

Katy Independent School District
Morton Ranch Junior High
2019-2020 Campus Improvement Plan



Mission Statement

By maintaining positive interactions, high expectations, and a proactive approach, Morton Ranch Junior High will create a learning environment that is personalized to meet the academic, social, and emotional needs of each individual student.

Vision

Leading the Path to Excellence.

Motto

Be Excellent on Purpose!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Morton Ranch Junior High opened its doors in the fall of 2003. It serves a diverse student population of approximately 1230 students and 130 teachers and support staff. The demographic breakdown of Morton Ranch Junior High is 17% African American, 4% Asian, 57% Hispanic, 1% Pacific Islander, 2% Two or More races, and 19% White. Additionally, 64% of our students meet criteria as economically disadvantaged, 13% receive special education services, and 12% of our population are English Language Learners. Moreover, 50% of our students qualify for at-risk services, 3.7% are gifted and talented, and 23% participate in CTE courses. The most current data shows that our campus attendance rate is 97% with a mobility rate of 11.6. Our campus demographics have remained steady over the past 3-5 years.

Staff Quality

Morton Ranch Junior High places a high priority in employing a high-quality, talented staff. Each teacher and new staff member is being supported by our instructional coaches and administrative team. All teachers will attend ongoing professional learning sessions throughout the school year. The professional development will be designed to meet the targeted departmental and school goals. Professional learning will be provided by instructional coaches, district curriculum coordinators, campus administration, department chairs, and outside consultants.

Providing ongoing, targeted, job-embedded professional learning and support throughout the year will be critical to the academic achievement of our students and the professional growth of our staff. The implementation of the T-TESS evaluation system will also support the goal-setting process and the use of feedback to support teacher growth and development. In addition to professional development, weekly PLC meetings will reinforce and support what teachers are learning, lesson design, and the implementation of best-practices in daily lessons. Teachers will also participate in an instructional rounds process that is designed as an opportunity for growth and reflection.

We have a shared commitment to our values and a standard of excellence at Morton Ranch. Our school motto is “Be Excellent on Purpose.” This motto is the anchor for every conversation we have and all of our actions at Morton Ranch. We have discussed what excellence looks like in all aspects of our school. Administrators, teachers, support staff, and students are

engaged in high levels of learning and the outcome of our actions and what we produce is excellent.

Demographics Strengths

- The diversity of our campus gives students the opportunity to learn from and with students from multiple cultural and ethnic groups.
- We are serving multiple children from the same families each year, which shows that our community values their neighborhood school.
- Although our mobility rate is increasing each year, we are making achievement progress in all content areas.
- The hiring of highly qualified teachers to join our staff has significantly increased the professional capital of our building.

Student Academic Achievement

Student Academic Achievement Summary

For the 18-19 school year, Morton Ranch Junior High earned the overall accountability rating:

- **Overall**
 - Score: 82 (State Target Score=100)
- **Student Achievement**
 - Score: 80 (State Target Score=100)
- **School Progress**
 - Score: 86
- **Closing the Gaps**
 - Score: 73 (State Target Score=100)

The following areas has been identified as a target focus area: Academic Growth (66)

4-year comparison of progress on ALL SUBJECTS

Subjects	2016	2017	2018	2019
All Subjects	75	76	77	80
Reading	78	77	77	77
Mathematics	77	77	83	86
Writing	70	67	73	75
Science	72	76	72	84
Social Studies	65	70	68	70

4-year comparison of Meets Grade Level performance on ALL SUBJECTS

Subjects	2016	2017	2018	2019
All Subjects	34	38	43	47
Reading	40	41	42	45
Mathematics	41	36	42	52
Writing	32	32	43	43
Science	36	46	43	50
Social Studies	31	39	36	41

4-year comparison of Masters Performance on ALL SUBJECTS

Subjects	2016	2017	2018	2019
All Subjects	14	16	19	19
Reading	17	17	23	19
Mathematics	13	11	11	17
Writing	7	7	12	15
Science	12	15	20	24
Social Studies	17	23	19	22

The data shows that steady progress has been made in all subject areas over the past 4 years; however, some areas such as reading, writing, and social studies show limited progress or stagnation.

Achievement by Ethnicity & Student Groups by Subject: Reading

Ethnicity	2017	2018	2019
African American	69	70	73
Hispanic	75	75	77
White	82	81	79
Asian	85	84	77
Two or More Races	88	95	75
Economically Disadvantage	73	72	74

Ethnicity	2017	2018	2019
English Language Learners	45	47	56
SPED	38	39	50

Data shows that student groups are performing at the same rate each year. There is a small gap between the highest performing ethnic group and other student groups. The Asian and white student groups have shown a decline in progress for the past 3 years. Although there has been an increase in achievement each year among English Learners and SPED student groups, they still continue to underperform significantly in comparison to other student groups.

Achievement by Ethnicity & Student Groups by Subject: Math

Ethnicity	2017	2018	2019
African American	68	77	80
Hispanic	76	83	86
White	85	85	91
Asian	80	92	77
Two or More Races	91	100	86
Economically Disadvantaged	73	81	85
English Language Learners	52	66	74
SPED	40	51	55

Achievement in most all student groups has increased significantly since 2017, and the gap in the disparity between our three largest student groups has decreased significantly. There was a significant decline in scores among our Asian student population.

Achievement by Ethnicity & Student Groups by Subject: Writing

Ethnicity	2017	2018	2019
African American	54	68	68
Hispanic	66	71	75
White	74	76	81
Asian	74	80	92
Two or More Races	86	100	100
Economically Disadvantaged	60	67	71
English Language Learners	27	33	43
SPED	15	29	48

Achievement for English Language Learners, SPED, and Asian students increased significantly; however, achievement among African American students showed no improvement. A modest increase was noted for the Hispanic, White, and Economically Disadvantaged groups.

Achievement by Ethnicity & Student Groups by Subject: Social Studies

Ethnicity	2017	2018	2019
African American	62	65	67
Hispanic	68	64	70
White	77	75	72
Asian	94	85	76
Two or More Races	50	100	100
Economically Disadvantage	66	61	67
English Language Learners	19	24	24
SPED	23	26	49

Achievement for the African American group has grown 5% in the past three years from 62% in 2017 to 67% in 2019. Achievement for English Language Learners showed no change from 2018. The Asian student group regressed 9% in from 85% to 76% in approaches standard. Students from the economically disadvantaged group and Hispanic group showed a 6% increase in scores from 2018-2019. The white student group has regressed over the past 3 years from 77% to 72%. Students receiving SPED services saw a significant increase of 23% from 2018-2019.

Achievement by Ethnicity & Student Groups by Subject: Science

Ethnicity	2017	2018	2019
African American	62	66	70
Hispanic	74	71	88
White	86	79	85
Asian	94	70	82
Two or More Races	83	100	100
Economically Disadvantage	71	68	71
English Language Learners	23	31	63
SPED	33	15	55

Although performance in all student groups has increased, the level of progress varies between the different student populations. Hispanic students, economically disadvantaged English language learners, Asian, White and SPED students demonstrated a significant increase in scores, while African American and Economically Disadvantaged students demonstrated a marginal increase over previous years.

The spring 2019 science results are the most significant increase overall at 82 percent. Possible reasons for the lack of progress in some groups could be insufficient rigor and a lack of exposure to scientific language in instruction, or an insufficient amount of formative and summative assessments. In addition, instruction needs to address the cultural needs of students in order that instruction is relevant. The department has been working diligently on implementing classroom instructional strategies to facilitate a deeper understanding of science concepts amongst students, utilizing differentiated instruction and more frequent formative assessments. For the 2019-2020 school year, the department will place a greater focus on

differentiation in instruction and final product, as well as increasing the use of scientific language during instruction and rigor of summative assessments. Science teachers will also provide students with more opportunities to demonstrate mastery through increased formative assessments that are varied and are catered to the individual needs of students.

Distinction Designations: Academic Achievement in English Language Arts

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018	Indicator Score 2019
Accelerated Growth in Reading Grade 6	16%-Q2	13%-Q4	23%-Q1	20%-Q3
Reading Performance (Masters)	16%-Q2	12%-Q3	18%-Q2	7%-Q4
Grade 7 Reading Performance (Masters)	20%-Q2	21%-Q2	26%-Q2	24%-Q3
Grade 7 Writing Performance (Masters)	7%-Q4	7%Q3	12%-Q1	15%-Q2
Grade 8 Reading Performance (Masters)	14%-Q3	17%-Q3	25%-Q2	26%-Q2

Data shows a decline or inconsistent progress in the quartile comparison.

Distinction Designations: Academic Achievement in Mathematics

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018	Indicator Score 2019
Accelerated Growth in Math	9%-Q3	12%-Q3	14%-Q2	15%-Q2
Grade 6 Math Performance (Masters)	7%-Q4	12%-Q3	18%-Q1	13%-Q3
Grade 7 Math Performance (Masters)	14%-Q2	11%-Q2	6%-Q4	4%-Q4
Grade 8 Math Performance (Masters)	3%-Q4	8%Q2	11%-Q2	18%-Q2
Algebra 1 Participation	28%-Q3	36%-Q1	29%-Q2	26%-Q3
Algebra 1 Performance (Masters)	51%-Q4	63%-Q3	58%-Q3	65%-Q3

Data shows a decline or stagnat progress in the quartiles compared to 40 other campuses with similar demographics.

Distinction Designations: Academic Achievement in Science & Social Studies

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018	Indicator Score 2019
Grade 8 Science Performance (Masters)	11%-Q3	15%-Q2	20%-Q3	24%-Q2
Grade 8 Social Studies (Masters)	17%-Q1	23%-Q1	19%-Q2	22%-Q2

Although data shows improvement in the area masters performance on the science & social studies exams, MRJH scored lower than other campuses with similar demographics.

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018	Indicator Score 2019
Percent of STAAR Results at Meets or Exceeds Grade Level	34%-Q3	38%-Q2	43%-Q2	47%-Q2

Overall, student mastery is increasing each year on all exams combined.

Although we made progress in closing the achievement gap between our student groups and in student achievement, a deep analysis of the above scores by student group reveals some declines or disparities that need to be addressed:

- **Reading:**

- 56% English Learners
- 50% SPED

- **Math:**

- 77% Asian
- 55% SPED
- 74% English Learners

- **Writing:**

- 68% African American
- 71% Economically Disadvantaged
- 48% SPED
- 43% English Learners

- **Science:**

- 70% African American
- 71% Economically Disadvantaged
- 63% English Learners
- 55% SPED

- **Social Studies:**

- All Student Groups

Strategies to increase student achievement in all subjects for all student groups will be implemented and closely monitored; however, specific strategies will be outlined in the campus improvement plan to address the targeted student groups listed above.

The amount of student participation in each group varies by size; however, the campus has been analyzed by each individual standard and student. Students will be targeted for acceleration and intervention. Special emphasis needs to be placed on our students who are members of our economically disadvantaged student group, special education and English learner groups.

Student Group	Reading	Mathematics	Writing	Science	Social Studies
Economically Disadvantaged	74%	85%	71%	82%	67%

Student Group	Reading	Mathematics	Writing	Science	Social Studies
SPED	50%	55%	48%	55%	49%
ELL	56%	74%	43%	63%	24%

SPED science, social studies and writing scores have increased significantly over the past three years. 7th grade SpED writing scores have grown 25% in the last three years from 12.77% to 39%. In spite of gains with our special education students, 6th grade reading scores have regressed, with the most significant regression of 25.91% occurring last year.

In the area of math scores, 8th grade is experiencing the most challenges with STAAR. Only 38.3% of 8th students approached grade level on the STAAR math test as compared to 43% of 6th grade and 41% of 7th grade.

Based on the TELPAS data, Morton Ranch Junior High will work on the areas of Listening and Speaking by encouraging teachers to promote academic and social language in the classroom. Teachers will also focus on improving written language using various sheltered strategies (i.e. QSSSA) to in-turn, improve the other areas in need (Speaking and Listening).

An area of accomplishment for ELLs on the TELPAS assessment is an improvement overall in the area of writing with the averages increasing in the scores of "Advanced" and "Advanced High".

Student Academic Achievement Strengths

Student achievement increased in the areas of math and writing for many student groups.

Achievement in the area of science increased significantly for all student groups.

Over the past 3 years, the achievement gap has closed between all student groups.

SPED students continue to show significant progress in science and social studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement. **Root Cause:** High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2: Although the advanced performance of students increased, students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. **Root Cause:** Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.

Problem Statement 3: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs. **Root Cause:** Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

School Processes & Programs

School Processes & Programs Summary

Promoting School Attendance

In order to ensure that the needs of our students are met, we have implemented a structure for welcoming and assisting new families who enroll throughout the year. We have many students who withdraw and then re-enroll at a later time in the school year. We do our best to put the same schedule in place that the student had when they withdrew from MRJH. This is a benefit to our students because the relationship with the teacher and classmates had already been established prior to them leaving.

In order to ensure that students are attending school daily, the attendance clerk and assistant principals work together to implement multiple supports to address chronic absenteeism. School-wide incentives are also in place to reinforce attendance. Student tardies have also decreased due to the implementation of tardy sweep stations.

Positive Behavior Intervention Supports (PBIS)

From 2015 – 2018, discipline incidents have fluctuated at MRJH. In 2015, there were a total of 1,595 discipline incidents. That number declined in 2016 to 1,037. There was a slight increase in 2017 to 1,136. However, in 2018 there was a significant increase in discipline incidents to 1,428. This is possibly a result in how student tardies are now tracked.

At MRJH, the major discipline concern over the past three years has been excessive tardies. To address this issue, the school has implemented the use of tardy stations to monitor students arriving to class late. Once a student has accumulated 5 tardies in a grading period, he/she is required to attend a detention. Incentives are also used in order to celebrate students who arrive to all classes on time in a grading period. Those students receive an invite to participate in a “No Tardy Party”, in which popsicles/ice cream is served. At the end of the school year, students who have zero tardies for the entire school year, are invited to attend an end of year no tardy party.

Another aspect of discipline to address is the disproportionality in discipline incidents reported between racial/ethnic groups. Although Latino students comprise more than 50 percent of the student population, the number of discipline incidents for 2018 approached 290. This constitutes 24 percent of all discipline incidents on campus. African American students comprise 17 percent of the student population but were involved in 9.1 percent of discipline incidents. White students comprise 22 percent of the student population and 8.3 percent of discipline incidents for the 2017/2018 school year. These numbers indicate that implicit bias when reporting discipline incidents does not seem to be a major issue at MRJH.

As a result of increased vigilance and monitoring by school staff, implementing and maintaining safety procedures, as well as persistently communicating behavioral expectations to our student body, we have been successful in maintaining a safe and productive learning environment.

Our PBIS Leadership Committee meets monthly to review discipline data to determine the effectiveness of our school-wide expectations and teacher-to-student interactions.

A review of our PBIS program was conducted and we received recognition for the following areas: Established PBIS Team, Implementation Plan, Encouraging Campus Feedback, Faculty Commitment, Reduction in Discipline Referrals, Expectations and Rules developed. Areas identified as a focus need for the 19-20 school year included: Teaching expectations and rules, Creating Sub Committees, Reward and Recognition ceremonies, and classroom systems. This will continue to be an area of focus for the 19-20 school year.

The implementation of these supports will be evaluated by The PBIS Leadership Team monthly.

Supporting our ELs

Our English Learner (EL) student population showed growth in many areas as measured by the 2019 administration of the STAAR test. This growth can be attributed to the implementation and monitoring of the strategies recommended by an EL consultant that was provided by the district EL department. In order to continue to increase academic achievement within this student group, the master schedule was built around the needs of our ELL students and the hiring of certified ESL teachers was a high priority. Staff members who are serving our ELs will also participate in targeted training designed to meet the needs of our English Language Learners. An action plan with built-in support will be implemented and monitored.

Supporting our Underperforming Learners

For our students who are considered At-Risk according to the 13 criteria as outlined by the state, those students receive intervention and additional counseling services and support. The progress of our at-risk population is monitored by our student support administrator, testing facilitator, counselors, assistant principals, and teachers. We have an RTI collaborative process in place to ensure that students are not falling through the cracks. Students are assigned to targeted advisory classes and are selected to participate in our Maverick Academy.

RTI committee meetings are held quarterly and on an as needed basis to review student needs. Multiple data measures are used to identify students who are performing below expectations or who are not demonstrating growth. The following questions are asked are used to facilitate the meeting:

- Is the student making progress?
 - If so, what is contributing to the progress?
 - If not, what interventions are being used?
- What parent communication has taken place?
- What interventions need to be put in place to address student needs?
 - How long will these interventions be put in place?
 - What evidence needs to be collected to determine if interventions are being successful?
- Who is responsible for collecting and uploading data into the student management system?
- When will the RtI team reconvene to determine review student progress?

These meetings are facilitated by the RtI coordinator, assistant principals, counselors. Classroom teachers and campus interventionist are also required to attend.

After school tutoring is offered as a Tier I intervention for all students. A comprehensive, multi-tiered, instructional Tier II approach has been developed to support students who need additional assistance.

Study Hall

Students who have earned zeros on homework and classwork assignments will complete the assignments in study hall. Our goal is to ensure that all of our students demonstrate academic responsibility. Zeroes should never be permitted at MRJH. The only way to truly ensure mastery and understanding is to have students complete all assignments.

Learning Lab

Students are permitted to work on targeted computerized intervention programs designed to meet the specific needs of the student.

Targeted Intervention

Intervention will be provided in STAAR tested areas. An intervention program will be designed to meet the needs of the students who have been invited to attend the intervention.

Promoting Post Secondary Readiness

Ensuring that our students have the opportunity to earn high school credit while they are in junior high is also a priority of MRJH. 100% of our students who took the Algebra EOC passed the exam on the first administration, and 63% of our students scored at the advanced level.

Through the implementation of the Naviance program and the Career Portals class, students will be exposed to possible future careers and colleges. By providing a rigorous, engaging curriculum for all students, especially those who are on track for high school AP courses, we are building a solid foundation for our students to take AP and college credit courses for students once they enter high school.

Ensuring Quality Instruction

The Curriculum, Instruction, and Assessment focus at Morton Ranch Junior High is guided by the TEKS, which are organized into unit plans. In order to ensure that our students acquire the skills and knowledge necessary to have successful high school and postsecondary experiences in higher education, technical schools, or in the workplace, a curriculum and instructional model with measurable results for student learning has been designed and implemented throughout our school. This model focuses on the results that each student achieves in meeting and exceeding state standards as well as the approved district and content standards. Meeting these high-performance standards is accomplished by:

- § recognizing and believing that all students are capable of achieving excellence in learning the essentials of formal schooling;
- § allowing the instructional process to be adapted and modified to improve learning when appropriate;
- § accepting the fact that schools can maximize the learning conditions for all students through a written and aligned curriculum, clearly-stated objectives, quality teaching, high expectations for achievement, and pre-post assessments that are aligned to the district curriculum for the purpose of improving student learning; and
- § involving parents and the community as partners with the district to provide a safe, orderly learning environment, challenging curriculum, quality educational programs, and successful learning experiences for each student.

Teachers use the most current edition of the unit plans for their course(s). This curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and district extension objectives. The curriculum prepares students for the STAAR test and builds the necessary skills for success in the next grade level. Teachers should teach not only the topic listed but also present the standard and assess it at the designated level of rigor.

Teachers meet in PLCs on the designated planning day. The role of the instructional coach during the planning session is to ensure that the team is aligned and on target with the unit plans. The IC will also ensure that all assessments and activities are aligned and designed at the level in which the TEKS were written.

In order to ensure high-quality instruction, lesson design is evaluated using the following T-TESS criteria:

? Standards and Alignment-Dimension 1.1

? The teacher designs clear, well-organized, sequential lessons that reflect best practice and align with the standards and are appropriate for diverse learners.

? Data and Assessment-Dimension 1.2

? The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

? Knowledge of Students-Dimension 1.3

? Thorough knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

? Activities-Dimension 1.4

? The teacher plans engaging, flexible lessons that encourage higher –order thinking, persistence and achievement.

The following questions guide teachers through the planning process:

- What do my students need to know and be able to do?
- What instructional strategies/activities will students experience?
- How do I know that learning has occurred?
- What will I do if students have not mastered the learning goals?
- What will I do for students who have already mastered the learning goals?

Social and Emotional Needs

Ensuring that we are maximizing the 7040 minutes of advisory time each year to meet not only the academic needs of students but also their social and emotional needs as well is achieved by implementing Character Strong Lessons and Community Circles.

Professional Capital & Performing in High-Quality Teams

MRJH has a wealth of professional expertise in our building. In order to capitalize on the knowledge that professionals bring to the table, an intentional structure for sharing best practices needs to be implemented. In addition, understanding the importance of working in high-performing teams to ensure the value, expertise, and strengths of individuals are shared and appreciated is an area that is critical to supporting and retaining staff.

School Processes & Programs Strengths

Ongoing school processes that support the instructional program at MRJH include:

- Weekly PLC meetings
- Ongoing Job-Embedded Professional Learning led by Instructional Coaches, Administrators, Teacher Leaders, district curriculum specialists and outside consultants
- Instructional Rounds Process
- Long Range Planning Meetings
- Data Talks facilitated by Instructional Coaches and District Data Specialist
- Use of Lead 4Ward Resources
- Use of multiple assessment measures to evaluate student needs and growth (STAAR, TELPAS, Imagine Math, Compass Learning, DLAs, and campus common assessments)
- PBIS Leadership Committee

- Ten for Ten Feedback Protocol

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. **Root Cause:** Teacher leaders lack a clear understanding of their role. Implementation plan, follow through, and monitoring system needs to be developed.

Problem Statement 2: A review of our advisory program found that there were a number of inconsistencies in what was occurring in classrooms during advisory time, which resulted in time being wasted during the instructional day. **Root Cause:** Teachers lack the resources and understanding needed to ensure purposeful use of advisory time.

Problem Statement 3: Although there is a PBIS structure in place, consistency in reinforcing behavior through a positive approach continues to be an area of growth for the campus. **Root Cause:** Teachers have a limited understanding of the tenets of PBIS and it's impact on improving instruction and campus culture and climate.

Perceptions

Perceptions Summary

Morton Ranch Junior High works very hard at creating a welcoming environment for our students and families. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus and increasing mobility rate, we recognize the importance of strengthening the connections between the home and school.

We use a variety of methods to communicate with parents. Our website is maintained to ensure that the most current information is available to our parents. We also maintain a campus Facebook and Twitter page, which has been useful in sharing the narrative of our school as well as the sharing information. We also send out weekly eNews via email and important messages are shared using our School Messenger program.

Our parents have consistently reported that our office staff, teachers, and administrative team is friendly and responsive. We also take pride in maintaining a front office and school that is neat, clean, and visually appealing to our community.

The climate of the school can be described as inviting and friendly. Staff members and students consistently praise the family atmosphere of the campus. Our campus motto is Be Excellent on Purpose, and the teachers and administrative staff are intentional about teaching students what this motto means and what it looks like on our campus. In addition, the students and staff are encouraged to demonstrate the MAV Way each day.

MAV Way for Students:

- Make Good Choices
- Achieve Results
- Value Others
- Strive for Success

MAV Way for Staff

- Make A Difference

- Achieve Results
- Value Others
- Strive for Success

Parents, teachers, and students at Morton Ranch Junior High take pride in their school and the school's reputation of success. The perception of MRJH among all its stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character.

We are committed to keeping students at the center of all actions and decisions. As a result, high-quality learning is of paramount importance. Adjustments to our instructional program and professional learning will be made when our students are not making positive academic progress.

Staff Workplace Survey

The Energage Workplace survey was given in May of 2019. Areas of strength include staff perception regarding the following:

My direct supervisor helps me learn and grow.

My direct supervisor cares about my concerns.

While these areas of strength are positive, staff perception still lags behind the district average.

Staff members shared that an area for growth include showing appreciation for work performance.

Areas of strength comments include:

Quality professional learning opportunities

Leadership listens and models the way

Ample growth opportunities are provided

Encouraging

Relaxed atmosphere

Areas for targeted growth include:

Showing appreciation on a consistent basis

Allowing opportunities for feedback

Improve communication and visibility

Perceptions Strengths

A strength analysis was completed by the campus instructional leadership team. The following were identified as campus strengths:

- Dedicated, committed staff who take pride in student success
- Staff expertise and willingness to grow professionally
- Family atmosphere among students and staff
- Strong relationships between students and staff
- Strong, collaborative working relationships
- Student-driven decision making
- Supportive Parents

Based on a survey completed by our parents, the following strengths emerged as trends:

- Communication is clear
- MRJH is a safe place to learn
- Friendly office, welcoming atmosphere, helpful staff
- Respectful of all cultures and diversity

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Approximately 65% of the staff joined MRJH within the past 3 years. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** Staff members who have been on campus for quite some time continue to struggle through the change process, and new staff members bring a variety of perspectives and experiences from different settings.

Priority Problem Statements

Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement.

Root Cause 1: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs.

Root Cause 2: Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Although the advanced performance of students increased , students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments.

Root Cause 3: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident.

Root Cause 4: Teacher leaders lack a clear understanding of their role. Implementation plan, follow through, and monitoring system needs to be developed.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Approximately 65% of the staff joined MRJH within the past 3 years. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures.

Root Cause 5: Staff members who have been on campus for quite some time continue to struggle through the change process, and new staff members bring a variety of perspectives and experiences from different settings.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Although there is a PBIS structure in place, consistency in reinforcing behavior through a positive approach continues to be an area of growth for the campus.

Root Cause 6: Teachers have a limited understanding of the tenets of PBIS and it's impact on improving instruction and campus culture and climate.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: A review of our advisory program found that there were a number of inconsistencies in what was occurring in classrooms during advisory time, which resulted in time being wasted during the instructional day.

Root Cause 7: Teachers lack the resources and understanding needed to ensure purposeful use of advisory time.

Problem Statement 7 Areas: District 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 Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: By June 2020, MRJH student achievement on campus-based, district-based, and STAAR assessments will increase at least 5%-15% in all subject areas for all student groups.

Evaluation Data Source(s) 1: STAAR Scores, DLA Scores, Grades, Student Work, PLC Minutes

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will be placed in targeted advisories where they will receive targeted support or enrichment experiences at least 2x a week.	Instructional Coach Administration	MRJH students will show growth on low scoring TEKS on common assessments and district level assessments.				
	Problem Statements: Student Academic Achievement 1					
2) Literacy committee will be established and purpose of work and long range plan will be developed.	Principal	Focus on literacy will increase the level of thinking and learning across the campus as a result of an intentional focus on Disciplinary Literacy in each content area.				
	Problem Statements: Student Academic Achievement 1, 2					
3) Each department will set a student learning objective goal and examine student work at least 3x during the school year to determine student growth and progress toward goal.	ICs Team Lead	Examining student work will assist teams in identifying best instructional practices.				
	Problem Statements: School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
4) Develop, implement, and monitor a plan to increase TELPAS scores for students at least one proficiency level.	Hinkelman	Students will improve at least on proficiency level on TELPAS assessment.				

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement. Root Cause 1: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 2: Although the advanced performance of students increased , students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. Root Cause 2: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.
School Processes & Programs
Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. Root Cause 1: Teacher leaders lack a clear understanding of their role. Implementation plan, follow through, and monitoring system needs to be developed.


Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Teachers will meet in PLCs to create a variety of formative assessments, such as exit tickets, verbal summarization, short answer format, choice menus, tiered activities and preassessments that allow for differentiation of how students will demonstrate mastery.

Evaluation Data Source(s) 1: Performance on formative and summative assessments, lesson plans and active participation in PLCs, student goal setting folders, Campus data protocol, Data action plan and teacher reflection, Priority one pager

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) District Teaching and Learning department will conduct two data reviews and assist in identifying gaps in teaching and learning. Follow up campus visits from the teaching and learning department will support the identified work.	Administration Instructional Coach	Increased awareness of data and growth in knowledge of the content.				
Problem Statements: Student Academic Achievement 1, 2, 3						
2) PLCs will create two assessments each grading period and use the campus data protocol to identify and reteach prioritized standards resulting in improved teaching and increased student achievement. An action plan will be developed, implemented, monitored, and reflected on at the end of each assessment cycle.	Administration Instructional Coach	Using backwards design will help teachers write quality assessments and plan lessons that will ensure students are reaching engaging first teach opportunities. Furthermore, using the data to make instructional adjustments will address student needs.				
Problem Statements: Student Academic Achievement 1						
3) The campus leadership team will engage in data reviews after each assessment cycle and arrange an observation calendar to prioritize feedback to teachers with lower student mastery.	Administration	Looking at data at a high level will give administration the information that is needed to identify target areas where additional support is needed.				
						

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement. Root Cause 1: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 2: Although the advanced performance of students increased, students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. Root Cause 2: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.
Problem Statement 3: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs. Root Cause 3: Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

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: Teachers will participate in activities designed to meet individual and teacher professional learning needs, improve instructional practice, increase feedback, support professional growth, and strengthen collegial relationships and school culture.

Evaluation Data Source(s) 1: Agendas, Minutes from meetings, student work, observations, teacher reflection, teacher feedback, Energage Workplace Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implement a feedback system that allows staff to give feedback on instructional and managerial practices, systems and structures	Principal	Giving staff the opportunity to give feedback will help tell the story of our school culture and identify strengths and areas of improvement.a				
Problem Statements: Perceptions 1						
TEA Priorities Recruit, support, retain teachers and principals 2) Team leads will engage in leadership development training throughout the school year to develop high performing teams and increase shared leadership practices.	Dr. Bell Instructional Coaches	Focusing on leadership growth increases staff efficacy and shared leadership				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Approximately 65% of the staff joined MRJH within the past 3 years. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. Root Cause 1: Staff members who have been on campus for quite some time continue to struggle through the change process, and new staff members bring a variety of perspectives and experiences from different settings.

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: MRJH will work with Texas Rebuild to coordinate ongoing systemic activities designed to address the social and emotional needs of students

Evaluation Data Source(s) 1: Character Strong implementation feedback, Counseling notes, Surveys, Texas Rebuild feedback and observation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The Texas Rebuild implementation plan will be put in place to increase staff awareness so they are able to implement trauma informed practices. Programs for students and parents will be delivered periodically throughout the school year.	Counselors	Increased staff awareness of trauma informed practices.				
Problem Statements: School Processes & Programs 3						
						

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Although there is a PBIS structure in place, consistency in reinforcing behavior through a positive approach continues to be an area of growth for the campus.</p> <p>Root Cause 3: Teachers have a limited understanding of the tenets of PBIS and it's impact on improving instruction and campus culture and climate.</p>

State Compensatory

Budget for Morton Ranch Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
192-11-6117-420-XXX-11-XXX	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$16,000.00
192-11-6127-420-XXX-11-XXX	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$6,000.00
6100 Subtotal:		\$22,000.00
6200 Professional and Contracted Services		
192-13-6299-420-XXX-11-XXX	6299 Miscellaneous Contracted Services	\$3,000.00
6200 Subtotal:		\$3,000.00
6300 Supplies and Services		
192-13-6329-420-XXX-11-XXX	6329 Reading Materials	\$500.00
192-11-6398-420-XXX-11-XXX	6398 Computer Supplies/Software - Locally Defined	\$4,000.00
192-11-6399-420-XXX-11-XXX	6399 General Supplies	\$12,000.00
192-13-6399-420-XXX-11-XXX	6399 General Supplies	\$500.00
192-61-6399-420-XXX-99-XXX	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$19,000.00
6400 Other Operating Costs		
192-11-6494-420-XXX-11-XXX	6494 Reclassified Transportation Expenses	\$9,000.00
192-13-6414-420-XXX-11-XXX	6499 Miscellaneous Operating Costs	\$2,500.00
192-61-6499-420-XXX-99-XXX	6499 Miscellaneous Operating Costs	\$958.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
	6400 Subtotal:	\$12,458.00

Personnel for Morton Ranch Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandro Sierra	Teacher	Math Lab	
Esther Frazier	Teacher	Reading Elective	
Kathryn Wright	Teacher	Reading Elective	
Kris Wade	Teacher	Reading Elective	
Regina Respert-Elrod	Teacher	Math Lab	
Terri Clarke	Teacher	Math Lab	

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Sanee Bell	Principal
Administrator	Mich Etzel	Assistant Principal
Administrator	Gregory Saulter	Assistant Principal
Parent	Tova White	Parent Representative
Parent	Kate Gompel	Parent Representative
Parent	Irene Cummings	Parent Representative
Parent	Amy Causey	Parent Representative
Parent	Natalie Skinner	Parent Representative
Parent	Barbara Lohse	Parent Representative
Classroom Teacher	Regina Respert-Elrod	Classroom Teacher
Classroom Teacher	Ndidi Oyeyemi	Classroom Teacher
Classroom Teacher	Kristin Bell	Classroom Teacher
Non-classroom Professional	Janie Bazargani	Counselor
Business Representative	RC Simmons	Business Representative
Community Representative	Robin Hrivnatz	Community Representative
Community Representative	Matthew Clemonds	Community Representative
District-level Professional	Margo Van der Ahe	District Representative
KIC Representative	Sandra Rodriguez	KIC Representative
Parent	Katrina Williams	PTSA President
Administrator	Richard Piwonka	Assistant Principal
Administrator	Angela Hinkelman	Assistant Principal
Classroom Teacher	Quincy Commerford	Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Jerimie Archie	Classroom Teacher
Classroom Teacher	Jim Liner	Classroom Teacher

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MORTON RANCH J H (101914049) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		80	B
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	64	66	D
Relative Performance (Eco Dis: 65.3%)	49	86	B
Closing the Gaps	41	73	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned