Katy Independent School District

Morton Ranch High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies

Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...*to create the future*.

Morton Ranch High School Mavericks are committed to the belief that every student will strive to be great in a supportive, safe learning environment. Mavericks will celebrate cultural and ethnic diversity, and exhibit loyalty, integrity and pride. Maverick graduates will leave as inspired leaders to benefit society and craft the future.

Vision

Be the Legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Morton Ranch High School:

- Total enrollment: 3,079 students
- Economically disadvantaged: 57.8%
- ELL: 8%
- SPED: 9.4%
- Mobility Rate: 12.5%

Student Academic Achievement

Student Academic Achievement Summary

Overall: B - Met Standard

EOC Results for First-time Testers:

- Algebra I = -1% Approaches, +7% Meets, +6% Masters
- Biology = +4% Approaches, +4% Meets, +7% Masters
- English I = +8% Approaches, +7 % Meets, +4% Masters
- English II = 0% Approaches, -4% Meets, 0% Masters
- US History = 0% Approaches, +10% Meets, +12% Masters

Accountability Targets:

One or More Races = Academic Achievement

SPED = Academic Achievement, Growth, School Quality

Student Academic Achievement Strengths

Morton Ranch High School:

- Significant gains in Meets and Masters in Algebra I, Biology, English I, and US History
- Largest Number of AP Test participation
- Distinction in Social Studies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English II EOC scores did not show improvement. **Root Cause**: Note-making was only implemented in 9th grade.

Problem Statement 2: Missed State Target in SPED. **Root Cause**: This is a new aspect of accountability and a new issue for campus and district level departments.

Problem Statement 3: Missed State Target in Two or More Races. **Root Cause**: This is a very small number of students and was not on radar as a campus issue in academic achievement.

School Processes & Programs

School Processes & Programs Summary

Morton Ranch High School

- Restorative practices implemented campus-wide with a Restorative Coordinator on staff.
- Student parking has been secured to one designated area of the campus with a special area for Miller and PALS students.
- Duty schedule utilizes instructional paras to provide supervision during entrance and dismissal while allowing for teachers to focus on tutorials.
- Student tardy procedures that has resulted in a decrease in student tardiness and increase in accurate data input into eSchool plus.
- Administrators conducted classroom visits for a review of the student code of conduct and campus procedures.
- Student ID procedures implemented so all students are identifiable every day.
- Addition of security station by student parking lot doors 1st - 5th period.
- Utilization of "buzz-in" feature at front entrances for all patrons.

School Processes & Programs Strengths

Morton Ranch High School is one of 2 6A campuses state-wide to successfully implement restorative practices and continues to lead the way in Katy ISD with this initiative.

Promoting a fight, fighting, encouraging a fight

- 2016 - 76 incidents

- 2017 – 57 incidents   *1st year with Restorative Coordinator and largest enrollment year
- 2018 – 17 incidents   *2nd year with Restorative Coordinator

- ISS, OSS, OAC, JJAEP placements (for all discipline incidents)
  - 2016 – 1,159 days removed from class
  - 2017 – 1,169 days removed from class
  - 2018 – 833 days removed from class

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Identification of areas in which safety can be increased for students and staff. **Root Cause**: Lack of proper student identification and multiple doors unlocked and not monitored during the school day.

Perceptions

Perceptions Summary

Morton Ranch High School has a customer service culture for our community.

- PTSA established for 17-18 in order to further involve parents and students.
- 7 booster clubs are established and active in supporting school programs and organizations.
- Principal Communications Network (PCN) utilized regularly as a student voice for the campus.
- Student voice and leadership pave the way for the campus culture.
- Twitter is a significant contributor to the positive campus culture that now exists at MRHS.

Perceptions Strengths

Morton Ranch High School has rewritten a mission statement as a student mission rather than a faculty mission. This mission statement was created and adopted by the PCN and will be marketed and promoted regularly.

Multiple student surveys are utilized campus-wide to promote student voice, leadership, and student decision making for the campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

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

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: MRHS will work to support increased literacy skills for all students resulting in 80% of students approaching grade level for the English II EOC by April 2019.

Evaluation Data Source(s) 1: English II EOC scores for the 2018-2019 school year

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Continued use of word walls across all grade levels and implementation of note-making in all 10th grade core content areas. August PD includes SLO and note-making. January PD includes observations of other teachers and best teacher practices and strategies.	2.4, 2.5, 2.6	Admin, DCs	Increase English II EOC scores in all sub-populations.	59%			

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: MRHS will work collaboratively with campus and district-level personnel resulting in SPED students meeting all State target percentages in all three domains by August 2019.

Evaluation Data Source(s) 1: State Accountability

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Identification and improvement of processes and opportunities available for SPED students. Increase in available intervention courses for SPED students. August PD on SPED instructional strategies. PD for all administrators in ARD minutes and Public Agency Rep training. Observation and feedback of Co-Teach by district level personnel.	2.4, 2.5, 2.6	Principal, Student Support AP, All SPED personnel, All teachers of SPED students, district level SPED personnel, district level assessment personnel	State targets for SPED students will be met for all Domains.	61%			
100% = Accomplished		➡ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: MRHS will use a collaborative and data-driven approach in making planning decisions that support student growth and teacher reflection with 100% staff implementation of the SLO process by May 2019.

**Evaluation Data Source(s) 1:** Eduphoria - Strive

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 2 CSF 7 1) Support teachers with the implementation of SLO (Student Learning Objective) an added component to T-Tess (Teacher appraisal system with on-going campus PD and increased admin visibility in PLCs.	2.4, 2.5, 2.6	Campus Administration	100% implementation of SLO by all staff members.	58%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: MRHS will be characterized by a positive academic climate that supports student achievement and involves all stakeholders with an increase in PTSA membership and volunteerism by May 2019.

Evaluation Data Source(s) 1: VIP and PTSA data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Work collaboratively with PTSA to strengthen organization, increase membership and visibility.		Principal	Increased membership and parent involvement with PTSA and other parent organizations.	9%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: MRHS will work to increase access control safety measures on campus ensuring 100% implementation and use of system during the entire 2018-2019 school year.

Evaluation Data Source(s) 1: Safety measures are implemented with fidelity by all staff members.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) Implement required visibility of student IDs, full utilization of all aspects of the controlled access system, and addition of duty personnel at student entrance/exit doors. August PD included safety training. 1/2 day PD in February for Active Shooter Training for all staff.		Campus Administration	Decrease in students leaving campus without permission, 100% of students identified daily with IDs visible, and a decrease in accessibility through all doors on campus.	56%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued use of word walls across all grade levels and implementation of note-making in all 10th grade core content areas. August PD includes SLO and note-making. January PD includes observations of other teachers and best teacher practices and strategies.
2	1	1	Identification and improvement of processes and opportunities available for SPED students. Increase in available intervention courses for SPED students. August PD on SPED instructional strategies. PD for all administrators in ARD minutes and Public Agency Rep training. Observation and feedback of Co-Teach by district level personnel.

State Compensatory

Personnel for Morton Ranch High School:

Name	Position	Program	FTE
Shared Units	Academic Support	State Comp Ed	6

Campus Advisory Team

Committee Role	Name	Position
Administrator	Julie Hinson	Chairperson
Classroom Teacher	Christi Hurley	CTE DC/FCCLA Teacher
Classroom Teacher	Matthew Tollison	WHAP/AP Euro Teacher
Classroom Teacher	Kris Turner	Head Basketball Coach/PE Teacher
Classroom Teacher	Jonathan Wood	AP Eng Lang Teacher
Classroom Teacher	Jennifer Doiron	Science DC/Biology Teacher
Classroom Teacher	Laura Weathers	Health Science Teacher
Non-classroom Professional	Ed McFarland	Social Studies IC
Non-classroom Professional	Martha Esquivel	Attendance Clerk
District-level Professional	Joan Arasteh	Drop Out Prevention
Community Representative	Steve Johnson	Community Member
Community Representative	Don Dominy	Community Member
Parent	Donna Morton	Parent
Parent	Karina Paniagua	Parent
Parent	Marysha Smith	Parent
Parent	Valerie Rogers	Parent
Parent	Rebecca Sustaita	Parent
Parent	Wayne Walters	Parent
Business Representative	Ronnie Hallenberger	Skeeters Manager

Addendums

Accountability Rating

Met Standard

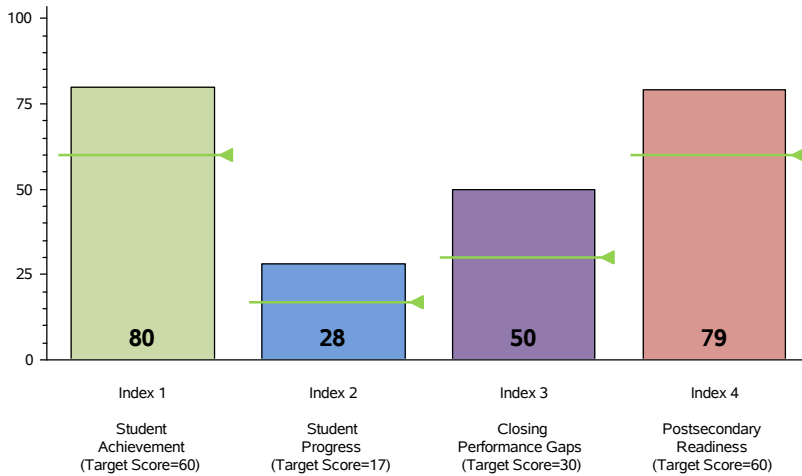| Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

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

Performance Index Report

Index 1	Index 2	Index 3	Index 4
80	28	50	79
Student Achievement (Target Score=60)	Student Progress (Target Score=17)	Closing Performance Gaps (Target Score=30)	Postsecondary Readiness (Target Score=60)

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,957	4,958	80
2 - Student Progress	455	1,600	28
3 - Closing Performance Gaps	1,208	2,400	50
4 - Postsecondary Readiness			
STAAR Score	17.2		
Graduation Rate Score	22.6		
Graduation Plan Score	22.8		
Postsecondary Component Score	16.5		79

Distinction Designation

⭐ ⭐ ⭐ ⭐

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED

Academic Achievement in Mathematics
DISTINCTION EARNED

Academic Achievement in Science
DISTINCTION EARNED

Academic Achievement in Social Studies
DISTINCTION EARNED

Top 25 Percent Student Progress
NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED

Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	3,526 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	57.9
Percent English Language Learners	7.2
Mobility Rate	13.5
Percent Served by Special Education	8.5
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	29 out of 33 = 88%
Participation Rates	17 out of 17 = 100%
Graduation Rates	6 out of 8 = 75%
Total	**52 out of 58 = 90%**

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

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Student Profile
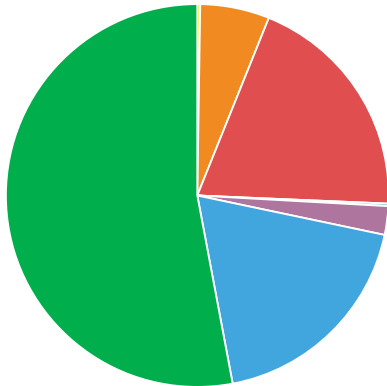
Student Statistics

Total Enrollment	3,530
At-Risk	45.24%
Low Income	58.39%
Limited English Proficient	7.17%
Special Education	8.47%
Career Technology Educat..	55.75%
Bilingual	0.00%
ESL	6.91%
Gifted/Talented	2.80%
Title I	0.51%
Attendance Rate	95.37%

Race/Ethnicity		#	%
White		662	18.75%
Hispanic		1,869	52.95%
Asian		207	5.86%
Black/African American		692	19.60%
Two or More Races		85	2.41%
Am Indian/Alaskan Native		8	0.23%
Native Hawaiian Pacific Islander		7	0.20%