

Katy Independent School District
Morton Ranch High School
2024-2025 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment Team is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and KISD board policy. The intention of this team is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The team is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The Campus Needs Assessment Team is the shared decision-making body made up of the principal, classroom teachers, non-classroom professionals and paraprofessionals, parents, and community members. The team meets a minimum of four times per year to discuss issues brought forth by the administration, staff, parents, or community. This team functions under the direction of the principal. Members of the team attend meetings for the term of his/her office, collaborate on the campus needs assessment, root cause analysis of campus issues, monitor the implementation of the Campus Improvement Plan, address additional issues presented by the principal, present issues for discussion and recommend resolutions to the team, and approve all professional development plans for the school.

The principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations, and makes decisions based on those recommendations. Consensus is the ultimate goal of the team. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues. The team reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented.

The Campus Needs Assessment Team consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. See addendum below for team names and roles. Members other than the principal and principal secretary serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. The 24-25 Campus Needs Assessment was conducted with the full CNA team during the February 28th and April 17th meetings. Both meetings were conducted via Zoom which has increased the attendance and availability of all members of the team. It will be presented to the entire staff on August 2nd for further review and feedback.

During the meetings, the following data was reviewed: HB3 CCMR goals, the TAPR report, STAAR results, TELPAS data, CCMR data, AP data, discipline data, attendance data, enrollment data, staff survey results, and budget data.

The CNA team determined that Morton Ranch High School has a 4-year graduation rate of 87% which is 3% lower than the State target. It was decided that the root cause of this issue is a need for increased systems and educational opportunities in drop-out prevention, credit recovery, and original credit. It was also determined that 74% of MRHS students assigned to OAC were due to Level IV vaping offenses. It was determined that MRHS needs to increase the education of the school community with regards to vaping use amongst students.

Morton Ranch High School received a C-rating on the 2022 State accountability summary. The CNA noted that this is due to the Closing the Gaps score of a 72. The Academic Growth rating would have been a F, but was not rated due to Senate Bill 1365. Due to legal injunctions, these ratings were not made available for the 2023 State accountability report. It is estimated that MRHS would have remained a C. The Student Achievement Rating, School Progress, and Closing the Gaps component scores increased, but are not all at the appropriate targets. MRHS needs to increase the STAAR performance for students in the meets and masters levels. It was decided that MRHS needs to continue to support enough time allotted for teachers within Professional Learning Communities (PLC) to adequately plan, analyze teaching and learning, model instructional strategies, and monitor PLC effectiveness. Teachers are also in need of professional development in technology with the migration to 1-to-1 with Chromebooks. MRHS did not meet the 65% State target for CCMR. It was determined that the root cause is the need for increased educational opportunities for students to meet the CCMR criteria prior to graduation.

The CNA team noted that with the enrollment increases, MRHS is not seeing the same increases in all their extra-curricular programs. It was discussed and determined that MRHS has never implemented or explored possible reasons and/or barriers for student participation in extra-curricular offerings. It was also determined that professional development in working with at-risk students in extra-curricular settings could be very beneficial to the campus.

In closing, MRHS has the following 4 areas of focus for the 24-25 school year:

- MRHS will increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.
- MRHS will decrease ISS, OSS, and OAC placements for students in order to optimize student learning and increase student achievement.
- MRHS will increase the percent of students scoring meets and masters as well as target growth measures in all special programs on STAAR testing.
- MRHS will increase student participation and retention in extra-curricular programs to increase attendance and student achievement.

CNA Member names and roles:

Julie Hinson - Principal

Linda Tagen, Khristopher Turner - Other School Leaders

Daniel Denzler, Cody Grose, Philip Gustafson, Kirsten McLaughlin, Justin Mueller, Sarah Palmer, Jamie Rosin, Felicia Spivey, Laura Simoneaux - Teachers

Michele Genest, Mary Hernandez - Non-Classroom Professionals

Karen Reyes Miranda, Monica Guzman - Paraprofessionals

Judson Anderson, Tiffany White - District- Level Professionals

Sabrina Aguilar, Deborah Ayres, Arlisa Cross, Ruth Gonzalez, Donna Morton, Adelia Soremekun, Christeryl Washington - Parents

Darin Eberly, Sharon Johnson, Anna Ng - Community Members

Demographics

Demographics Summary

Morton Ranch High School is situated in a working-class community that includes owner-occupied homes, rental homes, and apartment complexes. The school's multi-ethnic student population provides strength to our comprehensive curriculum. MRHS is one of 9 high schools in the Katy Independent School District and opened for the 2004 - 2005 school year.

It serves a variety of income levels that range from low to the middle socioeconomic level. Student enrollment has started to see a steady increase per year due to a recent attendance boundary modification (ABM). The anticipated enrollment for the 24-25 school year is 3105 which is an increase of 145 students from the 23-24 year. The 9th and 10th grade classes are significantly larger than the 11th and 12th grades due to the district ABM guidelines, but all grades will level out by the 25-26 school year. The student population is approximately 75% economically disadvantaged, 18% ELL, 16% SPED, 3% GT, 65% hispanic, 18% african american, 10% white, and has a 12% mobility rate. 8% of students are labeled as off-cohort. The 9th grade class has the highest percentage of Level III and IV discipline offenses. The MRHS Class of 21 - 22 had a 89% 4-year graduation rate and a 0.9% dropout rate with 60% of the students meeting the College, Career, and Military Readiness (CCMR) standard.

Demographics Strengths

Morton Ranch High School boasts several strengths not only amongst student achievements, but also in the areas of discipline and staffing. During the 2023-2024 school year, the Academic Decathlon Team, Destination Imagination, FBLA, Robotics, Choir, Orchestra, Band, Art, and Wrestling all had State qualifiers. Our FFA AG Mech team won Grand Champion at the Katy ISD Show, the Varsity Color Guard are the State Champions in Scholastic AA. We are the only Katy ISD campus with a Restorative Facilitator resulting in one of the lowest Level IV District Alternative Educational Placement (DAEP) recidivism rate amongst high schools and a significant reduction in student conflict. We are the only Katy ISD campus with a Mariachi band which is lead and conducted by our Head Orchestra Director. The band is active both on campus and in the community and has plans to compete at the UIL level by the 25-26 school year. During the 23 - 24 school year, MRHS employed 205 teachers and will be adding 7 teaching units for the 24-25 school year. We take pride in the number of teacher promotional advancements and low turnover rate and all of our instructional paraprofessionals are highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MRHS needs to decrease ISS, OSS, and OAC placements for students in order to optimize student learning and increase student achievement.

Root Cause: MRHS needs to increase the education of the school community with regards to vaping use amongst students.

Problem Statement 2 (Prioritized): MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. **Root Cause:** MRHS need to improve systems and opportunities for drop-out prevention, credit recovery, and original credit.

Student Learning

Student Learning Summary

Morton Ranch High School received a C-rating on the 2022 State accountability summary report. It is estimated that we would have received a C-rating on the 2023, however, due to legal injunctions that has not been able to be completely determined. The Student Achievement, School Progress, and Closing the Gaps component scores all increased. Within the Student Achievement Rating, the STAAR performance was a 51, CCMR was a 60, and the Graduation Rate a 96. Within the School Progress Rating, Academic Growth was a 72 and Closing the Gaps was a 67. Additionally, all academic growth targets received 2 or more points in all categories, except graduation rate. The graduation rate for Hispanic, Asian, EBs, and SPED all received 0 points. In Closing the Gaps, only 3 out of 16 total points (18.8%) were met for graduation rate, while points in School Achievement, Academic Progress, and TELPAS progress, reached 62.5%, 71.8%, and 100% respectively.

Student Learning Strengths

Morton Ranch High School improved from 0% to 100% in the TELPAS progress rating. Academic growth increased 17 points and Closing the Gaps increased by 29 points, both in reference to the component scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. **Root Cause:** MRHS needs increased professional development in order to meet the needs of students.

School Processes & Programs

School Processes & Programs Summary

Morton Ranch High School operates with a Leadership Team as a shared decision-making body. This team is composed of campus administration, department chairs, instructional coaches, the lead counselor, testing coordinator, ELL facilitator, restorative facilitator, Title I coordinators, and the principal's secretary. The CAT approves the staff development plans for the campus and the instructional coaches plan and implement the professional development. All district extra-curricular activities are available to students with a staff member assigned to those organizations. Our organizations are not growing at the same rate as our enrollment increases. The master schedule is a collaborative effort led by the associate principal and includes campus administration, department chairs, instructional coaches, and the counseling team.

School Processes & Programs Strengths

Morton Ranch High School will be transitioning to 1-to-1 student Chromebooks for the 24-25 school year. We have planned for the support of this transition with equipment purchases. We implemented a campus-wide cell phone policy successfully and will easily transition with the new cell phone board policy next year. We implemented a campus call out for tardy students and will be re-establishing tardy stations. Our FOCUS period will be moving to 1st period in order to better support our teachers and our student programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): MRHS needs to increase student participation and retention in extra-curricular programs to help increase attendance and student achievement.
Root Cause: MRHS has never implemented or explored possible reasons and/or barriers for student participation as well as professional development for working with at-risk students in extra-curricular settings.

Perceptions

Perceptions Summary

Morton Ranch High School regularly participates in the staff culture and climate survey provided by the district. Approximately 40% of the staff participate in the survey. The campus principal provides anonymous open-ended feedback opportunities to all staff. The feedback is answered on a weekly staff email and frequently results in school improvements in several areas. All assistant principals have their own anonymous feedback opportunities for staff. Morton Ranch High School utilizes eNews, Twitter, Facebook, and Instagram for school celebrations and information. We currently have 3,901 followers on Twitter, 3,495 on Instagram and over 1100 on Facebook. We have several active parent volunteer organizations including PTSA and booster clubs for athletics, theater, band, drill team, choir, and orchestra. The principal hosts a Principal Communication Network (PCN) in order to ensure student-voice is utilized for campus culture and campus improvement purposes. This organization is typically around 50 students from various grades and organizations. Students remain on the PCN until graduation. Students for the PCN are selected by out-going Seniors.

Perceptions Strengths

Morton Ranch High School scores highly on the district staff culture and climate survey with the top three areas being meaningful work, relationships with colleagues, and relationships with supervisors. Our social media presence has contributed to positive improvements in our school community culture and we have the most Twitter followers in comparison to all other Katy ISD high schools. In coordination with several business partners in the community, we facilitated staff incentives on the 20th of every month in celebration of our 20th year anniversary. Some of the improvements due to the PCN organization include: addition of skateboard racks, patio covers and patio tables, refillable water fountains, composition of the school mission statement, and portrait of a great Maverick teacher.

Priority Problem Statements

Problem Statement 1: MRHS needs to decrease ISS, OSS, and OAC placements for students in order to optimize student learning and increase student achievement.

Root Cause 1: MRHS needs to increase the education of the school community with regards to vaping use amongst students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.

Root Cause 2: MRHS need to improve systems and opportunities for drop-out prevention, credit recovery, and original credit.

Problem Statement 2 Areas: Demographics

Problem Statement 3: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs.

Root Cause 3: MRHS needs increased professional development in order to meet the needs of students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: MRHS needs to increase student participation and retention in extra-curricular programs to help increase attendance and student achievement.

Root Cause 4: MRHS has never implemented or explored possible reasons and/or barriers for student participation as well as professional development for working with at-risk students in extra-curricular settings.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Support Systems and Other Data

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

Goals

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

Performance Objective 1: SI: MRHS will increase the percent of students scoring approaches, meets, and masters and target growth measures on STAAR in all special programs.

High Priority

Evaluation Data Sources: STAAR reports from TEA
District DLA
Campus Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Title I Instructional Staff will assist at-risk students in order to increase their academic performance in all tested content areas on STAAR by 3% through targeted intervention courses, classroom resources, online resources, technology, and/or tutorials by providing quality professional development, resources, and materials.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction through placement into intervention courses or tutorials during the school day resulting in a 3% increase in academic performance on all STAAR tested content areas. Students will maintain credit for STAAR tested courses.</p> <p>Staff Responsible for Monitoring: Principal, Student Support Principal, Instructional Coaches, Title I Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - 211 - Title I Part A - \$47,500, Staffing Units - 211 - Title I Part A - \$736,399</p>				

Strategy 2 Details	Reviews			
Strategy 2: MRHS will build capacity of teachers through quality staff development in order to increase achievements scores for all students on STAAR, AP exams, DLAs, CBAs, and other assessment areas to ensure a well-rounded education. Strategy's Expected Result/Impact: Students will show increases in achievement in data in respective assessment areas. Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$5,000, Chromebooks and Chromebook Carts - 211 - Title I Part A - \$140,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MRHS teachers of emergent bilingual (EB) students will attend professional development to support identified needs of EB students. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. Staff Responsible for Monitoring: EL Facilitator EL Title I Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. EB students will maintain credit in courses. Staff Responsible for Monitoring: EL Title I coordinator EL Facilitator	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: The MRHS Leadership Team will expand the existing Powerwalk structure in order to provide more feedback to classroom teachers and provide more robust feedback on campus goals, specifically student collaboration. Strategy's Expected Result/Impact: 80% of teacher lessons will include a student collaboration strategy. Staff Responsible for Monitoring: Leadership Team.	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress </div> <div> Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. Root Cause: MRHS needs increased professional development in order to meet the needs of students.

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





Performance Objective 2: HB3: The percent of MRHS students who achieve the CCMR target will increase to 61% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: State Accountability
PSAT, SAT, TSI, and AP testing results

Strategy 1 Details	Reviews			
Strategy 1: Emergent Bilingual (EB) and Special Education (SPED) students will meet graduation requirements, TELPAS, and CCMR standards resulting in an increase through differentiated instruction with support from Title I, Title III, and Special Education Staff. Strategy's Expected Result/Impact: EB and SPED students will receive differentiated instruction in all core and elective courses. Staff Responsible for Monitoring: Principal, Student Support Principal, College Career Facilitator, EB Staff, Title I Staff, SPED staff. Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Professional Development - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Students will increase AP Exam or Dual Credit CCMR criteria by 5% through use of effective technology and instructional supports to ensure a well-rounded education. Strategy's Expected Result/Impact: Students will have increased access to well-trained, campus embedded professors and staff resulting in a 5% increase in students either receiving a 3 or higher on an AP exam or 5% increase in students completing the required dual credit hours. Staff Responsible for Monitoring: Principal, Associate Principal, College Career Facilitator Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 Funding Sources: Prepared Media - 211 - Title I Part A - \$3,000, Professional Development - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Student enrollment will increase in dual credit courses and in AP testing registration through funding of one dual credit and/or one AP test. Strategy's Expected Result/Impact: Students will have increased opportunities to attempt AP exams and dual credit courses. Staff Responsible for Monitoring: College Career Facilitator AP Testing Coordinator Title I: 2.4, 2.6 Problem Statements: Demographics 2 Funding Sources: AP exam funding - 211 - Title I Part A, Dual Credit course funding - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. Root Cause: MRHS need to improve systems and opportunities for drop-out prevention, credit recovery, and original credit.

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

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Fitness Gram, Classroom observations, Formative and Summative fitness skills assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: MRHS needs to decrease ISS, OSS, and OAC placements for students in order to optimize student learning and increase student achievement. Root Cause: MRHS needs to increase the education of the school community with regards to vaping use amongst students.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the emotional well-being of students and staff.

Performance Objective 1: MRHS will optimize student learning through promoting a positive school culture and community for all students.

High Priority

Evaluation Data Sources: Campus discipline data

Strategy 1 Details		Reviews			
Strategy 1: All students will have increased access to restorative practices and MTSS-B classroom strategies resulting in a 15% decrease in ISS, OSS, and OAC placements. Strategy's Expected Result/Impact: Students will have increased opportunities and access to trained personnel for prevention resulting in increased student learning time in the classroom. Staff Responsible for Monitoring: Principal, Student Support Principal, Restorative Facilitator Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Professional Development - 211 - Title I Part A - \$10,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: MRHS will offer a Freshman Parent Academy to assist parents/guardians, students and their families during their transition to High School. Strategy's Expected Result/Impact: Students and their families will have a better understanding of the expectations, educationally, and behaviorally as they transition to High School Staff Responsible for Monitoring: Principal, Associate Principal, 9th Grade Assistant Principals. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Supplies - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: MRHS will work with parents, students, teachers on transitions to college, career, or military upon graduation. Strategy's Expected Result/Impact: Increase in students meeting the CCMR criteria prior to graduation. Staff Responsible for Monitoring: College and Career Counselor	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: MRHS needs to decrease ISS, OSS, and OAC placements for students in order to optimize student learning and increase student achievement. Root Cause: MRHS needs to increase the education of the school community with regards to vaping use amongst students.
Problem Statement 2: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. Root Cause: MRHS need to improve systems and opportunities for drop-out prevention, credit recovery, and original credit.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the emotional well-being of students and staff.

Performance Objective 2: MRHS will increase average daily attendance and overall attendance percentages by 0.5%.

Evaluation Data Sources: Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: MRHS will implement incentives for students to attend school. Strategy's Expected Result/Impact: An increase in the overall attendance percentage by at lease 0.5% per six weeks grading period. Staff Responsible for Monitoring: Administration Attendance Clerks	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MRHS will increase the instructional time for all students by working to decrease student tardies. Strategy's Expected Result/Impact: Students will increase instructional time in the classroom resulting in increased academic achievement. Staff Responsible for Monitoring: Grade Level APs Title I: 2.6 Funding Sources: Scanning Equipment - 211 - Title I Part A - \$5,527	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MRHS will increase student participation numbers in extra-curricular programs with appropriate resources and professional development of coaches and sponsors. Strategy's Expected Result/Impact: Increase attendance and increase student achievement. Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: MRHS needs to increase student participation and retention in extra-curricular programs to help increase attendance and student achievement. **Root Cause:** MRHS has never implemented or explored possible reasons and/or barriers for student participation as well as professional development for working with at-risk students in extra-curricular settings.

Goal 3: Strategic Design Goal 8: Katy ISD will engaged its entire community to develop intentional strategic relationships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 1: MRHS will provide at least 3 opportunities to engage and support parents and guardians. MRHS will use Campus e-News, flyers, marquis announcements as well as social media to communicate with parents and guardians regarding these opportunities.

Strategy 1 Details	Reviews			
Strategy 1: MRHS will provide at least 3 opportunities to engage all parents and 1 opportunity to engage parents and/or guardians of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Increase participation and communication with parents and guardians of all students. Staff Responsible for Monitoring: Title I Coordinator ESL Facilitator Title I: 4.1, 4.2 Problem Statements: Demographics 2 Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$2,020, Contracted Services - 211 - Title I Part A - \$6,570, Supplies - 211 - Title I Part A - \$4,000	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. Root Cause: MRHS need to improve systems and opportunities for drop-out prevention, credit recovery, and original credit.

Goal 4: Strategic Design Goal 10: 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 recruit and support high quality staff members and maintain a high rate of staff retention.

Evaluation Data Sources: Staff Turnover

Strategy 1 Details	Reviews			
Strategy 1: MRHS campus administration will participate in all recruitment opportunities available in order to fill all open positions. Strategy's Expected Result/Impact: 100% of positions at MRHS filled with qualified employees. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MRHS will provide appropriate professional development in order to support teachers in addressing the needs of all students. The appropriate professional development may be provided offsite, on-campus and/or via book-study groups. Strategy's Expected Result/Impact: Increase Teacher retention. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1 Funding Sources: Registration, Hotel, Travel - 211 - Title I Part A - \$6,500	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. Root Cause: MRHS needs increased professional development in order to meet the needs of students.

State Compensatory

Budget for Morton Ranch High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Morton Ranch High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	5

Title I

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment Team is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and KISD board policy. The intention of this team is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The team is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The Campus Needs Assessment Team is the shared decision-making body made up of the principal, classroom teachers, non-classroom professionals and paraprofessionals, parents, and community members. The team meets a minimum of four times per year to discuss issues brought forth by the administration, staff, parents, or community. This team functions under the direction of the principal. Members of the team attend meetings for the term of his/her office, collaborate on the campus needs assessment, root cause analysis of campus issues, monitor the implementation of the Campus Improvement Plan, address additional issues presented by the principal, present issues for discussion and recommend resolutions to the team, and approve all professional development plans for the school.

The principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations, and makes decisions based on those recommendations. Consensus is the ultimate goal of the team. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues. The team reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented.

The 23-24 Campus Needs Assessment Team consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. See addendum for team names and roles.

Members other than the principal serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. For the 24-25 school year, 3 teachers and 2 parents will rotate off opening a total of 5 spots. Meetings for the 23-24 school year occurred on September 27th, November 8th, February 28th and April 17th 3:30 start time. All meetings are conducted via Zoom which has increased the attendance and availability of all members of the team.

The 24-25 Campus Needs Assessment was conducted with the full CNA team during the February 28th and April 17th CAT meetings. It was presented to the entire staff on May 10th for further feedback and review.

The CNA team determined that Morton Ranch High School lacks an effective system of interventions both academically and behaviorally for freshmen. 43% of off-cohort students are freshmen and 61% of student conflict behaviors occur amongst freshmen. It was noted amongst members that there have been missed opportunities for incoming freshmen with building culture, high school presence in the junior high, utilization of the Focus period for transition topics, inclusion of the counseling staff in assemblies, and after school tutorial transportation issues. It was decided that the root cause of the two problem data statements within demographics is the ineffective transition practices for freshmen.

Morton Ranch High School received a C-rating on the 2022 State accountability summary. The CAT noted that this is due to the Closing the Gaps score of a 72. The Academic Growth rating would have been a F, but was not rated due to Senate Bill 1365. MRHS does not have structures supporting enough time allotted for teachers within 9th grade Professional Learning Communities (PLC) to adequately plan, analyze teaching and learning, model instructional strategies, and monitor PLC effectiveness. Currently, the PLC meetings are more focused on calendar building and task completions due to time constraints. It was decided that the root cause for the academic growth rating and missed targets is the need for increased professional development and time allotted for effective PLC meetings to improve student achievement in English and Math. Additionally, there are not enough technology devices to meet the new demands of online testing for students. STAAR EOC tests, TELPAS, SAT, and AP exams are all moving or have moved to online testing platforms and there has been a steady decline in student scores over the last two years. Teachers are also in need of professional development in the creation and student preparation for online testing. It was decided that the root cause for academic achievement online testing results is the need for increased professional development and student accessibility for online testing.

In closing, MRHS has the following 4 areas of focus for the 24-25 school year:

- MRHS will increase the percent of students scoring approaches, meets, and masters as well as target growth measures on STAAR in all special programs.
- MRHS will increase the percent of students who achieve the CCMR target to 65%.
- All students will have increased access to restorative practices and MTSS-B classroom strategies resulting in a 15% decrease in ISS, OSS, and OCA placements.
- MRHS will increase student participation and retention in extra-curricular programs to increase attendance and student achievement.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 24-25 Campus Action Team (CAT) consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. Members other than the principal serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. Meetings for the 24-25 school year will occur on Sept. 27, Nov. 8, Feb. 28, and April 17 with a 3:30 start time. All meetings are conducted via Zoom which has increased the attendance and availability of all members of the team. The 24-25 Campus Needs Assessment was conducted with the full CNA team during the Feb 28 and April 17 CAT meetings during the 23-24 school year which led to the creation of the 24-25 CIP. The CIP is continuously discussed by the CAT and the Campus Leadership Teams.

2.2: Regular monitoring and revision

The CIP is reviewed by both the CAT and Campus Leadership Teams regularly and along with data sources, updates are made on goal(s) status in October, January, April and June. The updates are recorded in Plan4Learning by the campus principal.

2.4: Opportunities for all children to meet State standards

All students will have increased access to restorative practices and MTSS-B classroom strategies resulting in a 15% decrease in ISS, OSS, and OAC placements due to student conflict.

2.5: Increased learning time and well-rounded education

Students will increase AP Exam or Dual Credit CCMR criteria by 5% through use of effective technology and instructional supports to ensure a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Title I Instructional Staff will assist at-risk students in order to increase their academic performance in all tested content areas on STAAR by 3% through targeted intervention courses, online resources, technology, and/or tutorials by providing quality professional development, resources, and materials.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Caballero	Title I Math Teacher		
Blake Scott	Title I Coordinator		
Candace Cato	Counselor		
Felicia Hood	Title I Coordinator		
Kai Haggerty	Title I Coordinator		
Karen Saper	Title I English Teacher		
Kevin Aguilar	Title I Math Teacher		
Linda Tagen	Title I Coordinator		
Shee Besch	Title I English Teacher		
Stephen Simons	Title I Math Teacher		

Campus Advisory Team

Committee Role	Name	Position
Business Representative	Taylor Dillingham	Business Representative
Community Member	Sheila Ordaz	Community Member
Community Member	Tonya Gaines	Community Member
Parent	Heather High	Parent
Parent	Yadira Chavez	Parent
Parent	Krystal Ward	Parent
Parent	Kiera Kindred	Parent
Parent	Elysia Charles	Parent
District-Level Professional	Susanna Campbell	District-Level Professional
Other School Leader	Elizabeth Morris	Other School Leader
Classroom Teacher	Robert Bromgard	Teacher
Classroom Teacher	Anh Nguyen	Teacher
Classroom Teacher	Ivan Gonzalez	Teacher
Other School Leader	Linda Tagen	Other School Leader
Classroom Teacher	Daniel Denzler	Teacher
Classroom Teacher	Kirsten McLaughlin	Teacher
Classroom Teacher	Justin Mueller	Teacher
Parent	Ruth Gonzalez	Parent
Parent	Sabrina Aguilar	Parent
Parent	Adelia Soremekun	Parent
District-level Professional	Tiffany White	District-Level Professional
Paraprofessional	Karen Reyes Miranda	Paraprofessional
Administrator	Julie Hinson	Principal

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$47,500.00
1	1	1	Staffing Units		\$736,399.00
1	1	2	Chromebooks and Chromebook Carts		\$140,000.00
1	1	2	Professional Development		\$5,000.00
1	2	1	Professional Development		\$5,000.00
1	2	2	Professional Development		\$5,000.00
1	2	2	Prepared Media		\$3,000.00
1	2	3	Dual Credit course funding		\$0.00
1	2	3	AP exam funding		\$0.00
2	1	1	Professional Development		\$10,000.00
2	1	2	Supplies		\$1,000.00
2	2	2	Scanning Equipment		\$5,527.00
3	1	1	Extra Duty Pay		\$2,020.00
3	1	1	Contracted Services		\$6,570.00
3	1	1	Supplies		\$4,000.00
4	1	2	Registration, Hotel, Travel		\$6,500.00
Sub-Total					\$977,516.00

Addendums



The percent of **Morton Ranch High School** students who achieve the CCMR target will increase from **61%** to **63%** by July 2029.

Morton Ranch HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	68					
		Actual Component	61%					
		State Component	76%					
		Met State Component Rate	N					
		Goal Component	-	61%	62%	62%	63%	63%
		Met Component Goal	-					

[illegible]