

Katy Independent School District
Cinco Ranch High School
2025-2026 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 2024-2025 school year has CRHS with a current enrollment of 3801 students. We are at our largest population in the last 15 years. Our current student demographics shows our ethnicity as follows: Asian 14.39%, African American 9.63%, Hispanic 33.38%, White 38.09%, Two or more races 4.3%. 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 continues to allow us to develop meaningful relationships and connections that focus on high expectations. We will build on our sense of pride and school spirit. Once again, we were named a top high school in America by US News and World Report. We are still an A rated school according to TEA. While we did have drops in overall scores, they were mostly minimal and still exceeded the district average. We also received a TEA distinction for the Closing the Gap category among five others. We will continue to focus on increasing the number of students mastering the EOC. We would like to increase that percentage by 2%. We continue to excel despite the challenges of a growing economically disadvantaged student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 growth 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 pop.

Root Cause: Change in demographics and influx of students who require ESL services.

Student Learning

Student Learning Summary

The following are Preliminary Results in each EOC Course:

Algebra I- 90% approaches, 67% Meets, 38% Masters

Biology- 96% approaches, 80% Meets, 45% Masters

English I- 87% approaches, 78% Meets, 38% Masters

English II- 92% approaches, 85% Meets, 22% Masters

US History- 99% approaches, 89% Meets, 66% Masters

The following are CCMR Percentages

9th- 14%

10th- 32%

11th- 88%

12th- 54%

Student Learning Strengths

Students showed growth in most areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 growth 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 pop.

Root Cause: Change in demographics and influx of students who require ESL services.

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: Increase in number of students and families that feel connected to all aspect of school.

Root Cause: Increase in number of non English speaking families and backgrounds.

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, nurture, 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, nurture, and empower students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase in number of students and families that feel connected to all aspect of school.

Root Cause: Increase in number of non English speaking families and backgrounds.

Priority Problem Statements

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 growth 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 pop.

Root Cause 1: Change in demographics and influx of students who require ESL services.


Problem Statement 1 Areas: Demographics - Student Learning


Goals

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


Performance Objective 1: Increase the percentage of students from Meets to Masters in all EOC courses by 2%

Evaluation Data Sources: Mid Year district and campus assessments, and STAAR, TEA Accountability Report


Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Strategies</p> <ul style="list-style-type: none"> * Data-Driven Teaching: Analyze past EOC performance to identify common gaps and trends. Use this data to tailor lessons that push students beyond proficiency. * Higher-Order Questioning: Implement Socratic seminars, debates, and problem-based learning to enhance critical thinking. * Differentiated Instruction: Customize learning paths with tiered assignments and personalized challenges for high-achieving students. <p>Assessment & Feedback</p> <ul style="list-style-type: none"> * Frequent Mastery Checkpoints: Use cumulative quizzes and common skills checks "Common Formative Assessments" to ensure students are consistently challenged. * Peer & Self-Assessment: Encourage students to evaluate their own and each other's work, refining analytical skills. * Targeted Intervention: Offer small group tutoring and enrichment sessions for students close to the Masters level. <p>Engagement & Motivation</p> <ul style="list-style-type: none"> * Project-Based Learning: Let students explore real-world applications of their subjects. * Competitions & Challenges: Organize academic decathlons, STEM fairs, or writing contests to push their abilities. * Growth Mindset Culture: Foster an environment where students embrace challenges as opportunities for growth. <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Cinco Ranch High School students who achieve the CCMR target will increase to to 87% by July 2026.

HB3 Goal

Evaluation Data Sources: Campus Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic & Career Pathways * Expand Dual Credit & AP Courses: Increase access to rigorous coursework that earns students college credit. * Strengthen Career & Technical Education (CTE) Programs: Ensure high-quality pathways that lead to certifications in high-demand fields. * Promote Industry-Based Certifications: Align training with workforce needs and encourage students to earn valuable credentials. College Readiness * Boost SAT/ACT Participation & Scores: Provide test prep resources and encourage students to take exams multiple times. * Enhance FAFSA & College Application Support: Ensure all students complete financial aid forms and have guidance applying to college. * Offer Early College High School or P-TECH: Partner with institutions to provide structured early college experiences. Career & Military Readiness * Expand Work-Based Learning & Internships: Partner with local businesses for real-world experience. * Strengthen JROTC & Military Pathways: Provide leadership training and exposure to military career options. * Increase Exposure to Technical Schools & Apprenticeships: Connect students with viable post-secondary training options. Tracking & Intervention * Monitor CCMR Progress Closely: Regularly review data to identify gaps and adjust strategies. * Personalized Student Advising: Assign counselors or mentors to ensure students are on track. * Community & Parent Engagement: Foster awareness and encouragement for CCMR goals. Staff Responsible for Monitoring: College and Career Facilitator and Associate Principal TEA Priorities: Connect high school to career and college</p>	Formative			Summative
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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: CRHS would like to increase parental engagement in the educational process as well as PTSA memberships for the 2025-26 school year by simplifying the process and doing more frequent marketing.

Evaluation Data Sources: Membership report

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Simplify the Membership Process Digital Enrollment: Launch an easy-to-navigate online PTSA membership form accessible via the CRHS website and QR codes on printed materials.</p> <p>Mobile-Friendly Access: Ensure all sign-up platforms are optimized for mobile devices.</p> <p>One-Click Renewal: Offer auto-renewal or one-click renewal options for returning members.</p> <p>2. Marketing & Communication Campaign Monthly Spotlight Emails: Send engaging newsletters featuring PTSA updates, volunteer opportunities, and student success stories.</p> <p>Social Media Push: Use CRHS's social media accounts to promote PTSA events, highlight member benefits, and share testimonials.</p> <p>Back-to-School Blitz: Host a PTSA booth at registration and orientation events with incentives like free swag or raffle entries for new sign-ups.</p> <p>3. Engagement Through Events Parent Power Nights: Host quarterly events that combine educational workshops with networking and PTSA info sessions.</p> <p>Coffee & Conversation Series: Create informal meetups with school leadership to foster trust and open dialogue.</p> <p>Student Showcase Nights: Invite parents to see student work and performances, with PTSA presence and sign-up stations.</p> <p>4. Leverage Community Partnerships Local Business Incentives: Partner with Katy-area businesses to offer discounts or perks for PTSA members.</p> <p>Community Ambassadors: Recruit influential parents and community members to serve as PTSA advocates.</p> <p>5. Feedback & Continuous Improvement Parent Pulse Surveys: Collect regular feedback on engagement preferences and barriers.</p> <p>Data-Driven Adjustments: Use survey and membership data to refine outreach strategies and event planning.</p> <p>6. Celebrate & Recognize Member Spotlights: Feature active PTSA members in newsletters and social media.</p> <p>Strategy's Expected Result/Impact: Increase membership in PTSA</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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: 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, student surveys on school culture

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: 1:1 professional development and continuing education for staff regarding how to fully implement technology into the classroom

Evaluation Data Sources: Self-reflective tracking tool, student survey


Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 2: Students will be provided opportunities to use technology as a school wide resource. Teachers will build the use of technology into their lessons. Counselor office will provide canvas assignments, opportunities to learn harmful effects of vaping, College and career facilitator will provide opportunities during 1.5

Evaluation Data Sources: Student complete of vaping courses, Counseling assignments and CCF reports. Students engage in lesson in their classrooms using technology and latest software/apps.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Schoolwide Technology Access & Integration Device Equity: Ensure all students have access to district-issued devices and WiFi if needed.</p> <p>Digital Resource Hub: Create a centralized portal for students to access academic tools, Canvas modules, counseling resources, and college/career materials.</p> <p>Tech Orientation: Promote district beginning-of-year digital literacy sessions for students and parents to navigate platforms like Canvas, Naviance, and district apps.</p> <p>2. Instructional Technology in the Classroom Lesson Design Support: Provide teachers with monthly tech-integration workshops to embed tools like Nearpod, Flip, and Canva into daily instruction.</p> <p>Digital Collaboration: Encourage use of Microsoft Teams, OneNote, and shared drives for student group work and teacher feedback.</p> <p>Tech Coaches: Identify teacher leaders to serve as campus tech mentors, offering peer support and modeling best practices.</p> <p>3. Counseling & Wellness Technology Canvas Counseling Modules: Deliver interactive lessons on topics such as mental health, vaping prevention, and digital citizenship.</p> <p>Anonymous Reporting Tools: Promote use of secure platforms for students to report concerns or seek help confidentially.</p> <p>4. College & Career Readiness via Technology 1.5 Period Activation: During the designated 1.5 period, the College & Career Facilitator will:</p> <p>Host virtual college tours and career panels.</p>	Formative			Summative
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Guide students through scholarship searches and application platforms.

Provide resume-building and interview prep using digital tools.

Naviance Integration: Ensure students are actively using Naviance for goal setting, career exploration, and college planning.

5. Stakeholder Communication & Engagement
 Parent Tech Nights: Host quarterly sessions to help families understand and support student use of technology.

Secure Messaging: Use district-approved platforms for consistent, secure communication between staff and families.

Feedback Loops: Regularly survey students and parents to assess tech effectiveness and identify areas for improvement.

6. Monitoring & Evaluation
 Usage Analytics: Track engagement on Canvas, Naviance, and other platforms to identify trends and gaps.

Staff PD Tracking: Monitor teacher participation in tech training and provide incentives for implementation.

Annual Review: Conduct an end-of-year audit to evaluate progress and refine strategies for the next school year.

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Goal 5: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By May 2026, increase the percentage of Emergent Bilingual students achieving Approaches Grade Level or higher on their English I and II EOC exams by 5%, through targeted instructional strategies and language support embedded across content areas.

High Priority

Evaluation Data Sources: * EOC performance data disaggregated by EB status

* TELPAS growth in listening, speaking, reading, and writing

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Integrate Language Objectives Daily Every lesson should include a clearly stated language objective alongside the content objective to support academic language development.</p> <p>2) Use Content based Language Instruction (CBLI) Strategies Implement SIOP-based techniques such as visuals, sentence stems, graphic organizers, and structured peer interactions to make content accessible.</p> <p>3) Monitor Progress with Formative Assessments Use quick checks (e.g., exit tickets, language rubrics, speaking prompts) to track EB students' growth in both content and language.</p> <p>4) Collaborate in PLCs to Analyze EB Data Dedicate time in PLCs to review EB performance data, share strategies, and adjust instruction based on student needs.</p> <p>5) Participate in Targeted PD Engage sessions focused on EB supports--such as scaffolding academic writing or building vocabulary across disciplines.</p> <p>Strategy's Expected Result/Impact: Success Will be Measured by</p> <ul style="list-style-type: none"> * EOC performance data disaggregated by EB status * TELPAS growth in listening, speaking, reading, and writing * Classroom walkthroughs showing evidence of language objectives and scaffolds * Teacher participation in PD and implementation of strategies <p>Staff Responsible for Monitoring: English Teachers, Instructional coaches and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <ul style="list-style-type: none"> - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
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No Progress



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Performance Objective 1 Problem Statements:

Demographics

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 growth 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 pop. **Root Cause:** Change in demographics and influx of students who require ESL services.

Student Learning

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 growth 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 pop. **Root Cause:** Change in demographics and influx of students who require ESL services.

Goal 5: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: By the end of the academic year, 100% of English Language Arts (ELA) teachers on campus will obtain their English as a Second Language (ESL) certification to enhance instructional capacity and better support our growing population of English Learners (ELs).

With the increasing linguistic diversity among our student body, equipping all ELA teachers with ESL certification ensures that they are prepared to deliver inclusive, differentiated instruction that meets the needs of English Learners. This initiative supports equitable access to academic content and fosters language development across disciplines.

High Priority

Evaluation Data Sources: Provide district-sponsored ESL certification prep courses and study materials
Set Milestone deadlines for registration, training, and testing
Pair teachers with certified mentors for guidance and support
Track progress monthly and celebrate certification achievements

Goal 5: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.



Performance Objective 3: By the end of the academic year, all educators supporting English Language Proficiency (ELP) at Cinco Ranch High School will engage in targeted professional learning focused on language acquisition strategies, and formative assessment practices to improve academic outcomes for emergent Bilingual students).

As the EB population continues to grow, it is essential that emergent Bilingual educators are equipped with research-based strategies that foster both language development and content mastery. This goal supports the district's commitment to equity, rigor, and inclusive instruction.


High Priority


Evaluation Data Sources: Teachers will:

Analyze EB student data to inform differentiated instruction and intervention

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in professional development focused on EB instructional strategies Collaborate in PLCs to share best practices and co-develop scaffolded lesson plans Implement formative assessments to monitor language growth and adjust instruction accordingly</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Inform teachers of English Language Proficiency levels of emergent bilingual (EB) students in their classrooms, and utilize the ELPs in professional learning communities to plan for instructions.</p> <p>Strategy's Expected Result/Impact: Increased Student Results Staff Responsible for Monitoring: Teachers ESL Staff Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 5: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 4: Enhance educational supports for EB Students through Title III Engagement

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide even flyer for Title II Series- Parent Engagement Strategy's Expected Result/Impact: Enhancing Educational Supports for EB students TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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RDA Strategies

Goal	Objective	Strategy	Description
5	1	1	<p>1) Integrate Language Objectives Daily Every lesson should include a clearly stated language objective alongside the content objective to support academic language development. 2) Use Content based Language Instruction (CBLI) Strategies Implement SIOP-based techniques such as visuals, sentence stems, graphic organizers, and structured peer interactions to make content accessible. 3) Monitor Progress with Formative Assessments Use quick checks (e.g., exit tickets, language rubrics, speaking prompts) to track EB students' growth in both content and language. 4) Collaborate in PLCs to Analyze EB Data Dedicate time in PLCs to review EB performance data, share strategies, and adjust instruction based on student needs. 5) Participate in Targeted PD Engage sessions focused on EB supports--such as scaffolding academic writing or building vocabulary across disciplines.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional Strategies * Data-Driven Teaching: Analyze past EOC performance to identify common gaps and trends. Use this data to tailor lessons that push students beyond proficiency. * Higher-Order Questioning: Implement Socratic seminars, debates, and problem-based learning to enhance critical thinking. * Differentiated Instruction: Customize learning paths with tiered assignments and personalized challenges for high-achieving students. Assessment & Feedback * Frequent Mastery Checkpoints: Use cumulative quizzes and common skills checks "Common Formative Assessments" to ensure students are consistently challenged. * Peer & Self-Assessment: Encourage students to evaluate their own and each other's work, refining analytical skills. * Targeted Intervention: Offer small group tutoring and enrichment sessions for students close to the Masters level. Engagement & Motivation * Project-Based Learning: Let students explore real-world applications of their subjects. * Competitions & Challenges: Organize academic decathlons, STEM fairs, or writing contests to push their abilities. * Growth Mindset Culture: Foster an environment where students embrace challenges as opportunities for growth.
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The percent of **Cinco Ranch High School** students who achieve the CCMR target will increase from **84% to 86%** by July 2029.

Cinco Ranch HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	86	89				
		Actual Component	84%	87%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	84%	87%	88%	88%	89%
		Met Component Goal	-	Y				

Met target in 2025

Cinco Ranch 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%		185	69%
		2024 Actual	77	75%	237	75%	349	87%	-	-	144	92%	1	0%	31	74%	66	83%	295	72%	268	84%	
		2025 Target										95%											79%
		2025 Actual	69	71%	305	81%	362	88%	-	-	134	96%	-	-	32	88%	73	79%	315	75%	268	84%	
		Met Target										Y											Y
		2026 Target		81%																	85%		