

Katy Independent School District

Katy High School

2025-2026 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 demographics of Katy High School continues to be stable and does not change. 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.

Demographics Strengths

With the general consistency of the demographics, it allows for better planning for and understanding of the needs of the students.

Student Learning

Student Learning 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 and Algebra I. Numbers of Economically Disadvantaged students has remained steady. 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 and II as well as Algebra I, STAAR tests. 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 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 Learning 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. The State 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 EOC re-testers, scores indicate interventions are working and students who are persistent have an excellent chance to receive their high school diploma. The 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in special education and ESOL programs consistently score lower on standardized tests than their general education peers, not due to a lack of ability, but because current testing practices often fail to reflect their unique learning needs. This gap can limit their access to academic opportunities and perpetuate inequities in achievement.

Root Cause: Identified students face learning delays and language challenges that produce lower standardized testing results. Strategies to address these challenges are highlighted in

campus goal #1.

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.

Over the past three years since COVID, KHS has seen a drop in our average daily attendance rate. While the rate did increase in the 2022-23 school year, it is still significantly lower than in years prior to COVID. During the 2023-24 school year, increasing attendance was a priority and there was significant growth from the prior year. We continue to be behind pre-Covid attendance rates and will continue to look to increase.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student attendance dropped significantly during the 2020-21 school year due to the pandemic. While attendance has increased toward pre-pandemic levels, student attendance rates can improve.

Root Cause: The pandemic forced students to stay home and schools developed platforms for online instruction. Since then, perceptions exist that students can keep up with their school work through lessons that are posted by instructors rather than attending class. This is addressed in campus goal 3.

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.

Priority Problem Statements

Problem Statement 1: Students in special education and ESOL programs consistently score lower on standardized tests than their general education peers, not due to a lack of ability, but because current testing practices often fail to reflect their unique learning needs. This gap can limit their access to academic opportunities and perpetuate inequities in achievement.

Root Cause 1: Identified students face learning delays and language challenges that produce lower standardized testing results. Strategies to address these challenges are highlighted in campus goal #1.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

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

Goals

Goal 1: Strategic Design Goal 2: 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 KAP and AP courses and AP exams. A team of KAP and AP teachers will continue to communicate about issues unique to the KAP and AP program and to increase the number of National Merit Scholars and Hispanic Merit Scholars.





Evaluation Data Sources: Course requests, College Board results, National Merit and National Hispanic Scholar results

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: PreAP and AP teachers Associate Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: More students will stay in PreAP and AP courses and will be successful in those classes.</p> <p>Staff Responsible for Monitoring: AP coordinator</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strategic Design Goal 2: 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 Sources: 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Look for additional tutorial and intervention strategies to be used during the enrichment period.</p> <p>Strategy's Expected Result/Impact: Students will receive additional support in subjects and courses they find academically challenging.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ICs, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Strategic Design Goal 2: 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. Teachers will be trained in Seidlitz instructional strategies.





Evaluation Data Sources: Teacher created lessons and assessments, DLA benchmarks and EOC results.

Strategy 1 Details	Reviews			
Strategy 1: Utilize instructional strategies such as S3 strategies to design engaging lessons. Strategy's Expected Result/Impact: Increased engagement and learning. Staff Responsible for Monitoring: Classroom teachers, instructional coaches, administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Faculty and staff will collaborate with the Instructional Coordinator, Counselors and Assistant Principal for Student Support to design and implement accelerated learning plans for students who failed portions of the 8th grade STAAR test or EOC tests. Instructional Coaches will create and implement accelerated learning opportunities to provide retesters with the opportunity to be successful.





Evaluation Data Sources: Common Assessments, benchmarks, Assessment Department reports, data available in Aware. Performance on EOC assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize data to identify students for intervention classes and intervention strategies.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who are successful in passing the EOC tests.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Strategic Design Goal 2: 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 Sources: Progress reports, report cards, Case Manager updates. Annual ARD and monitoring credits earned each semester.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education case managers will develop individualized plans for students to be successful in their classes and progress through graduation.</p> <p>Strategy's Expected Result/Impact: Students in Special Education will successfully complete courses and EOC tests.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Case Managers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Students in special education and ESOL programs consistently score lower on standardized tests than their general education peers, not due to a lack of ability, but because current testing practices often fail to reflect their unique learning needs. This gap can limit their access to academic opportunities and perpetuate inequities in achievement. Root Cause: Identified students face learning delays and language challenges that produce lower standardized testing results. Strategies to address these challenges are highlighted in campus goal #1.</p>

Goal 1: Strategic Design Goal 2: 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 Sources: ELL student performance on DLA's, teacher assessments, progress reports and report cards. LEP student performance on EOC assessments

Strategy 1 Details	Reviews			
Strategy 1: ESOL and classroom teachers will identify strategies for individual ELL students to achieve success in classes and EOC tests. Staff Responsible for Monitoring: ESOL Teachers, Classroom Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All English teachers will be ESL certified within one year of their hire date. Strategy's Expected Result/Impact: Compliance with State requirements for serving ELL students with certified teacher Staff Responsible for Monitoring: EL Facilitator	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 7: HB3: The percent of Katy High School students who achieve the CCMR target will increase to 83% by July 2026.





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE Teachers will work with counselors to advise students on congruent course of studies and finishing with industry based certifications.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students completing industry based certifications.</p> <p>Staff Responsible for Monitoring: Counselors, CTE teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 8: 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			
<p>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</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Counselors/ Health Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: 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: 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 and Canvas messages will be used on a regular basis to disseminate information to students and families.





Evaluation Data Sources: Monitoring of Canvas pages, eNews, Twitter and other social media publications. End of year review.

Strategy 1 Details	Reviews			
<p>Strategy 1: Individual campus organizations will communicate through social media. Teachers will utilize Canvas, and other communication tools to keep parents informed about students' progress.</p> <p>Strategy's Expected Result/Impact: Parents and community will be more informed about the happenings at Katy High School and students' progress.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, organization sponsors</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Implement and refine school safety procedures and an ICS system to insure adult and student safety during emergency or crisis events.





Evaluation Data Sources: Campus Safety Plan. Results of drills and table top activities. Summative reports.

Strategy 1 Details	Reviews			
Strategy 1: Train teachers in Run, Hide, Fight as well as CRASE training. Strategy's Expected Result/Impact: Teachers and staff will be prepared for an active emergency. Staff Responsible for Monitoring: Administrators, police department	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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: 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 Sources: Quantitative data from Crime Stoppers and reductions in disciplinary incidents related to higher level offenses. Cumulative data from leading indicators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Introduce CrimeStoppers and KISD Speakup reporting app and encourage students to report unsafe or bullying situations.</p> <p>Strategy's Expected Result/Impact: Decrease unsafe situations on campus and provide a means for students to report.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, police</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 3: Campus supervision will be increased in hallways, restrooms and locker rooms.

Evaluation Data Sources: Student Climate Survey, student behavior data

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 4: Increase Average Daily Attendance (ADA) rate by at least .5% for each six-weeks and for the year.

2024 ADA 1st Six-Weeks 96.46% 2025 ADA 1st Six-Weeks Target 96.96%
2024 ADA 2nd Six-Weeks 95.54% 2025 ADA 2nd Six-Weeks Target 96.04%
2024 ADA 3rd Six-Weeks 92.13% 2025 ADA 3rd Six-Weeks Target 92.63%
2024 ADA 4th Six-Weeks 94.28% 2025 ADA 4th Six-Weeks Target 94.78%
2024 ADA 5th Six-Weeks 94.34% 2025 ADA 5th Six-Weeks Target 94.84%
2024 ADA 6th Six-Weeks 91.82% 2025 ADA 6th Six-Weeks Target 92.32%
2022 Overall ADA 94.1% 2023 Overall ADA Target 94.6%

High Priority

Evaluation Data Sources: Daily attendance

State Compensatory

Budget for Katy High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Katy High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	4



The percent of **Katy High School** students who achieve
the CCMR target will increase from **81%** to **83%** by July 2029.

Katy HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	83	85				
		Actual Component	81%	83%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	81%	83%	84%	84%	85%
		Met Component Goal	-	Y				

Met target in 2025

Katy HS Targets	CCMR		# 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	# EB/EL	% EB/EL	
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		127	51%
		2024 Actual	86	69%	263	73%	345	88%	-	-	47	89%	1	0%	26	69%	72	79%	292	71%	127	73%	
		2025 Target										95%				79%							
		2025 Actual	91	71%	305	73%	341	89%	2	100%	49	94%	2	100%	25	68%	100	82%	308	73%	187	76%	
		Met Target										N				N							
		2026 Target		81%												78%							