



Campus Improvement Plan

Kingwood Park High School 2020-2021

4015 Woodland Hills Drive * Kingwood, TX 77339

Humble Independent School District, Humble, Texas

ADMINISTRATORS

Lisa Drabing	Principal
Wes Solomon	Associate Principal
Tiffany Major	Assistant Principal
Donna Papadimitriou	Assistant Principal
Mack Malone	Assistant Principal
Gary Brain	Assistant Principal

COMMITTEE

Tasha Cox	Parent
Abby Ausburn	Teacher
Bruce Cox	Teacher
Jim Dang	Teacher
Lisa Drabing	Principal
Diedre Himel	Community Member
Heather Jensen	Business Representative
Wes Solomon	Associate Principal
Jess White	Teacher

MISSION

The mission of Kingwood Park High School is to provide a personalized learning community that incorporates student voice in an academically challenging environment and produces civically engaged, life-long learners.

VISION

KPHS envisions school where students and staff are enthusiastically engaged in learning within local and virtual environments. KPHS encourages collaboration and cultivates a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, KPHS strives to prepare students for many paths that empower them with skills to successfully live in a rapidly changing world.

PROFILE

Kingwood Park High School opened in 2007 and serves 1876 students in grades 9 through 12. The student population is 5.86% African American, 29.80% Hispanic, 58.26% White, 50.21% Male, 49.79% Female.

Kingwood Park High School serves 10.55% Special Education students, 28.41% Economically Disadvantaged students, 1.92% English Language Learners, 50.16% At-Risk students, 7.78% Gifted & Talented students.

Comprehensive Needs Assessment

NEEDS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

- 1 Provide support to 9th graders in their academic, social, and emotional transition to high school with the Panthers In Transition (PIT) program.
- 2 Teachers will utilize the Schoology platform to provide improved learning opportunities for students that reflects the Portrait of a Graduate.
- 3 Strengthen the vertical alignment between KPHS and its feeder middle school, KMS.
- 4 Maintain high level of success on biology, algebra 1, English 1 & 2 EOC, with specific focus on achievement gaps with our Hispanic and special education subgroups.
- 5 Provide all students at Kingwood Park HS the opportunity to participate in service learning or community service.
- 6 Maintain enrollment and participation and strategically focus on increased performance results in advanced academic measures, including the PSAT and AP exams.

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

- 1 Proactively engage parents and students about safety and security needs on campus.

Goal #3: Attract and retain the most talented staff available for our students.

- 1 Improve school communication and effectiveness of the Teacher Advisory Committee.

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

- 1 Improve consistent communication with parents with regard to campus events, surveys, and campus needs.

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

- 1 More efficiently and effectively monitor and communicate with parents regarding student attendance and excessive absences.
- 2 Increase the student average-daily-attendance percentage

Actions

ACTIONS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

Campus Goal: During the spring semester, a math or English interventionist will provide small group or one-on-one support to specific students based on prior STAAR/EOC performance, classroom assessment data and teacher input, resulting in a 2% increase in Algebra and English EOC scores.

1	Action: Provide thorough and accurate student demographic data to teachers and ensure tier 1RTI interventions are provided to students in focus subgroups.	
	Person(s) Responsible: Academic Lead Teachers	Evidence of Implementation: Meeting minutes
	Evidence of Impact (Formative): Student feedback and learning and informal classroom observations	Evidence of Impact (Summative): Student performance on STAAR/EOC exams
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Increase discussion and feedback with monthly meetings between ALTs & administrators with teachers regarding the T-TESS rubric and its use as a tool to plan better instruction.	
	Person(s) Responsible: Academic Lead Teachers	Evidence of Implementation: Sign-in sheets from faculty/department meetings
	Evidence of Impact (Formative): Informal classroom observations	Evidence of Impact (Summative): T-TESS data and teacher and student performance
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (9 weeks)
3	Action: Provide training monthly to faculty regarding instructional technology best practices & send 7 teachers to Schoology conference. Additionally, faculty will use Schoology gradebook to provide students and parents a one-stop shop for student grades and course work.	
	Person(s) Responsible: Principal, associate principal, academic lead teachers	Evidence of Implementation: Department/team meeting agendas
	Evidence of Impact (Formative): Informal classroom observations	Evidence of Impact (Summative): T-TESS data and teacher and student performance
	Funding: Local Funds; Annual Fund \$12,000.00	Timeline: 8/1/2020 - 6/1/2021 (Monthly)

4	Action: Provide TSI testing during the school day to strategically selected 11th grade students.	
	Person(s) Responsible: Math and English ALT's and Assistant Principals	Evidence of Implementation: TSI data from Accuplacer.
	Evidence of Impact (Formative): Performance on practice in English and math classes.	Evidence of Impact (Summative): Evaluation of data from TSI and the overall number and rate that students test as college-ready per THECB and Domain IV of the accountability system.
	Funding:	Timeline: 3/1/2021 - 5/25/2021 (As needed)
5	Action: Hold the annual Day of Service in the Spring of 2021 for all 9th grade students and approximately 100 upperclassmen volunteers.	
	Person(s) Responsible: Principal, associate principal, service learning coordinator	Evidence of Implementation: Agenda from Day of Service, to be held in spring of 2021.
	Evidence of Impact (Formative): Informal student feedback	Evidence of Impact (Summative): Increase in service learning and community service projects school-wide
	Funding: Local Funds \$5,000.00	Timeline: 8/1/2020 - 5/31/2021 (As needed)
6	Action: Provide small group and individual support to students at-risk of failing the Algebra I and ELA EOC via an interventionist.	
	Person(s) Responsible: Principal, associate principal, math academic lead teacher	Evidence of Implementation: Sign-in sheets from tutorial sessions
	Evidence of Impact (Formative): Student learning and confidence	Evidence of Impact (Summative): Student performance on STAAR/EOC exam
	Funding: Local Funds; Intervention Funds \$6,000.00	Timeline: 9/1/2020 - 5/1/2021 (Daily)
7	Action: Panthers In Transition (PIT) program: All freshmen will meet everyday during the first 8 weeks of school during A Block of lunch with a PIT teacher to acclimate to the KPHS culture.	
	Person(s) Responsible: PIT teachers, administrators, counselors, and ALTS	Evidence of Implementation: Daily attendance, class meetings, and PIT schedule
	Evidence of Impact (Formative): Increase in 9th graders meeting on-time progress measures at the end of the first 9 weeks and at the end of the year. Feedback from teachers regarding academic performance of freshmen.	Evidence of Impact (Summative): Feedback from teachers regarding academic performance of freshmen.
	Funding:	Timeline: 8/12/2020 - 10/4/2020 (Daily)

8	Action: Provide supplemental instruction/support and timely interventions for Special Education students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed # of FTEs assigned; - 38.20 teachers/staff
	Evidence of Impact (Formative): Improved performance of special education students on district assessments	Evidence of Impact (Summative): Improved performance of special education students on state assessments
	Funding: Local Funds; Special Education Funds (199) \$1,848,425.00; 39.23 FTEs; Special Education Funds (Federal) \$20,215.00; 1.00 FTEs	Timeline: 8/28/2020 - 6/4/2021 (Daily)
9	Action: In collaboration with the Houston Area Recruiters Network, provide one college fair each semester to assist seniors in their post-secondary selection.	
	Person(s) Responsible: Counseling Office Manager	Evidence of Implementation: College rep registrations
	Evidence of Impact (Formative): Feedback from students	Evidence of Impact (Summative): Final transcript mailing analysis
	Funding: Local Funds	Timeline: 10/1/2020 - 3/1/2021 (Biannually)
10	Action: During PLCs, checkpoint/benchmark data will be analyzed to monitor the progress of student subgroups identified by TEA as needing additional targeted support. Timely interventions will be provided to address students' identified needs.	
	Person(s) Responsible: Administration & ALT's	Evidence of Implementation: Team meeting minutes
	Evidence of Impact (Formative): Benchmark data	Evidence of Impact (Summative): State assessment data
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (Monthly)
11	Action: Plan interventions and conference with students and parents based on progress report and report card data	
	Person(s) Responsible: Assistant principals and counselors	Evidence of Implementation: Office sign-in sheets and counselor records
	Evidence of Impact (Formative): Gradebook data	Evidence of Impact (Summative): Report card and transcript data
	Funding: Local Funds	Timeline: 9/1/2020 - 5/1/2021 (Ongoing)

12	Action: Plan interventions and supports in an effort to keep students enrolled in advanced academic course offerings .	
	Person(s) Responsible: ALTs, administrators and teachers	Evidence of Implementation: Meeting agendas and counseling records
	Evidence of Impact (Formative): Drop requests submitted to counseling office	Evidence of Impact (Summative): Change in enrollment data between August and May
	Funding: Local Funds	Timeline: 9/1/2020 - 5/1/2021 (Ongoing)
13	Action: Hold both department wide and individual conferences with CTE teachers throughout the spring semester regarding their student certification counts	
	Person(s) Responsible: Administration	Evidence of Implementation: Meeting agendas
	Evidence of Impact (Formative): Student certification data from CTE department	Evidence of Impact (Summative): Student certification data from CTE department
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Monthly)
14	Action: Principal and associate principal will conduct individual meetings with assistant principal/counselor teams 3 times per semester to discuss individual at-risk students and intervention strategies.	
	Person(s) Responsible: Principal, associate principal	Evidence of Implementation: Meeting agendas and calendar entries
	Evidence of Impact (Formative): Progress report, report card gradebook and attendance data	Evidence of Impact (Summative): Transcript data and attendance data
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)
15	Action: Provide attendance and academic rewards to students who meet established criteria.	
	Person(s) Responsible: Principal & Office Professionals	Evidence of Implementation: Documentation of criteria for recognition and receipts for incentives.
	Evidence of Impact (Formative): N/A	Evidence of Impact (Summative): N/A
	Funding:	Timeline: 8/28/2020 - 6/1/2021 (9 weeks)

16	Action: Provide challenging learning experiences using differentiated instruction and incorporating pacing , depth and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples
	Evidence of Impact (Formative): Improved performance of G/T identified students on district assessments	Evidence of Impact (Summative): Improved performance of G/T identified students on state assessments
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
17	Action: Ensure students participate in moderate to vigorous physical activity	
	Person(s) Responsible: Health Coord. PE Teacher	Evidence of Implementation: FitnessGram data analysis used to design PE lessons
	Evidence of Impact (Formative): Check-point fitness assessments	Evidence of Impact (Summative): Increasing percentage of students meeting all six standards on the FitnessGram Assessment
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)
18	Action: Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	
	Person(s) Responsible: Principal	Evidence of Implementation: # of FTEs assigned: - 3.0 interventionists/credit recovery teachers - 1.0 at-risk counselor
	Evidence of Impact (Formative): Improved at-risk performance on check-point assessments	Evidence of Impact (Summative): Gap between at-risk and non-at-risk student performance and drop-outs reduced
	Funding: Local Funds; State Comp Ed Funds \$271,963.00; 4.0 FTEs	Timeline: 8/28/2020 - 5/30/2021 (Daily)

19	Action: Kingwood Park High School will distribute five newsletters to all parents/students in grades 9-12, which will contain a section on college and financial aid.	
	Person(s) Responsible: Kingwood Park High School Counseling Department	Evidence of Implementation: Newsletter delivered to parents via Blackboard Messenger.
	Evidence of Impact (Formative): Parents and students will be given the opportunity to increase knowledge about college admissions and financial aid opportunities.	Evidence of Impact (Summative): Increase in student college admissions and financial aid.
	Funding:	Timeline: 9/1/2020 - 6/1/2021 (9 weeks)

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

Campus Goal: Kingwood Park High School will ensure that safety and crisis management plans are developed, updated, and appropriately distributed, modeled and communicated to all staff.

1	Action: Provide staff with ongoing avoid, deny, defend intruder training and continue to improve reunification training and procedures.	
	Person(s) Responsible: Principal, associate principal, assistant principals	Evidence of Implementation: Faculty meeting agendas
	Evidence of Impact (Formative): Informal feedback from staff	Evidence of Impact (Summative): Safety audit and staff survey
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (Daily)
2	Action: Conduct regular tabletop discussions with campus-level and district-level staff to practice, analyze and improve safety procedures.	
	Person(s) Responsible: Administrators	Evidence of Implementation: Practice emergency situations and how administrators will manage the safety of students, staff, and parents.
	Evidence of Impact (Formative): Invite outside agencies to participate in the table talk situations and building walk arounds.	Evidence of Impact (Summative): Information collected from practice drills and recommendations made by campus safety team for improvements.
	Funding:	Timeline: 8/1/2020 - 7/1/2020 (Daily)
3	Action: Implement strategies for violence prevention and intervention	
	Person(s) Responsible: Principal, Assistant Principal, Counselor	Evidence of Implementation: - No Place for Hate activities/curriculum - Individual and group counseling logs
	Evidence of Impact (Formative): Reduced discipline referrals, improved grades, increased attendance rates	Evidence of Impact (Summative): Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)

Goal #3: Attract and retain the most talented staff available for our students.

Campus Goal: ALTS will lead professional development with teams, departments, and staff a minimum of 1 PLC times per month and 2 after school sessions to support teachers throughout the year in providing quality instruction as reflected in the staff PLC calendar .

1	Action: Kingwood Park High School will continue the Teacher Advisory Committee (TAC) as a means of improving communication with the staff with meetings once a month	
	Person(s) Responsible: Administrators	Evidence of Implementation: Meeting agendas
	Evidence of Impact (Formative): Employee engagement survey results	Evidence of Impact (Summative): Employee engagement survey results
	Funding: Local Funds	Timeline: 9/1/2020 - 5/1/2021 (Monthly)
2	Action: Increase/improve communication with faculty regarding campus wide events, emergency situations and schedule changes	
	Person(s) Responsible: Principal, associate principal	Evidence of Implementation: Email, remind 101 and school messenger notifications
	Evidence of Impact (Formative): Employee engagement survey results	Evidence of Impact (Summative): Employee engagement survey results
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
3	Action: Continue to provide opportunities to recognize teachers and staff through faculty celebrations , Teacher of the Month, Staffer of the Month, and "You've Been Mugged," which celebrates outstanding work with students.	
	Person(s) Responsible: Administrators	Evidence of Implementation: Faculty Meeting Agendas
	Evidence of Impact (Formative): Employee engagement survey at the end of the year.	Evidence of Impact (Summative): Teacher and staff survey at the end of the year.
	Funding: Local Funds	Timeline: 7/1/2020 - 7/1/2020 (Ongoing)

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

Campus Goal: Throughout the school year, we will increase parent communication via School Wires, Blackboard Communication, Schoology and Twitter resulting in a 2% increase in parent survey results pertaining to communication.

1	Action: Increase parent communication through multiple communication sources including email, SchoolWires, Blackboard Communication, Twitter, and Schoology.	
	Person(s) Responsible: Administration, Teachers, Staff	Evidence of Implementation: Communication documentation
	Evidence of Impact (Formative): Informal feedback from parents	Evidence of Impact (Summative): Parent survey results
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Advertise parent survey window through all means available: website, Blackboard Communication, Twitter, and Schoology..	
	Person(s) Responsible: Principal, associate principal	Evidence of Implementation: Blackboard Communication
	Evidence of Impact (Formative): Parent survey results	Evidence of Impact (Summative): Parent survey results
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Annually)
3	Action: Hold a job fair in the spring so that students can be connected with local business owners and potential employers.	
	Person(s) Responsible: Associate Principal & Counseling Manager	Evidence of Implementation: Number of employers present and number of students who obtain jobs.
	Evidence of Impact (Formative): N/A	Evidence of Impact (Summative): Number of employers present and number of students who obtain jobs.
	Funding:	Timeline: 1/2/2021 - 4/27/2021 (Annually)

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

Campus Goal: We will hold weekly attendance data review meetings with our administrative team to discuss attendance concerns and interventions , resulting in an annual ADA increase to .05%.

1	Action: Hold weekly meetings on Monday mornings with assistant principals to discuss individual students with less than 90% attendance. APs will set up parent conferences and refer to attendance officers as necessary .	
	Person(s) Responsible: Principal, associate principal	Evidence of Implementation: Meeting agendas
	Evidence of Impact (Formative): YTD Attendance data	Evidence of Impact (Summative): Final 2017-18 average daily attendance
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Identify dates on which student attendance is historically poor and provide incentives for attendance on those days. Some specific days include the Fridays after Thursday night football games , the day before school holiday breaks, and the Monday after Prom.	
	Person(s) Responsible: Administrators, teachers, counselors and staff.	Evidence of Implementation: Specific days identified and possible incentives offered.
	Evidence of Impact (Formative): Increased attendance on those specific days in comparison to the previous year.	Evidence of Impact (Summative): Increased overall campus attendance rate.
	Funding: Local Funds	Timeline: 7/1/2020 - 7/1/2020 (As needed)

FUNDING

Annual Fund	\$12,000.00		
Intervention Funds	\$6,000.00		
Local Funds	\$5,000.00		
State Comp Ed Funds	\$271,963.00	4.00	FTEs
Special Education Funds (199)	\$1,848,425.00	39.23	FTEs
Special Education Funds (Federal)	\$20,215.00	1.00	FTEs

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens . It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts , all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited , developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards .
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning , instructional management, staff development, and administration