Katy Independent School District

Raines Academy

2026-2027 Campus Improvement Plan

Mission Statement

Raines Academy creates innovative learning experiences, and provides unparalleled growth opportunities to inspire our students to create a better tomorrow.

Vision

Raines Acamdey, in partnership with students, staff and community, will be an innovative and dynamic place of learning that prepares and empowers students to think critically, encourages and nurtures continual growth, and instills respect for our core principles of unity, perseverance, honesty and compassion.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 6
- Perceptions 7

Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 9
Goals 11
- Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. 11
- Goal 2: Raines Academy staff will create and support student attendance for improved academic success. 12
- Goal 3: Katy ISD will actively support the emotional well-being of all learners. 13

Comprehensive Needs Assessment

Demographics

Demographics Summary

Raines Academy is focused on individualizing instruction to meet the needs of all learners. Raines serves 9th-12th students from across the district and over 95% of students are behind their grade-level cohort when they begin school at Raines. Students ranges from 15 - 21 years of age. The average class size at Raines is 20:1 and students typically focus on completing four classes at a time. The program at Raines is designed to be flexible in nature so students can attend school at a time that is supportive of their needs outside of school. Our focus is on supporting students and providing a positive support system to entourage students to reach their goal of graduation.

Student Demographics: At-risk: 89% Economically Disadvantaged: 57% Hispanic/Latino: 52.5% Asian: 1.9% African American: 19% White: 22% Two or more races: 2.8% Homeless: 5%

Demographics Strengths

Our student body is made up of students from all different backgrounds across our district. The students have shared that they like the supportive environment and how they are in charge of their learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 90% or more of Raines Academy students are considered at-risk in at least one qualifying category.
Root Cause: Students must apply to attend and our mission to support at-risk students toward obtaining their diploma when a traditional high school is no longer an option.

Problem Statement 2 (Prioritized): Lack of attendance for consistent course completions.
Root Cause: Transportation needs are the number one concern for student attendance. Finding creating ways to improve the transportation to/from school is needed to help students be present more consistently.

Student Learning

Student Learning Summary

At Raines, student STAAR data is attached to their home campus. During the 2025-2026 school year, Raines will internally track student progress and STAAR data. About 95% of students who start at Raines from their home campus are off cohort for graduation and some of the students are over the age of 18. The 2025-2025 graduation rate for Raines was below 90%. Most Raines' teachers systematically address reteaching for students who are absent, particularly for students who are at-risk of failing, by providing differentiated instruction and small-group instruction. The instructional model at Raines is self-paced.

Student Learning Strengths

Most Raines' teachers consistently address reteaching for students who are absent by providing differentiated instruction and small-group instruction. The instructional model at Raines is self-paced.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of attendance for consistent course completions.
Root Cause: Transportation needs are the number one concern for student attendance. Finding creating ways to improve the transportation to/from school is needed to help students be present more consistently.

Problem Statement 2 (Prioritized): 90% or more of Raines Academy students are considered at-risk in at least one qualifying category.
Root Cause: Students must apply to attend and our mission to support at-risk students toward obtaining their diploma when a traditional high school is no longer an option.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting, selecting, assigning, orienting and retaining high-quality educators includes job fairs, job postings, multiple interviews, and assigning mentor teachers to new staff. Throughout the year, teachers participate in PLC meetings and professional development is offered. Teachers who need more support meet more frequently with the instructional coach and his/her administrator. The staff retention rate was about 95% for the 2024-2025 school year. This is higher than the previous school year. For students, Raines used Canvas courses for all original credit and Edgenuity for credit recovery as the learning platform during the 2022-23 school year. Some of the courses did not meet all students' needs. Teachers did provide supplemental teaching and instruction to students.

School Processes & Programs Strengths

New teachers were assigned mentors. The majority of students who struggled with online/blended learning worked individually or in small groups with the teacher to support their academic needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Improving Course Design/Instruction
Root Cause: Campus assessment data that was collected and student feedback indicated our canvas courses needed to be reviewed for alignment.

Problem Statement 2 (Prioritized): 90% or more of Raines Academy students are considered at-risk in at least one qualifying category.
Root Cause: Students must apply to attend and our mission to support at-risk students toward obtaining their diploma when a traditional high school is no longer an option.

Problem Statement 3 (Prioritized): Lack of attendance for consistent course completions.
Root Cause: Transportation needs are the number one concern for student attendance. Finding creating ways to improve the transportation to/from school is needed to help students be present more consistently.

Perceptions

Perceptions Summary

In the 2024-2025 school year we have numerous groups in to tour our facility and all of them were extremely impressed with campus setup and how the campus functioned when they witnessed instruction in the building. Our campus culture and climate surveys that were provided during the year indicated we have areas of growth in student accountability and campus management. Staff retention rate was above 95% for the year, too.

Perceptions Strengths

Most students feel that staff members care for them and they feel safe on campus. Staff members love to teach and can see how they positively impact students. Parents describe Raines as a school that strives to support their students' well-being and academics. Community members who have visited the campus have a positive perception of the school and programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Culture & Climate Survey data
Root Cause: Survey data showed growth opportunities for the 2024-2025 school year in student accountability and campus management.

Problem Statement 2 (Prioritized): 90% or more of Raines Academy students are considered at-risk in at least one qualifying category.
Root Cause: Students must apply to attend and our mission to support at-risk students toward obtaining their diploma when a traditional high school is no longer an option.

Problem Statement 3 (Prioritized): Lack of attendance for consistent course completions.
Root Cause: Transportation needs are the number one concern for student attendance. Finding creating ways to improve the transportation to/from school is needed to help students be present more consistently.

Priority Problem Statements

Problem Statement 1: 90% or more of Raines Academy students are considered at-risk in at least one qualifying category.

Root Cause 1: Students must apply to attend and our mission to support at-risk students toward obtaining their diploma when a traditional high school is no longer an option.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Lack of attendance for consistent course completions.

Root Cause 2: Transportation needs are the number one concern for student attendance. Finding creating ways to improve the transportation to/from school is needed to help students be present more consistently.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Improving Course Design/Instruction

Root Cause 3: Campus assessment data that was collected and student feedback indicated our canvas courses needed to be reviewed for alignment.

Problem Statement 3 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Running Records 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Action research results

Goals

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

Performance Objective 1: 75% of Raines students will complete at least 75% of the courses assigned to them each 9 weeks

High Priority

HB3 Goal

Evaluation Data Sources: Course completion reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Documented teaching conferences with students at least every 3 weeks where student progress is discussed. **Strategy's Expected Result/Impact:** Student progress monitoring should help students stay focused and remain on pace and allow for goal setting to occur. **Staff Responsible for Monitoring:** Teachers are responsible for conferencing with students. APs will follow up to ensure data is documented for analysis.				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Raines Academy staff will create and support student attendance for improved academic success.

Performance Objective 1: Raines Academy students will attend school at least 80% each month during the 2025-2026 school year.

Evaluation Data Sources: RaaWee, eSchoolPlus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will take attendance daily ensuring accurate reporting for data collection **Strategy's Expected Result/Impact:** By having accurate attendance data, staff will be able to assess if students are truly attending or not attending on a daily basis. **Staff Responsible for Monitoring:** ADA Clerks & Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

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

Evaluation Data Sources: Assistant Principals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus mental health team will hold group meetings with students to discuss violence prevention and bullying prevention bi-weekly. **Staff Responsible for Monitoring:** Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue