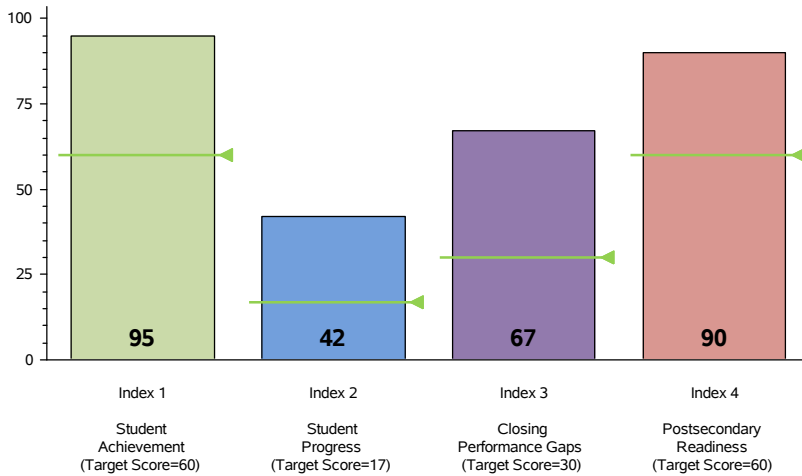
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	3,223 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	13.2
Percent English Language Learners	5.2
Mobility Rate	6.4
Percent Served by Special Education	4.9
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,498	3,687	95
2 - Student Progress	679	1,600	42
3 - Closing Performance Gaps	1,607	2,400	67
4 - Postsecondary Readiness			
STAAR Score	22.1		
Graduation Rate Score	24.3		
Graduation Plan Score	23.4		
Postsecondary Component Score	20.6		90

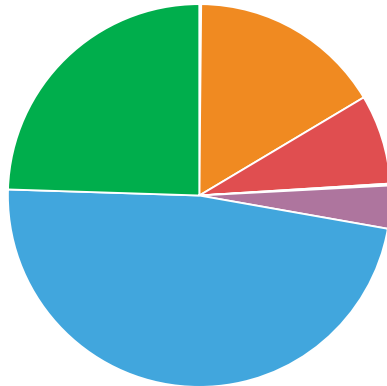
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	34 out of 35 = 97%
Participation Rates	17 out of 17 = 100%
Graduation Rates	8 out of 9 = 89%
Total	59 out of 61 = 97%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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Student Profile



Student Statistics

Total Enrollment	3,225
At-Risk	21.61%
Low Income	13.71%
Limited English Proficient	5.15%
Special Education	4.87%
Career Technology Educat..	47.13%
Bilingual	0.00%
ESL	5.02%
Gifted/Talented	11.44%
Title I	0.19%
Attendance Rate	96.19%

Race/Ethnicity	#	%
White	1,539	47.72%
Hispanic	790	24.50%
Asian	525	16.28%
Black/African American	244	7.57%
Two or More Races	117	3.63%
Am Indian/Alaskan Native	5	0.16%
Native Hawaiian Pacific Islander	5	0.16%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.