

Katy Independent School District

Morton Ranch Junior High

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science
Academic Achievement in Social Studies



Mission Statement

It is the mission of Morton Ranch Junior High to provide a safe environment and ensure high levels of learning for all students.

Vision

It is the vision of Morton Ranch Junior High to empower all students to be academically, emotionally, and socially equipped to graduate high school and achieve more than they believe is possible.

Motto

All means All

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Meeting Dates for developing the 2022-2023 Campus Needs Assessment:

- January 20, 2023 – Title 1 Training with Katy ISD and Region IV
- February 20, 2023 – CAT Team Meeting
- March 24, 2023 – CAT Team Meeting
- April 3, 2023 – CNA Committee Meeting #1, in person
- April 11, 2023 – CAT Team Meeting
- April 27, 2023 – CAT Team Meeting
- May 1, 2023 – CNA Committee Meeting #2, in person

CNA Team Members

Name	Role
Dr. Frederick Black	Principal of MRJH – Principal
Tamika Holdman	8th Grade Assistant Principal – Principal
Meghan McMurrey	Social Studies Instructional Coach – Other School Leader
Kelly Leathers	Instructional Coordinator (Title I Coordinator) – Other School Leader
Xenith Green	Campus Testing Coordinator – Other School Leader
Tamara Cooper	District Administrator
Catherine Hart	District Administrator
Vanessa Villareal	Paraprofessional
Deidiana Inciarte	Paraprofessional
Courtney Synnot	Paraprofessional

Name	Role
Elizabeth Torres	ASIP Teacher – Teacher
Yolanda Caceres De Ramos	Spanish Teacher – Teacher
Zachary Wright	7th Grade Social Studies Teacher, Department Chair – Teacher
Brian Branks	7th Grade RLA Teacher, Department Chair – Teacher
Randall Revere	8th Grade Math Teacher, Department Chair – Teacher
Brad Hamm	Community Member
Cody Leathers	Community Member
LaTasha Rothschild	Parent
Monica Rexach	Parent
Felicity BeMent	Parent
Brenda Henning	Parent
Larry Murphy	Parent

Comprehensive Needs Assessment Process

Title I Training

The Title I CAT team, determined by Dr. Black, attended a Region IV training at the ESC on January 20, 2023 held for Katy ISD schools who are transitioning to Title I. The CAT Team consists of Dr. Black (building principal), Xenith Green (Campus Testing Coordinator), Tamika Holdman (8th Grade AP), Kelly Leathers (Instructional Coordinator), Meghan McMurrey (Social Studies IC), and Elizabeth Torres (Special Education Teacher). The purpose of the training was to give an overview of the Title I process.

CAT Team Meetings

The Title I CAT Team met on February 20, 2023 at 10am in the front office conference room to debrief about the training attended on 1/20/23. The team determined who would be invited to the first CNA meeting on 4/3. We also discussed creating our Parent Family Engagement in August. We set a date for our next meeting to prepare for the CNA Meeting. We set a date for our next CAT team meeting.

The Title I CAT Team met on March 24, 2023 at 10am in the front office conference room to prepare for our CNA meeting on 4/3. The team created the Google

Slides, determined the roles of each team member for the presentation, and made the Google Form to survey which pieces of data the CNA committee wants to review. We set a date for our next CAT team meeting.

CNA Meeting #1

The CNA Committee met in person on Monday April 3, 2023 in the Large Group Instruction Room (LGI) at 5:00pm. At the first meeting, Dr. Blacks made the opening remarks. He asked for each attendee to introduce themselves. He also awarded the 2022-2023 Volunteer of the Year award to Monica Rexach.

Following the Campus Mission and Vision, Riding for the Brand was shown by Ms. Holdman. What does positively impacting our campus look like? A slide was shown of our amazing Jazz Band, the Community Pancake Breakfast, some of our athletic sports and the staff members who submitted grants this year.

Ms. Leathers spoke about our campus becoming a Title 1 campus and that 75% or more are socio-economically disadvantaged. Title 1 is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps. We will not have funds to CLOSE THE GAP. Ms. Leathers also showed the 4 TEA priorities: Recruit, Support and Retain; build a foundation for reading and math; connect high school to career and college; and improve low performing schools. We will have one more meeting about CNA this school year on May 1st to further dive into Every Student Succeeds Act (ESSA).

Ms. Torres discussed what a CNA is and how it can help monitor and assess needs and impacts of programs and instructions related to student achievement. As we prepared for discussion the question was asked: What do we need? Data, Assessment, Tools. It was stated that we need potential data to analyze to help set goals for our campus, what goals do we want for our campus and what will help us get there. We took 15 minutes to look over potential data points we want to Morton Ranch Junior High to focus on. We were able to ask questions and have small group discussions while picking 3 topics per data type. Then asked to fill out a google form and narrow out data points to 10. These will be looked over and brought back to the next meeting to discuss in a more in-depth manner. The meeting was dismissed at 6:30pm.

CAT Team Meetings

The Title I CAT Team met on April 11, 2023 at 10am in the front office conference room to review the data chosen from the CNA meeting on 4/3. We determined who would be responsible for collecting the data chosen and set a date for our next meeting.

The Title I CAT Team met on April 27, 2023 at 10am in the front office conference room to organize the data that was collected. We split our committee members into different teams to review the data collected. We created the Google Slides, agenda, and who would be responsible for the activities in the meeting.

CNA Meeting #2

The CNA Committee met in person on Monday May 1, 2023 in the Large Group Instruction Room (LGI) at 5:00pm. At the second meeting, Dr. Black welcomed the attendees and read the agenda for the meeting. Ms. Holdman then read the mission and vision of Morton Ranch Junior High and the purpose of our meeting today. Ms. Holdman also showed the 4 TEA priorities: Recruit, Support and Retain; build a foundation for reading and math; connect high school to career and college; and

improve low performing schools. She lastly reviewed the Every Student Succeeds Act and how we were focusing on Element 1 which is our Campus Needs Assessment. She continued that Element 2 will be our Campus Improvement Plan based on our CNA and how we will review this plan each year as a part of Element 3.

Ms. Leathers then reviewed what a Campus Needs Assessment is and how this is part two of creating the CNA. She then explained that the data reviewed today is based on the survey the committee members completed at the end of the last meeting. The Title I team met and collected the data types that the committee members wanted to review. She went on to say that each group will review two of the data types and find their strengths and weaknesses. The data that was reviewed is listed below.

- At Risk Data
 - Enrollment by Grade Level
 - Ethnicity Breakdown
 - Gender Breakdown
 - Student Program Breakdown
 - Grading Distribution for this population
 - STAAR Data for this population
- Lesson Design and Delivery Data
 - Lesson Plan Exemplars for all Content Areas
 - Unpacking the Standards Exemplars for all Content Areas
 - Fundamental 5 Lesson Delivery Data for Campus
 - Shown across three cycles for the school year to show improvement
- Program Support Services Data
 - Clubs Available at MRJH
 - Includes participation level for each club
 - 504 Data
 - Enrollment by Grade Level
 - Ethnicity Breakdown
 - STAAR Data for this population
- Recruitment and Retention Data
 - Retention Percentages across 3 years
 - Staff Population Data
 - Education Level
 - Ethnicity
 - Years of Experience
- Resource Allocations Data
 - ESSER Fund Allocation Data Across 3 Years
 - Hold Harness Fund Allocation Across 3 Years
 - General Budget Fund Allocation Data Across 3 Years
- State and Local Assessment Data
 - STAAR Scores for all content areas across 3 years
 - District Learning Assessment Scores for all content areas across 3 years
- Student Attendance Data
 - Student Attendance Data Across 3 years

- Tardy data across 3 years
- Student Discipline Data
 - Discipline Referral Totals by Infraction
 - Across the last 3 years
 - OSS/ISS data

Each member of the group needed to take on a role to participate in the data review and the facilitator at each group (a Title I team member) would briefly introduce the data types before analyzing them in detail. A timer was set for 5 minutes and the teams decided their roles and the facilitator introduced the data. Ms. Leathers explained today's activity of analyzing the data types in detail to come up with 1-2 strengths and weaknesses. The recorder was to record the collective thoughts on chart paper to share out to the rest of the committee. A timer was set for 25 minutes and the groups started on the activity. We added 5 minutes to the timer as groups needed more time to complete the activity.

After the groups were finished, each group shared their strengths and weaknesses and Ms. McMurrey recorded them on a chart paper. Ms. McMurrey pointed out that some of the weaknesses reflected the same ideas and we concluded that these were weaknesses that could be addressed in the CNA. The committee came to the agreement that attendance/tardies, underperforming math and reading STAAR scores, and our Limited English Proficient population were the main areas of improvement.

We then consolidated to larger groups to review the 3 areas of improvement. Dr. Black explained that we will complete a "5 Why's" protocol where we continue to ask why this area of improvement occurs to get to the root cause. He reiterated that it might take more than 5 why's to get to the root of the problem. A timer was set for 10 minutes and the groups started the protocol. We added 5 minutes for groups to finish. Each group then shared their area of improvement and the why's that brought them to the root cause. Dr. Black wrapped up the meeting with the next steps of the CNA – the Title I team was to look at the root cause data completed by the committee and develop a Campus Needs Assessment addressing these areas of improvement. He said that we will meet again in the Fall as a committee and Ms. Leathers added that the parents should also join the Parent Family Engagement Team. The meeting was dismissed at 7:00pm.

The CNA Committee reviewed the data listed below to identify areas of strength and problems.

Instructional Design/ Delivery	Strengths: Established lesson structure, teacher autonomy in lesson development, Teachers are implementing the Fundamental 5 strategies into their lessons
	Problems: Need for more opportunities for cross-content instruction, need to include ingletons in collaborative team settings, what are students missing in the first teach? (do lessons need to be more engaging and tactile?)
State and Local Assessment Data	Strengths: Campus improved across content areas on the 2022 STAAR assessment
	Problems: Math scores are below district and state for Interim assessment, STAAR scores for Math and Reading are below state and district averages

Instructional Design/ Delivery	Strengths: Established lesson structure, teacher autonomy in lesson development, Teachers are implementing the Fundamental 5 strategies into their lessons
	Problems: Need for more opportunities for cross-content instruction, need to include ingletons in collaborative team settings, what are students missing in the first teach? (do lessons need to be more engaging and tactile?)
At Risk Data (Demographics)	Strengths: Most of our At Risk students fall into 1 identifier (Failed State Assessment)
	Problems: Emergent bilinguals scoring below state and district averages, 61% of students are At Risk, highest At Risk identifier is Failed State Assessment
Program Support Services Data	Strengths: Many opportunities for students to become involved in clubs/athletics
	Problems: Lesson plans lack how we will support special populations
Recruitment and Retention of Teachers	Strengths: Diverse staff, Teachers with Master's Degrees above state and district averages (highly qualified Staff), teacher turnover rate is decreasing
	Problems: Teacher turnover is still high at 30%
Resource Allocations	We did not discuss this data
	We did not discuss this data
Student Disciplinary Data	Strengths: The number of campus discipline incidents has decreased from last school year.
	Problems: Students are frequently tardy to class, majority of our At Risk population fall into the EB category

After carefully reviewing the data and root cause analysis from the CNA meetings, the CAT team identified problems in the following areas:

There is an identified problem in the area of 6-8 Mathematics. We are still below the benchmark standards for the district. Based upon the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk students
- Provide opportunities for parents to be engaged in their student's learning and to teach parents how to support their student at home.

There is an identified problem in the area of 6-8 Reading. We are still below the benchmark standards for the district. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk students

- Provide opportunities for parents to be engaged in their student's learning and to teach parents how to support their student at home.

There is an identified problem with our student discipline. We had a large volume of referrals this year and the staff wants to incentivize our students. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide students with positive behavioral incentives
- Provide professional development and resources to our staff
- Provide opportunities for parents learn how to support their student's social emotional health at home.

There is an identified problem with our Emergent Bilinguals. The staff needs to provide more support to our students who are learning English. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk student

Demographics

Demographics Summary

Our campus demographics consist of 650 male students and 538 female students. We currently have 374 6th Graders, 410 7th Graders, and 404 8th graders enrolled. We are projected to receive approximately 324 incoming 5th graders from five feeder schools. We have a richly diverse student population which consists of 59.26% Hispanic, 19.53% Black/African American, 14.48% White, 3.37% Asian, 2.61% Two or More Races, 0.59% American Indian/Alaskan Native, and 0.17% Native Hawaiian Pacific Islander students. We have students enrolled in Student programs such as economically disadvantaged, At Risk, Limited English Proficient, SPED, Section 504, and Gifted and Talented. The percentage of students who are economically disadvantaged has risen over the past 5 years by 12.5% and in 2023 nearly 78% of our student population is economically disadvantaged. Our At Risk population has fluctuated over the past 5 years and we currently have 721 students who meet At Risk criteria. This is a decrease from 62.5% in 2022 to 60.6% in 2023. Our Limited English Proficient/English as a Second Language student numbers have drastically increased from 308 students in 2022 to 404 students in 2023. In fact, 34% of our students are enrolled as LEP/ESL, which is a 31.1% increase between 2022 to 2023. Another area of increase that we have seen at MRJH and Katy ISD are our students receiving specially designed instruction with nearly 20% of our students falling under SPED. Section 504 students make up about 5% of our student body and have been slowly declining since 2019. Our Gifted and Talented students are at an all time high of 46 enrolled in the program. This makes up about 4% of students at MRJH. Our attendance rate is below the district average at 94.24%, but has increased by 1% from 2022.

Our staff at MRJH is made up of 175 employees on campus. We have 101 teachers, 5 administrators, 21 Support Staff, 21 Instructional Paraprofessionals, 13 Office/Support Paraprofessionals & Auxiliary Staff, and 14 custodial and cafeteria staff. Nearly 73% of our staff is professional (3% are administrators, 58% are teachers, and 12% are professional support). According to our 2021-2022 TAPR, 62.9% of our staff members represent minority populations; 32.6% are African American, 14.4% are Hispanic, 47.3% are White, 3.5% are Asian, and 2.3% are Two or More Races. Considering highest degrees held, 70.3% have a Bachelors, 27.3% hold a Masters degree, and 2.4% have a Doctorate degree. By years of experience in education, 16.8% were beginning teachers, 26.4% have 1-5 years experience, 17.7% have 6-10 years experience, 24.9% have 11-20 years experience, 14.2% have 21-30 years experience. We average 9.3 years of experience which is just behind the district at 11.1 years experience. The average salary of a teacher at MRJH is \$62,129, and commensurate with district and state averages.

Our Junior High serves several middle to lower middle class neighborhoods, trailer park communities, apartment complexes, and extended stay hotels. We have a diverse mixture of parents educated beyond high school, those working in skilled trades, and many working multiple jobs. English and Spanish are the predominant languages spoken, but we do have students who speak Arabic and African dialects.

Katy ISD is a very large school district servicing over 90,000 students. The enrollment at MRJH has shifted throughout the years with new Junior Highs being built in our area. Additionally, we now house all of our Newcomer students instead of sending them to another campus as done in previous years. We also have several district special education programs that are offered on our campus; the RISE program for behavior (Reteach, Inspire, Support and Educate), ASIP (Autism Support Intervention Program), J-CAP (Junior Children's Autism Program), and Life Skills. If these programs are not offered at a student's home campus, they are transferred to our campus and placed in one of these programs.

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.
- The hiring of highly qualified teachers to join our staff has significantly increased the professional capital of our building.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. **Root Cause:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.

Problem Statement 2 (Prioritized): 34% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery. **Root Cause:** Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.

Student Learning

Student Learning Summary

The STAAR test was taken by students in April and May of 2023. 6th, 7th, and 8th graders all took Reading and Math/EOC STAAR exams. Additionally, the 8th grade students took a Science and Social Studies STAAR. All STAAR exams were administered online with minimal students taking it on paper. Students prepared for their online STAAR tests throughout the year by taking online CBAs, practicing with the Interim assessments, and being exposed to new question types. We are still waiting for our official results that will be available on August 12, 2023.

MRJH was on a Texas Intervention Plan (TIP) in 2021-2022 due to our White and Asian sub-populations not achieving the intended results for 3 years in row. Teachers, administrators, and support staff worked tirelessly to help this population of students achieve their targeted scores as outlined by the state. MRJH was able to be relieved of being on a TIP plan in August 2022 when we reached our STAAR targets.

Interim Assessments

Students in grades 6-8 took STAAR Math and Reading Interims in the Spring of 2023 as a projection of our STAAR results.

The 6th graders were the first out of all the grade levels to take the Math Spring STAAR Interim. 72% of 6th grade students Approached grade level and was just lower than the ESC average. 7th Grade Math struggled with only 44% of students Approaching grade level. In 8th Grade Math, 62% of our students Approached Grade Level which was higher than the ESC average of 52%. For the Algebra I Interim, 96% of MRJH students Approached Grade Level which was higher than the District and ESC averages!

The STAAR Reading Interim was administered twice to grades 6-8; once in the fall and once in the spring. For the Fall results, 62% of the 6th grade students Approached grade level and decreased to 60% when administered again in the spring. These results are lower than both the district and ESC averages. In the 7th grade, 68% of students were passing Reading and remained consistent with the Spring Interim Assessment. Both of these averages are lower than the District and ESC Reading scores. Lastly, 60% of the 8th grade students were passing Reading in the Fall Interim and increased to 62% for the Spring exam.

STAAR 2022

Our overall STAAR results in 2022 showed many increases across the subjects and grade levels. 76% of our students Grades 6-8 Approached Grade Level or Above for Reading. This is a 2% increase from 2021. Our Meets and Masters scores for Reading also both increased from 2021 to 2022.

As for grade specific level results, the 6th Grade Reading scores improved from 63% in 2021 to 65% in 2022. 7th Grade Reading Scores decreased from 80% passing in 2021 to 77% passing in 2022. 8th grade Reading made the most gains with 86% of our students passing in 2022 which is up 5% from 2021.

Overall, 74% of our students Grades 6-8 Approached Grade Level or Above for Math STAAR which is a 4% increase from 2021. Our Meets and Masters scores for Math STAAR also both increased from 2021 to 2022.

As for grade specific results, the 6th Grade Math STAAR Approached Grade Level or Above increased from 68% in 2021 to 76% in 2022. The 7th grade Math STAAR Scores increased from 52% in 2021 to 57% of students passing. 8th Grade Math STAAR also had an increase of 74% passing in 2021 to 75% passing in 2022. 100% of Algebra I students passed the End Of Course exam!

Lastly, our 8th grade students made gains in STAAR Science and Social Studies. Our Science STAAR scores increased from 76% in 2021 to 85% in 2022. Additionally, 63% of students passed Social Studies STAAR in 2021 and 65% of students passed in 2022.

Texas Accountability Rating

On our 2022 state accountability rating, we received an overall rating of 84/B. In the areas of Student Achievement: STAAR Performance, we received a 79/C. For the School Progress category, we earned an 88/B with Academic Growth at 74/C and Relative Performance (Eco Dis: 74.8%) an 88/B. The last category of Closing the Gaps, we receive a 76/C. Our school was also awarded distinctions in Achievement in Science, Achievement in Social Studies, and Postsecondary Readiness. Our previous school rating in 2018-2019 was an 82/B and we did not receive any distinctions.

Student Learning Strengths

- 8th grade students made gains in STAAR Science and Social Studies. Our Science STAAR scores increased from 76% in 2021 to 85% in 2022. Additionally, 63% of students passed Social Studies STAAR in 2021 and 65% of students passed in 2022.
- 6th Grade Math STAAR Approached Grade Level or Above increased from 68% in 2021 to 76% in 2022. The 7th grade Math STAAR Scores increased from 52% in 2021 to 57% of students passing. 8th Grade Math STAAR also had an increase of 74% passing in 2021 to 75% passing in 2022. 100% of Algebra I students passed the End Of Course exam
- 76% of our students Grades 6-8 Approached Grade Level or Above for Reading
- 8th grade Reading made the most gains with 86% of our students passing in 2022 which is up 5% from 2021

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student scores in reading and math are consistently below the district benchmark. **Root Cause:** Students are not motivated to read and they struggle with reading on grade level. Teachers need more resources to help engage the students with texts and reading strategies. These strategies will also help with the reading of Math word problems.

Problem Statement 2 (Prioritized): Too few of our students are Meeting the state standard in Reading performance. The 2022 STAAR results indicate that 51% of our student body Met expectations. **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Quality questioning and differentiation must be mastered by teachers so they know at which levels students are reading and how to best move them.

Problem Statement 3 (Prioritized): Too few of our students are Meeting the state standard in Math performance. 2022 STAAR results indicate that 41% of our students met expectations. **Root Cause:** Teachers need assistance with materials, training, and time to help students close gaps between math concepts. Quality differentiation must be mastered by teachers so they will know how to best help their students.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Junior High is guided by the Texas Essential Knowledge Skills (TEKS), by the Katy ISD curricular Unit Plans, by the Katy ISD curricular tools, by the result of formal and informal assessments, and the resources of Lead4ward. We promote social emotional learning and student achievement through problem solving, critical thinking, metacognition, collaboration, and literacy. District Unit Plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary, and sample performance tasks. Instructional guidance is offered as are linguistic accommodations, sentence stems, and resources. These Unit Plans are given to teachers by the Instructional Coaches and are available online on Canvas.

Our campus schedule is unique to Katy ISD as all of our students receive an intervention course or a study hall instead of an Advisory period. Since we have a high number of students needing intervention and accelerated learning due to House Bill 4545, we use the flexibility in the schedule to provide students with small group interventions in Reading and/or Math as well as Science for 6th grade students. We have seen positive results with our STAAR scores continuing to increase and improvements with closing the gaps.

Additionally, MRJH is the only campus in the district that provides teachers with a collaborative planning time and conference period every day. Teachers are expected to meet with their team everyday to plan richly engaging lessons that focus on the readiness TEKS and to create authentic learning experiences. Also during the collaborative team meetings, the teachers plan with their Instructional Coaches. This allows our ICs to know what the lesson structure looks like everyday and is there to provide instructional support. Additionally, the intervention teachers and SPED teachers attend these meetings to help support the teachers and their students. Collaborative team meetings also engage in creating a “Designing Learning Template” (DLT) that has the team take a deep dive into the TEK they are planning for next. Collaborative teams also complete data digs based on the Campus Based Assessments (CBAs), District Learning Assessments (DLAs), and the STAAR Interims. Assessment is a key factor to driving our instruction at MRJH and we use the data from these assessments to share teaching strategies, reflect on best practices, and to measure the effectiveness of our teaching. Next year, we are building our master schedule so an entire department can have collaborative planning time. This will allow Department Chairs and ICs to hold department meetings, vertically align lessons, and debrief about student learning.

Professional development is a crucial component of the MAV way and we pride ourselves with the training our staff has received throughout the year. As an initiative in 2021, the administration has worked with Solution Tree to make the PLC a stronger and more effective team. Our staff was trained on PLC protocols such as creating norms, creating DLTs that drive instruction, using a standard lesson plan template, and team building strategies. The administration and instructional coaches were part of a book study this year with Solution Tree to help build the leadership skills of Team Leads. This year the Team Leads, Instructional Coaches, and Administrators host half day leadership training every 3 months based on the book study and partnership with Solution Tree. Several MRJH Teachers, Administrators, and Instructional Coaches will be part of the PLC Academy 3 day training this summer.

Another initiative from MRJH has been the training and professional development of the Fundamental Five from Lead Your School. In 2021, a group of administrators

and Instructional Coaches attended a Fundamental Five Summit in San Antonio, Texas. The training focused on the effectiveness of using their frameworks to help with classroom management, design instruction, and model effective teaching practices. For the first year of the Fundamental Five, MRJH focused on creating lesson frames, learning how to be in the “Powerzone,” and how to integrate small group purposeful talk into lessons. In 2022, we took this initiative a step further with training our teachers on critical writing and “recognize and reinforce.” Additionally, we used the Power Walk software to track the teachers use and fidelity of the Fundamental Five components. Each teacher was given a Power Walk coach to review their data and come up with strategies to improve the quantity or quality of an area of the Fundamental 5. The teachers and coaches met 3 times this year and were able to review the Power Walk data from the beginning of the year to the end of year. Using the Power Walk model allowed the Leadership Team to see every classroom at MRJH and celebrate how the teacher cultivated the learning experiences of our students.

Morton Ranch Junior High hosts Professional Learning Tuesdays (PLT) in which teachers have professional development built into the school day. These meetings are held throughout the day and teachers are expected to attend during their conference period. This way will not miss instructional planning time with their collaborative team. Teachers have access to the PLT calendar and are invited to present to their colleagues. Several PLT sessions have included how to input MTSS/LPAC accommodations, Fundamental 5 training from Lead Your School, Special Education training from the district, and classroom management strategies.

Student progress is also measured through our Multi-Tiered Systems of Support (MTSS) services. Students can be placed in the MTSS program for academics and/or behavior. In Katy ISD, students are automatically enrolled in MTSS if they have failed a STAAR exam. However, our campus will place students in MTSS if they are failing a course, need intervention and/or academic support, or if they are struggling with behavior. The teachers must input accommodations for these students in eStar every six weeks to monitor any growth or changes. The MTSS team meets bi-weekly to discuss the students in the program and measure their successes. The MTSS team that consists of our social worker, counselors, MTSS Coordinator, and Student Support Administrator review the feedback from teachers and discuss strategies to help students succeed. This year, we have seen an influx in behavior referrals and we piloted a program to support General Education students with Behavior Intervention Plans. MRJH has worked closely with the district in this initiative and will be part of the roll out of MTSS-Behavior in 2023-2024.

Recruitment and retention of teachers at the Ranch is a matter we take very seriously and have worked very hard at filling open positions with highly qualified teachers. We actively pursue candidates through the Katy ISD Job Fair, personal connections, and with Department based interview committees. The Instructional Leadership Team has scrutinized and revised our interview questions to make the most of our time while getting thorough answers from our potential hires. In August, the District hosted all new Teachers to Katy ISD for two days at the ESC. The New Crew Mentor Team met with all new staff on campus and led an all day training about Morton Ranch Junior High and what it means to be a Maverick. We focus on what is important to our campus, team building, and what the first day of school can look like with their students. The New Crew also hosts monthly meetings on a variety of topics such as classroom management, social emotional health of teachers, practical information, and effective teaching strategies. All of our 0-1 teachers also are placed with a Mentor who meets with them monthly. Their meetings and goals are logged in a program called KickUp which is monitored by the Head Mentors at our ESC. These Mentors also hosted Zoom meetings on in service days or 0-1 teachers about mental health and teacher burnout. The New Crew team has received positive feedback and it is our goal to create a safe space for our new staff members to share their experiences at MRJH.

In the area of technology, all classrooms are equipped with a SmartBoard, laptop computer, and desktop monitor. Students have easy access to Chromebooks with rolling carts or cabinets in nearly every classroom. Emergent Bilingual students checked out a Chromebook to help with language acquisition. Teachers can check out Chromebooks, headphones, and other technological devices from our library. All of our Campus Based Assessments and STAAR exams are taken on the Chromebooks and our students are very familiar with educational technology. Our campus also has active Twitter and other social media accounts that show our stakeholders the MAV way everyday!

This year the PBIS team took the initiative to train our teachers on how to use the PBIS app and 100% of our teachers are in our PBIS system. Students earn points by showing the MAV way; making good choices, achieving results, valuing others, and striving for success. Teachers are able and encouraged to give out points to their students based on these behaviors. Every Friday, the PBIS Team sells items to students at the PBIS store. Since we work with middle school students, our students want items where they are given more freedom. Therefore, students can purchase passes with their points for outside lunch, skip the lunch line, lunch with their teacher, leave a minute early, hat pass, and outside basketball. We also have incentives at the end of the month for students to purchase candy or chips. The PBIS team hosted larger events such as “3rd Period Recess,” a jazz band concert, and teacher vs. student basketball game. The students participate in Character Strong lessons each week in each of their academic classes. These lessons focus on social emotional health, building relationships, and study skills.

School Processes & Programs Strengths

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

- Daily collaborative team 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 Lead4Ward Resources
- Use of multiple assessment measures to evaluate student needs and growth (STAAR, TELPAS, Imagine Math, Compass Learning, DLAs, and campus common assessments)
- Implementation of MTSS Behavior for General Education Students
- PBIS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are consistently tardy to class due to socializing and lingering in the hallway. **Root Cause:** Students are apathetic to the punishment and will serve the consequence without learning from it. We need to hold students accountable, but we need to teach them accountability.

Problem Statement 2 (Prioritized): Students are apathetic to punishments and will serve the consequences without learning from it. **Root Cause:** We need to teach students how to hold themselves accountable and learn the MAV way. We need to instill leadership and rewards for positive behavior exhibited.

Problem Statement 3 (Prioritized): Students are not motivated by positive behavior rewards. Teachers do not give out PBIS points. **Root Cause:** There is a lack of buy-in for the PBIS reward system. We need to incentivize teachers to use the PBIS system, just like we incentivize our students to earn them.

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. Parents and community members receive a weekly newsletter, the Maverick Mail, to share the calendar events, important messages, and celebrations. Our website is maintained to ensure that the most current information is available to our parents. We also maintain a campus Facebook, Instagram and Twitter page, which has been useful in sharing the narrative of our school as well as the sharing information. Staff members constantly emailed parents and communicated via their Canvas pages.

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 "All Means All" and the teachers and administrative staff are intentional about teaching students what this motto means via the MAV Matrix, and what it looks like on our campus. Students and staff are encouraged to demonstrate the MAV Way each day.

MAV Way for Student and Staff:

- Make Good Choices
- 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.

Perceptions Strengths

Based on feedback gathered from multiple sources, 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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Approximately 30% of the MRJH staff is new in the 2022-2023 school year. MRJH expectations for staff and students are not well known by staff and parents. **Root Cause:** MRJH does not have clear and consistent plan to ensure new and veteran staff are aware of the campus practices and policies as there has been so much turnover in teachers, administration, and support staff.

Priority Problem Statements

Problem Statement 1: Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing.

Root Cause 1: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 34% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery.

Root Cause 2: Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student scores in reading and math are consistently below the district benchmark.

Root Cause 3: Students are not motivated to read and they struggle with reading on grade level. Teachers need more resources to help engage the students with texts and reading strategies. These strategies will also help with the reading of Math word problems.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Too few of our students are Meeting the state standard in Reading performance. The 2022 STAAR results indicate that 51% of our student body Met expectations.

Root Cause 4: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Quality questioning and differentiation must be mastered by teachers so they know at which levels students are reading and how to best move them.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Too few of our students are Meeting the state standard in Math performance. 2022 STAAR results indicate that 41% of our students met expectations.

Root Cause 5: Teachers need assistance with materials, training, and time to help students close gaps between math concepts. Quality differentiation must be mastered by teachers so they will know how to best help their students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students are consistently tardy to class due to socializing and lingering in the hallway.

Root Cause 6: Students are apathetic to the punishment and will serve the consequence without learning from it. We need to hold students accountable, but we need to teach them accountability.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students are apathetic to punishments and will serve the consequences without learning from it.

Root Cause 7: We need to teach students how to hold themselves accountable and learn the MAV way. We need to instill leadership and rewards for positive behavior exhibited.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students are not motivated by positive behavior rewards. Teachers do not give out PBIS points.

Root Cause 8: There is a lack of buy-in for the PBIS reward system. We need to incentivize teachers to use the PBIS system, just like we incentivize our students to earn them.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Approximately 30% of the MRJH staff is new in the 2022-2023 school year. MRJH expectations for staff and students are not well known by staff and parents.

Root Cause 9: MRJH does not have clear and consistent plan to ensure new and veteran staff are aware of the campus practices and policies as there has been so much turnover in teachers, administration, and support staff.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

Goals

Revised/Approved: July 1, 2023

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





Performance Objective 1: By June 2024, MRJH students will perform 5% greater in the Meets Performance Category on the Math STAAR in grades 6-8.

High Priority

Evaluation Data Sources: Campus Based Assessments, District Learning Assessments, STAAR Interim Assessments, STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will receive extra support through in school small group interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning.</p> <p>Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coordinators, Instructional Coaches</p> <p>Title I: 2.4, 2.5</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 3</p> <p>Funding Sources: Resources and Materials - 211 - Title I Part A - \$3,500, Comp Ed Teachers - 199 - State Comp Ed , Special Education Teachers - 199 - General Fund: Special Education, Title I Staff - 211 - Title I Part A - \$368,199</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with authentic learning experiences in the area of math.</p> <p>Strategy's Expected Result/Impact: With professional training, resources, and manipulatives, student will increase their understanding of mathematics</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 2.4</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 3</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: At Risk Students will engage in targeted instruction to increase understanding during "the first teach."</p> <p>Strategy's Expected Result/Impact: A richer understanding of language and content will help our At Risk students on the Math STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional 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: Demographics 1 - Student Learning 3</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: MRJH will host a events throughout the school year in which parents will be invited to attend to learn about how to support their student. Teachers will provide strategies to help parents support their student's learning at home.</p> <p>Strategy's Expected Result/Impact: Having parents involved with their students curriculum is crucial. If we are able to introduce strategies on how parents can impact their child's learning at home will yield positive results in the performance of math CBAs, interims, and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Other Operating Expenses - 211 - Title I Part A - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.</p>
Student Learning
<p>Problem Statement 1: Student scores in reading and math are consistently below the district benchmark. Root Cause: Students are not motivated to read and they struggle with reading on grade level. Teachers need more resources to help engage the students with texts and reading strategies. These strategies will also help with the reading of Math word problems.</p>
<p>Problem Statement 3: Too few of our students are Meeting the state standard in Math performance. 2022 STAAR results indicate that 41% of our students met expectations. Root Cause: Teachers need assistance with materials, training, and time to help students close gaps between math concepts. Quality differentiation must be mastered by teachers so they will know how to best help their students.</p>





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

Performance Objective 2: By June 2024, MRJH students will perform 5% greater in the Meets Performance Category on the Reading STAAR in grades 6-8.

High Priority

Evaluation Data Sources: Campus Based Assessments, District Learning Assessments, STAAR Interim Assessments, STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide extra support through in school small group interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning.</p> <p>Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 2.4, 2.5</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, 2</p> <p>Funding Sources: Extra Duty Pay Professional (tutorials, supplemental positions) - 211 - Title I Part A - \$3,500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: At Risk Students will receive targeted instruction through technology online intervention to increase to reading comprehension, fluency, and vocabulary skills.</p> <p>Strategy's Expected Result/Impact: For students to make gains on the Reading and Writing portions of the STAAR Reading Assessment.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 2.4, 2.5</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, 2</p> <p>Funding Sources: Chromebooks - 211 - Title I Part A - \$63,100</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All students will engage in targeted instruction to increase understanding during "the first teach." Strategy's Expected Result/Impact: A richer understanding of language and content will help our At Risk students on the Reading STAAR assessment. Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 2.4, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: MRJH will host a events throughout the school year in which parents will be invited to attend to learn about how to support their student. Teachers will provide strategies to help parents support their student's learning at home. Strategy's Expected Result/Impact: Having parents involved with their students curriculum is crucial. If we are able to introduce strategies on how parents can impact their child's learning at home will yield positive results in the performance of math CBAs, interims, and STAAR. Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2 Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.</p>
<p>Problem Statement 2: 34% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery. Root Cause: Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.</p>

Student Learning

Problem Statement 1: Student scores in reading and math are consistently below the district benchmark. **Root Cause:** Students are not motivated to read and they struggle with reading on grade level. Teachers need more resources to help engage the students with texts and reading strategies. These strategies will also help with the reading of Math word problems.

Problem Statement 2: Too few of our students are Meeting the state standard in Reading performance. The 2022 STAAR results indicate that 51% of our student body Met expectations. **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Quality questioning and differentiation must be mastered by teachers so they know at which levels students are reading and how to best move them.

Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: MRJH will decrease the number of tardy infractions by 10% by June 2024.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: The students will participate in the PBIS program to promote appropriate school wide behaviors in order to receive a well rounded education.</p> <p>Strategy's Expected Result/Impact: Increased compliance of school rules and decrease the amount of referrals.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coordinators, Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: PBIS Rewards Software - 211 - Title I Part A - \$2,750</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in character education lessons to improve social emotional health and behavior through quality staff development and purchasing resources to teachers to provide these services.</p> <p>Strategy's Expected Result/Impact: Students will be taught how to be a productive student in the classroom which will cut down on the amount of classroom referrals. Additionally, teachers will be trained on specific strategies to use with students in order for them to be successful in the classroom both academically and behaviorally.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coordinators, Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: Project Class - 211 - Title I Part A - \$12,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MRJH will host a events throughout the school year in which parents will be invited to attend to learn about how to support their student's social/emotional health.</p> <p>Strategy's Expected Result/Impact: Parents need more resources to help understand their student's social/emotional health. By hosting events where these resources are brought to MRJH, will provide parents with strategies to support their student.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students are consistently tardy to class due to socializing and lingering in the hallway. Root Cause: Students are apathetic to the punishment and will serve the consequence without learning from it. We need to hold students accountable, but we need to teach them accountability.</p>
<p>Problem Statement 2: Students are apathetic to punishments and will serve the consequences without learning from it. Root Cause: We need to teach students how to hold themselves accountable and learn the MAV way. We need to instill leadership and rewards for positive behavior exhibited.</p>
<p>Problem Statement 3: Students are not motivated by positive behavior rewards. Teachers do not give out PBIS points. Root Cause: There is a lack of buy-in for the PBIS reward system. We need to incentivize teachers to use the PBIS system, just like we incentivize our students to earn them.</p>

Goal 3: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: By May of 2024, 60% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: EL facilitator and Instructional Coaches will provide embedded professional development to provide feedback to teachers to more effectively apply sheltered instructional skills and strategies.</p> <p>Strategy's Expected Result/Impact: Improve Tier I interventions, create a language rich interactive classroom</p> <p>Staff Responsible for Monitoring: EL Facilitator, Instructional Coaches</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: Demographics 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Emerging bilingual students will receive extra support through in school small group interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning.</p> <p>Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will receive professional development and resources to improve language acquisition for our Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Staff will learn how to best teach our Emergent Bilingual students with training and resources.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators</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: Demographics 1, 2</p> <p>Funding Sources: - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.</p> <p>Problem Statement 2: 34% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery. Root Cause: Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.</p>

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

Performance Objective 1: By May 2024, student attendance will increase by 0.5%.

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

Performance Objective 2: By May 2024, MRJH will develop a plan to transition the current 8th grade class into their appropriate feeder schools.

Title I

1.1: Comprehensive Needs Assessment

CNA Team Members

Name	Role
Dr. Frederick Black	Principal of MRJH – Principal
Tamika Holdman	8th Grade Assistant Principal – Principal
Meghan McMurrey	Social Studies Instructional Coach – Other School Leader
Kelly Leathers	Instructional Coordinator (Title I Coordinator) – Other School Leader
Xenith Green	Campus Testing Coordinator – Other School Leader
Tamara Cooper	District Administrator
Catherine Hart	District Administrator
Vanessa Villareal	Paraprofessional
Deidiana Inciarte	Paraprofessional
Courtney Synnot	Paraprofessional
Elizabeth Torres	ASIP Teacher – Teacher
Yolanda Caceres	Spanish Teacher – Teacher
Zachary Wright	7th Grade Social Studies Teacher, Department Chair – Teacher
Brian Branks	7th Grade RLA Teacher, Department Chair – Teacher
Randall Revere	8th Grade Math Teacher, Department Chair – Teacher
Brad Hamm	Community Member

Name	Role
Cody Leathers	Community Member
LaTasha Rothschild	Parent
Monica Rexach	Parent
Felicity BeMent	Parent
Brenda Henning	Parent
Larry Murphy	Parent

CNA Meeting #1

The CNA Committee met in person on Monday April 3, 2023 in the Large Group Instruction Room (LGI) at 5:00pm. At the first meeting, Dr. Blacks made the opening remarks. He asked for each attendee to introduce themselves. He also awarded the 2022-2023 Volunteer of the Year award to Monica Rexach.

Following the Campus Mission and Vision, Riding for the Brand was shown by Ms. Holdman. What does positively impacting our campus look like? A slide was shown of our amazing Jazz Band, the Community Pancake Breakfast, some of our athletic sports and the staff members who submitted grants this year.

Ms. Leathers spoke about our campus becoming a Title 1 campus and that 75% or more are socio-economically disadvantaged. Title 1 is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps. We will not have funds to CLOSE THE GAP. Ms. Leathers also showed the 4 TEA priorities: Recruit, Support and Retain; build a foundation for reading and math; connect high school to career and college; and improve low performing schools. We will have one more meeting about CNA this school year on May 1st to further dive into Every Student Succeeds Act (ESSA).

Ms. Torres discussed what a CNA is and how it can help monitor and assess needs and impacts of programs and instructions related to student achievement. As we prepared for discussion the question was asked: What do we need? Data, Assessment, Tools. It was stated that we need potential data to analyze to help set goals for our campus, what goals do we want for our campus and what will help us get there. We took 15 minutes to look over potential data points we want to Morton Ranch Junior High to focus on. We were able to ask questions and have small group discussions while picking 3 topics per data type. Then asked to fill out a google form and narrow out data points to 10. These will be looked over and brought back to the next meeting to discuss in a more in-depth manner. The meeting was dismissed at 6:30pm.

CNA Meeting #2

The CNA Committee met in person on Monday May 1, 2023 in the Large Group Instruction Room (LGI) at 5:00pm. At the second meeting, Dr. Black welcomed the attendees and read the agenda for the meeting. Ms. Holdman then read the mission and vision of Morton Ranch Junior High and the purpose of our meeting today. Ms. Holdman also showed the 4 TEA priorities: Recruit, Support and Retain; build a foundation for reading and math; connect high school to career and college; and improve low performing schools. She lastly reviewed the Every Student Succeeds Act and how we were focusing on Element 1 which is our Campus Needs Assessment. She continued that Element 2 will be our Campus Improvement Plan based on our CNA and how we will review this plan each year as a part of Element

3.

Ms. Leathers then reviewed what a Campus Needs Assessment is and how this is part two of creating the CNA. She then explained that the data reviewed today is based on the survey the committee members completed at the end of the last meeting. The Title I team met and collected the data types that the committee members wanted to review. She went on to say that each group will review two of the data types and find their strengths and weaknesses. The data that was reviewed is listed below.

- At Risk Data
 - Enrollment by Grade Level
 - Ethnicity Breakdown
 - Gender Breakdown
 - Student Program Breakdown
 - Grading Distribution for this population
 - STAAR Data for this population
- Lesson Design and Delivery Data
 - Lesson Plan Exemplars for all Content Areas
 - Unpacking the Standards Exemplars for all Content Areas
 - Fundamental 5 Lesson Delivery Data for Campus
 - Shown across three cycles for the school year to show improvement
- Program Support Services Data
 - Clubs Available at MRJH
 - Includes participation level for each club
 - 504 Data
 - Enrollment by Grade Level
 - Ethnicity Breakdown
 - STAAR Data for this population
- Recruitment and Retention Data
 - Retention Percentages across 3 years
 - Staff Population Data
 - Education Level
 - Ethnicity
 - Years of Experience
- Resource Allocations Data
 - ESSER Fund Allocation Data Across 3 Years
 - Hold Harness Fund Allocation Across 3 Years
 - General Budget Fund Allocation Data Across 3 Years
- State and Local Assessment Data
 - STAAR Scores for all content areas across 3 years

- District Learning Assessment Scores for all content areas across 3 years
- Student Attendance Data
 - Student Attendance Data Across 3 years
 - Tardy data across 3 years
- Student Discipline Data
 - Discipline Referral Totals by Infraction
 - Across the last 3 years
 - OSS/ISS data

Each member of the group needed to take on a role to participate in the data review and the facilitator at each group (a Title I team member) would briefly introduce the data types before analyzing them in detail. A timer was set for 5 minutes and the teams decided their roles and the facilitator introduced the data. Ms. Leathers explained today's activity of analyzing the data types in detail to come up with 1-2 strengths and weaknesses. The recorder was to record the collective thoughts on chart paper to share out to the rest of the committee. A timer was set for 25 minutes and the groups started on the activity. We added 5 minutes to the timer as groups needed more time to complete the activity.

After the groups were finished, each group shared their strengths and weaknesses and Ms. McMurrey recorded them on a chart paper. Ms. McMurrey pointed out that some of the weaknesses reflected the same ideas and we concluded that these were weaknesses that could be addressed in the CNA. The committee came to the agreement that attendance/tardies, underperforming math and reading STAAR scores, and our Limited English Proficient population were the main areas of improvement.

We then consolidated to larger groups to review the 3 areas of improvement. Dr. Black explained that we will complete a "5 Why's" protocol where we continue to ask why this area of improvement occurs to get to the root cause. He reiterated that it might take more than 5 why's to get to the root of the problem. A timer was set for 10 minutes and the groups started the protocol. We added 5 minutes for groups to finish. Each group then shared their area of improvement and the why's that brought them to the root cause. Dr. Black wrapped up the meeting with the next steps of the CNA – the Title I team was to look at the root cause data completed by the committee and develop a Campus Needs Assessment addressing these areas of improvement. He said that we will meet again in the Fall as a committee and Ms. Leathers added that the parents should also join the Parent Family Engagement Team. The meeting was dismissed at 7:00pm.

The CNA Committee reviewed the data listed below to identify areas of strength and problems.

Instructional Design/ Delivery	Strengths: Established lesson structure, teacher autonomy in lesson development, Teachers are implementing the Fundamental 5 strategies into their lessons
	Problems: Need for more opportunities for cross-content instruction, need to include singletons in collaborative team settings, what are students missing in the first teach? (do lessons need to be more engaging and tactile?)
State and Local Assessment Data	Strengths: Campus improved across content areas on the 2022 STAAR assessment
	Problems: Math scores are below district and state for Interim assessment, STAAR scores for Math and Reading are below state and district averages
At Risk Data (Demographics)	Strengths: Most of our At Risk students fall into 1 identifier (Failed State Assessment)
	Problems: Emergent bilinguals scoring below state and district averages, 61% of students are At Risk, highest At Risk identifier is Failed State Assessment
Program Support Services Data	Strengths: Many opportunities for students to become involved in clubs/athletics
	Problems: Lesson plans lack how we will support special populations
Recruitment and Retention of Teachers	Strengths: Diverse staff, Teachers with Master's Degrees above state and district averages (highly qualified Staff), teacher turnover rate is decreasing
	Problems: Teacher turnover is still high at 30%
Resource Allocations	We did not discuss this data
	We did not discuss this data
Student Disciplinary Data	Strengths: The number of campus discipline incidents has decreased from last school year.
	Problems: Students are frequently tardy to class, majority of our At Risk population fall into the EB category

2.1: Campus Improvement Plan developed with appropriate stakeholders

After carefully reviewing the data and root cause analysis from the CNA meetings, the CAT team identified problems in the following areas;

There is an identified problem in the area of 6-8 Mathematics. We are still below the benchmark standards for the district. Based upon the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk students
- Provide opportunities for parents to be engaged in their student's learning and to teach parents how to support their student at home.

There is an identified problem in the area of 6-8 Reading. We are still below the benchmark standards for the district. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk students
- Provide opportunities for parents to be engaged in their student's learning and to teach parents how to support their student at home.

There is an identified problem with our student discipline. We had a large volume of referrals this year and the staff wants to incentivize our students. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide students with positive behavioral incentives
- Provide professional development and resources to our staff
- Provide opportunities for parents to learn how to support their student's social emotional health at home.

There is an identified problem with our Emergent Bilinguals. The staff needs to provide more support to our students who are learning English. Based on the prioritized problem, the CAT team identified several intervention strategies.

- Provide tutorials for all students
- Provide professional development and resources to our staff
- Have our staff members specifically plan for helping our At Risk student

CAT Team Members 2022-2023

Name	Role
Dr. Frederick Black	Principal of MRJH – Principal
Tamika Holdman	8th Grade Assistant Principal – Principal

Name	Role
Meghan McMurrey	Social Studies Instructional Coach – Other School Leader
Kelly Leathers	Instructional Coordinator (Title I Coordinator) – Other School Leader
Xenith Green	Campus Testing Coordinator – Other School Leader

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan was shared with parents and the community during the first Annual Title I Meeting which took place on 8/28/2023 at 5pm in the cafeteria at Morton Ranch Junior High. The meeting was offered in English and Spanish and all handouts of the CIP were translated into English and Spanish. The CIP is also available in English on the Morton Ranch Junior High district website. We are currently working on a Spanish translation of the CIP to be housed on our website as well.

2.4: Opportunities for all children to meet State standards

Morton Ranch Junior High uses several strategies to address the needs of all students in order to meet the standards on the State Assessment. MRJH uses Multi-Tiered Systems of Support (MTSS) through eStar to track the progress and interventions of students who need academic support. With the implementation of House Bill 4545 and now House Bill 1416, all MRJH students are enrolled in an academic intervention class or a study hall. Students who did not meet criteria for the Math STAAR are placed in Math Lab where they receive small group instruction on the TEKS they are currently learning in their general education math class. For students who did not meet criteria for Reading STAAR, they are placed in Reading Elect where they receive small group interventions and work towards improving their lexile level with My Lexia. If students failed both assessments, they are placed in one semester of each intervention class.

This year, MRJH went one-to-one with our student to Chromebook ratio. This provides students with constant access to the resources on My Katy Cloud such as Canvas, Imagine Math, and Freckle. Students can complete their homework, read ebooks from the library, and practice their math skills at home. The district is also moving away from graphing calculators to solely using Desmos which allows our 8th grade students to consistently practice with the software on their Chromebook.

MRJH also recruits and retains highly effective teachers in order to have our students learn during “first teach.” We participate in the Katy ISD Job Fair where potential teachers undergo a rigorous interview process to determine if they are the best fit for our campus. All new teachers to the MRJH Campus are part of the “New Crew” mentor program where they are matched with a Buddy and/or a Mentor. All teachers with no prior experience and second year teachers are required to have a mentor and meet with that mentor on a monthly basis. MRJH teachers also have in-service professional development on Tuesdays that review best teaching practices such as the Fundamental 5, 7 Steps to a Language Rich Classroom, and how to effectively modify the curriculum for students with specially designed instruction. The district has offered a monetary incentive to retain teachers in Katy ISD.

2.5: Increased learning time and well-rounded education

One of the most effective methods for students to meet state standards is to attend tutorials. Teachers for every subject and every grade level offer before and after school tutorials to be accessed by any student. The student does not need to meet with their teacher of record, but can stay after school with another teacher of that same subject. Tutorials are offered Monday-Thursday from 4:20-5:15 pm. Students also have the opportunity to get a “Super Snack” and take the late bus home.

Another strategy that we use is during lesson planning. Teachers use a “Designated Learning Template” (DLT) and determine the essential standards they want students to master. In their daily common planning time, teachers are writing the curriculum, creating formative assessments, and developing response to intervention activities. During “Data Digs,” Instructional Coaches and teachers are looking at formative assessments to determine additional small group reteach. Based on the information presented, teachers also cultivate extension activities for students who have met and/or mastered the essential skills from the DLT. Teachers are consistently differentiating the activities into high, middle, and low groups based on the data. Data Digs take place every 3 weeks which means our intervention groups change based on the assessments.

Additionally, every Wednesday, students have GAME Day in which 30 minutes is taken out of the instructional day to focus on interventions. Students from all sub-populations are grouped into Math and Reading interventions based on the formative assessments and Campus Based Assessments. The interventions last 3 weeks before the next group is selected. The other students who are not participating in GAME Day engage in Character Strong lessons that discuss study skills, social-emotional health, and executive functioning strategies.

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

After analyzing our At Risk data, MRJH students primarily fall into the At Risk indicators of “Failed State Assessment” and “Emergent Bilingual.” The interventions and strategies to help students who failed the state assessment are listed in 2.4 and 2.5 of the ESSA Title I document.

Our Emergent Bilingual students have increased as the demographics of Katy ISD continues to change. The Newcomer program is designed for any student who comes from another non-English speaking country and their primary language at home is not English. These students are placed specifically in classes where they learn English and the curricular TEKS with highly effective ELL Teachers. Once our students have gone through the Newcomer Program and/or they are still considered Emergent Bilinguals from TELPAS, are enrolled in “Sheltered English” and “Academic-EL” classes. These classrooms have an EL paraprofessional to aid students with the language. Teachers are provided with professional development on how to develop a language rich classroom and teachers enter language accommodations in eStar. TELPAS tutorials are provided for all of our EB students starting in January to help with reading, writing, listening, and speaking.

3.1: Annually evaluate the schoolwide plan

The CAT Team will convene on September 28th, December 4th, March 20th, and May 1st to review our CIP goals throughout the year. During these meetings we will monitor the effectiveness of the Campus Improvement Plan and edit goals if necessary. On May 1st, the CAT Team will evaluate the effectiveness of Title I goals by reviewing the preliminary STAAR data, discipline trends, attendance records, and TELPAS scores.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was developed over two meetings with the parents, teachers, and administrators at Morton Ranch Junior High. Our first meeting took place on 8/10/23 at 4:30pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High. The committee reviewed the parent to staff ratio to ensure at least 51% of our committee was made up of parents. We built capacity with an icebreaker and reviewed the components of Title I. The committee then discussed in groups the following questions:

- Which of the campus improvement plan goals resonates with you the most and why?
- How do you want MRJH to address a goal of the Campus Improvement Plan?
- How do you want to see parents support a goal of the Campus Improvement Plan?
- What opportunities do you want MRJH to provide to support parents?

The feedback from the committee was extremely helpful on how to best support parents and student achievement at home. We ended the meeting with the parents taking a Parent Survey.

The next PFE Meeting took place on 8/24/2023 at 5:30pm in the LGI at Morton Ranch Junior High. The purpose of the meeting was to create the Parent-School Compact for the 2023-2024 school year. The committee reviewed the parent to staff ratio to ensure that at least 51% of our committee comprised parents. The committee was given 3 plastic bags filled with statements of different colors. The groups took the first group of statements in blue which consisted of statements about how the teacher and staff at MRJH will support the CIP at school. The groups chose their top 3 statements and shared them with the group. We narrowed the statements down and the committee was in agreement about how the staff should support the CIP. We continued the same process for the statements about parents and students supporting the CIP. At the end of the meeting, we voted on a fist of 5 to make these statements our Parent-School Compact.

The Parent-School Compact was distributed in English and Spanish on Back to School Night on 8/28/23 and will be distributed again on Curriculum Night on 9/27/23. The PFE policy is housed on the MRJH website in English. We are currently working on translating the PFE policy into Spanish. The School-Parent Compact and slides from the Title I annual meeting are also on the MRJH website in English and Spanish. Parents were notified about where to locate these documents via the Maverick Mail that goes out every Sunday and can be translated into Spanish on Smore.

4.2: Offer flexible number of parent involvement meetings

The first Annual Title I Meeting took place on Back to School Night on 8/28/23 at 5:00pm in the MRJH cafeteria for English speakers and in the LGI for Spanish speakers. All documents that were disseminated were also translated into English and Spanish. The second Title I Annual Meeting will take place on Saturday 10/14/23 in the MRJH Cafeteria at 9am and is part of Breakfast at the Ranch. There will also be a session for parents who speak Spanish in the LGI at 10am. MRJH will host the following Family Trainings and Activities:

- New Student Orientation
 - Date and Time: Thursday August 10, 2023 @ 2-4pm
 - Location: Morton Ranch Junior High
 - Other info: 6th Grade Students and parents will tour MRJH and receive the “Guide to Curriculum” pamphlet

- Ranch Roundup
 - Date and Time: Thursday August 10, 2023 @ 5:30-7:30pm
 - Location: Morton Ranch Junior High
 - Other info: 7th and 8th Grade Students will receive their schedules, parents will receive “Guide To Curriculum” pamphlet
- Community Pep Rally
 - Date and Time: Monday August 21, 2023 @ 6:30-8:00pm
 - Location: Morton Ranch High School Football Field
 - Other info: All feeder schools to MRHS are encouraged to participate celebrating all of our sports teams.
- Meet the Mavs Pep Rally
 - Date and Time: Thursday August 24, 2023 @ 6:30-7:30pm
 - Location: Morton Ranch Junior High Competition Gym
 - Other info: Come celebrate our Maverick Athletes!
- Meet the Teacher Night
 - Date and Time: Monday August 28, 2023 @ 5:30-7:30pm
 - Location: Morton Ranch Junior High
 - Other info: Title I Annual Meeting will be held, Students and parents will meet their teachers, teachers will present information about classroom expectations and procedures
- Curriculum Night
 - Date and Time: Wednesday September 27, 2023 @ 5:30-7:30pm
 - Location: Morton Ranch Junior High
 - Other info: Students and parents will be given an explanation of the curriculum used in school, forms academic assessment used to measure student progress
- Breakfast at the Ranch
 - Date and Time: Saturday October 14, 2023 @ 9-11am
 - Location: Morton Ranch Junior High Cafeteria
 - Other info: Title I Annual Meeting and resources will be available for parents to ask questions and understand the curriculum at MRJH.
- Literacy Night
 - Date and Time: Thursday October 19, 2023 @ 6-8pm
 - Location: Morton Ranch Junior High Cafeteria
 - Other info: Students and parents will be able to attend the Book Fair, food and drinks will be available for purchase
- Community Cookout
 - Date and Time: Thursday November 16, 2023 @ 5:30-7pm
 - Location: Morton Ranch Junior High Courtyard
 - Other info: Games and food will be provided, Community resources will be available
- Course Selection Night
 - Date and Time: Monday January 22, 2024 @ 6-7:30pm
 - Location: Morton Ranch Junior High Cafeteria
 - Other info: Counselors will provide information on Course Selection for the following academic school year, light refreshments and drinks will be provided

- Pancake Breakfast
 - Date and Time: Saturday March 2, 2024 @ 9-11am
 - Location: Morton Ranch Junior High Cafeteria
 - Other info: Breakfast will be provided
- Multicultural Night
 - Date and Time: Wednesday March 27, 2024 @ 6pm
 - Location: Morton Ranch Junior High Cafeteria
 - Other info: Students will represent their different cultures, languages, and countries with different table exhibits. The booths will have light refreshments.
- A Night Under the Rainbows
 - Date and Time: April 2024
 - Location: Morton Ranch Junior High
 - Other info: A celebration of Autism Awareness Month
- Any other planned events will be announced via weekly communication, the website, the Remind App, and announcements.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Comp Ed Teachers		\$0.00
Sub-Total					\$0.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Teachers		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Staff		\$368,199.00
1	1	1	Resources and Materials		\$3,500.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	Other Operating Expenses		\$500.00
1	2	1	Extra Duty Pay Professional (tutorials, supplemental positions)		\$3,500.00
1	2	2	Chromebooks		\$63,100.00
1	2	3			\$0.00
1	2	4			\$0.00
2	1	1	PBIS Rewards Software		\$2,750.00
2	1	2	Project Class		\$12,500.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$454,049.00