

Katy Independent School District

Morton Ranch Elementary

2022-2023 Comprehensive Needs Assessment



Mission Statement

Morton Ranch Elementary School's Mission Statement

The campus mission of our elementary school is to maintain and strengthen the promises we have made to our children.

Our Promises to Our Students are as follows:

We promise to read to you daily.

We promise to make our school a place that is welcoming and safe.

We promise to provide significant time for rich and relevant learning in all content areas.

We promise to provide opportunities for discussion in order to grow your thinking.

We promise to value mistakes as important learning steps, just as we celebrate progress along the way.

We promise to be passionate about what we teach, modeling the life of a joyful learner.

We promise to give you honest feedback about your learning.

We promise to value who you are, where you've been, and where you are going.

We promise to expand your view of the world and support you in realizing your dreams.

We promise to honor, accept, and welcome who you are and what gifts you have to offer.

We promise to cultivate positive values to make you a good person, friend, and community member.

We promise to love you no matter what, and to always believe in you.

9/5/2016

Vision

Be the legacy.

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Meeting dates for developing the 2022-23 Campus Needs Assessment:

April 25, 2022 - CAT team, in person

May 24, 2022 - members of CAT team plus multiple parents on campus

June 20, 2022 - CNA committee

June 23, 2022 - CNA committee

Demographics

Demographics Summary

As a campus, we are constantly collecting data regarding student performance, staff morale, parent involvement, and effectiveness of campus processes. With specific regard to academics, our Instructional Coaches met with grade level teams for Data Digs quarterly. In these meetings, teachers and administrators review student performance and progress, identify immediate needs, and prioritize action steps needed to close academic gaps throughout the school year. The Administrative team met frequently with the district Assessment and Accountability team to discuss student progress, as well. At these meetings, we identified the most pressing needs relative to our subpopulations (Asian, White, and Special Education), and planned related interventions. Dates for those meetings included 7/14/21, 9/10/21, 9/21/21, 10/27/21, 11/2/21, 11/10/21, 3/28/22 and 5/10/22. Finally, our Campus Advisory Team focused specifically on prioritizing Needs of the campus for the upcoming school year at our 4/26/21, 6/22/22 and 6/27/22 meetings.

We ended the 2021-22 school year with 1188 students and are projected for 1111 children for 2022-23. We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

Our demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases mainly in the Hispanic and African-American populations and in the percent of our students who are Economically Disadvantaged, growing by ten percent over the past five years, from 62% to 72%. Our At-Risk population has also increased in the last five years (from 66% to 68%). Our Bilingual population increased from last year to this year; we are now 40% Bilingual and more than half (52%) of our students are Emergent Bilingual (EB). An area in which our district has experienced recent tremendous growth is Special Education; here at MRE, our SPED pop is currently 15% of our enrollment. This number is the lowest it has been in five years; perhaps due to non-enrollment of some students during COVID-19. Our attendance rate is very high (99.3%). We have been school-wide Title One for thirteen years. (5 Year Demographic Summary table below.)

Our MRE staff is made up of 136 campus employees. We have 92 teachers, 3 administrators, 10 professional support personnel, and 33 paraprofessionals. 76% of our staff are professional staff (68% teachers, 7% professional support, and 2% administration). Of our paraprofessionals, 26 of the 33 are instructional aides. 54% of our entire staff represents minority populations; staff ethnicities are as follows: 8% African American, 41% Hispanic, 48% White, 3% Asian, and 1% Two or More Races. While we are increasingly diverse, we still do not mirror our student population. Considering highest degrees held, 78% of our teachers hold Bachelors, 21% hold Masters degrees, and 1% holds Doctorate degrees. By years of experience in education, 4% of our teachers are Beginners, 28% have taught 1-5 years, 31% have taught 6-10 years, 31% have taught 11-20 years, and 6% have taught for more than 20 years. We average 9.4 years of teaching experience, approaching the averages in Katy ISD (11.1 years) and in Texas (11.2 years). The average MRE teacher salary is \$59,947, commensurate with district and state averages.

Our elementary school serves several middle-class neighborhoods and two trailer park communities. We have a mixture of parents educated beyond high school and those working in skilled trades, with many working multiple jobs. English and Spanish are the predominant languages in our community, although others include Urdu and African dialects.

Katy ISD is a large, fast-growth school district; we have new schools opening almost every year. Our enrollment shifts slightly each time a

school opens nearby. MRE serves the bilingual students of four neighboring monolingual campuses. Our enrollment is affected when students exit the bilingual program, returning to their home schools. We also house several district special education programs on our campus: the Bilingual Early Childhood Special Education program, the Young Children with Autism Program, the district's only Bilingual Young Children with Autism Program, and the Life Skills program.

The aftermath of the global pandemic cannot be underestimated. Over the past two years, over one-third of our students participated in some extended remote learning. When elementary students are not receiving daily, in-person instruction, learning opportunities (both academic and social) are greatly diminished. We anticipate continuing to fill gaps in many of our students in the upcoming school year.

Past 5 Year Demographic Summary:

	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment #	953	991	991	1068	1188
Race/Ethnicity %					
Hispanic	56	57	59	58	61
African American	20	19	20	22	22
White	15	13	12	11	9
Asian	6	7	6	5	4
Two or More	2	3	3	3	3
Pac Islander	<1	<1	<1	<1	<1
American Indian	<1	<1	<1	<1	<1
Student Groups %					
At Risk	66	66	72	61	68
Eco Dis	62	67	67	62	70
LEP	48	45	46	48	52
Bilingual	28	28	34	35	40
SPED	19	20	20	17	15
ESL	17	14	12	12	11
GT	2	2	3	2	2

Demographics Strengths

Morton Ranch Elementary has many strengths. Some of the most notable demographic strengths include:

1. Following the two years of the global pandemic, with limited opportunities for parental and family involvement on the campus, our parent and family engagement increased dramatically during the 2021-22 school year. One event alone (our Spring Title One event, an International Night) brought in nearly 500 family members. Our working families are committed to supporting their children's education and value the whole child.
2. With the increasing diversity among our student population, MRE becomes more and more reflective of society as a whole. We believe we are equipping young learners to collaborate with all types of people. We find that Morton Ranch Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate has always been consistently higher than 97%, but in 2021-22, we reached an all-time high of 99.3%! Mavericks WANT to be a part of everything that goes on in our school!

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data consistently reveal that our Special Education students perform significantly below other student groups in all subject areas, and these students continue to struggle on CBAs, DLAs and STAAR testing. **Root Cause:** Teachers and paras need professional development in differentiating instruction for all learners. Also, far too often, students receiving special education services miss content instruction due to being pulled out.

Problem Statement 2: More than half of our student body (52%) is Emergent Bilingual, indicating need for instructional strategies that go beyond solely verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school. Staff need professional development and resources to meet the needs of an increasingly diverse student body.

Student Learning

Student Learning Summary

The STAAR test returned in the Spring of 2022 after its pandemic-related absence. New this year, all students in Katy ISD took the Reading STAAR online. (Some students with special accommodations did take the test on paper.) Our campus opted for the Math test and the Science test to be given on paper. Online testing presented unique challenges and opportunities. While we are still waiting for our official scores from the state, our preliminary Reading scores are encouraging. We do not have complete Reading scores, but for the great majority of the students who did test online, our summary is as follows:

Our Reading AMM average went from 50% to 55% (representing Reading Grades 3-5)

Our Reading Masters (3rd-5th) went from 28% to 31%. Our Reading Meets (3rd-5th) went from 47% to 57%, and our Reading Approaches stayed steady at 77%.

As for specific grade level results, 80% of our 3rd Graders passed the Reading STAAR, 69% of our 4th Graders passed, and 83% of our 5th Graders did so. 32% of the 3rd Graders Mastered the test, and 40% of the 5th Graders Mastered. In 3rd Grade, of the 40 Spanish test takers, 70% passed the test.

Given yet another COVID-impacted school year, with multiple teacher and student absences, plus our 4th Grade team who had four long-term substitutes for most of the second semester, we are pleased with these Reading results.

In 2022, our overall Math and Science data improved. Our passing rate in Math went from 69% in 2021 to 72% in 2022. Our passing rate in Science went from 65% in 2021 to 68% in 2022.

As for specific grade levels, 73% of our 3rd Graders pass the Math STAAR, 64% of our 4th Graders did, and 83% of our 5th Graders passed. The Masters rates were up for every grade level: 15 to 23% in 3rd grade, 14 to 18% in 4th grade, and 20 to 26% in 5th Grade. In Science our passing rate went from 65 to 68%, and the Masters rate went from 12 to 18%.

On our 2022 state accountability rating, we received a grade of A!

MRE met all three targets of state accountability:

Domain 1 - Student Achievement (80/B)

Domain 2 - Student Progress (88/B)

Domain 3 - Closing the Gaps (98/A)

These scores resulted in MRE receiving a 2022 Texas Accountability Met Standard rating, with an overall letter grade of A/91. Additionally, we received five of the six possible distinctions, in these areas: Academic Achievement in ELAR, Academic Achievement in Math, Academic Achievement in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

In our Primary grades, reading instruction is a high priority. According to End of Year Fountas & Pinnell Independent Reading data, our students are losing ground as they progress from Kindergarten to 2nd Grade, peaking in First Grade. Current EOY data shows:

Kindergarten: 50% below level, 50% on or above level

1st Grade: 34% below level, 66% on or above level

2nd Grade: 59% below level, 41% on or above level.

We must remember that at the beginning of the school year, we had several classes closed because of COVID among students or the teacher. A considerable number of primary teachers had to be out due to COVID-related issues. During the first semester, teachers were out for up to ten days; in the second semester, this number was potentially reduced to five days. Students remained out for ten days when testing positive for COVID; this created large gaps in instruction and learning.

Additional Reading Data comes from CLI-Engage:

From our CIRCLE Progress Monitoring data for EOY PreK, we know that the majority of our PreK students are on track for Rapid Vocabulary (60%) and for Phonological Awareness (85%).

TX-KEA data for Kindergarten:

Vocabulary: 36% on track, 8% monitor, 56% need support

Letter Names: 49% on track, 13% monitor, 38% need support

Spelling: 49% on track, 15% monitor, 35% need support

Listening Comprehension: 72% on track, 9% monitor, 18% need support

Decoding: 43% on track, 7% monitor, 50% need support

Letter Sounds: 41% on track, 12% monitor, 47% need support

Blending: 51% on track, 6% monitor, 43% need support

TPRI data for 1st Grade:

Areas of greatest strength included deleting initial sounds (100%), final consonant substitution (100%), and middle vowel and initial blending substitution (both 100%). Areas of concern include word reading (38%), and reading comprehension (averaged 65%).

TEJAS LEE data for 1st Grade:

Strength = Omission of sounds (67%)

Weaknesses: Identification of sounds (40%) and Segmenting sounds (0%)

TPRI 2nd Grade:

Strengths = Reading Comprehension (average 85%), word reading (75%) and fluency (67%)

Weakness: Spelling (25%)

TEKAS LEE data for 2nd Grade:

Strengths: Accuracy (average 88%), word recognition (63%)

Weaknesses: reading comprehension

DreamBox Math Data: As of May 2022, our DreamBox data indicated the following for Grades K-3:

Kinder: 6% Insufficient Usage, 21% Not on Track, 20% Potentially on Track, 53% On Track

1st: 9% Insufficient Usage, 40% Not on Track, 14% Potentially on Track, 37% On Track

2nd: 18% Insufficient Usage, 28% Not on Track, 23% Potentially on Track, 30% On Track

3rd: 20% Insufficient Usage, 9% Not on Track, 14% Potentially on Track, 57% On Track

While we are glad to see the peak by the end of Third Grade, it is concerning that our First and Second Graders seem to have lost ground, as compared to Kindergarten. When used with fidelity, we know that students who complete five or more lessons/week show 1.2 years of growth; at MRE, only 25% of our students completed the five lessons/week. We know that 2-4 lessons/week result in .7 years of growth; 38% of our Mavericks participated in DreamBox at this level. And for students who complete zero to one lesson/week, we can expect little to no growth; this was the lesson completion rate for about one-third of our students.

Student Learning Strengths

Student success at MRE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day. Students in Grades 1-5 may go to twenty-five minutes of Round Up intervention for Math and/or Reading. Through state comp ed and federal Title One funds, we employ 3.5 Title One teachers and 5 Academic Support teachers who provide direct instructional service to students in both pull out and push in intervention. For our ESL & Special Education

students, we implement a collaborative teach model. Our gifted and talented students attend our Challenge program here on campus once a week to meet their learning goals as well. Additionally, we offer before and after school tutorials to students in all academic areas, funded through general ed funds, Title One funds, and Title Three funds. Our Primary and Intermediate Science Labs are two of our students' favorite places on campus; hands-on Science learning is a priority in this school. Finally, the spirit of reading pervades our entire campus: students have daily time and choice in their independent reading, books clubs are held at the student and adult levels, and every employee is encouraged to display publicly his/her "current read." For the 2021-22 school year, we added a third Instructional Coach to assist primary teachers in the planning process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. 2022 STAAR results indicate that 57% of our 3rd Graders Met expectations, 51% of our 4th Graders, and 63% of our 5th Graders. **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 2: Too few of our students are Meeting the state standard in Math performance. 2022 STAAR results indicate the 49% of our 3rd Graders Met expectations, 36% of our 4th Graders did so, and 52% of our 5th Graders Met. **Root Cause:** Teachers lack facility with the numeracy progressions and many of our students are lacking basic numeracy skills and fact fluency, even in the intermediate grades. Teachers also need assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 3: Science performance has improved over last year, but lags Math and Reading performance significantly. Only 37% of our 5th graders Met the state standard for Science. **Root Cause:** Students and teachers need help translating hands-on experiences in the Science Labs onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At Risk students; teachers need PD in vocabulary acquisition.

Problem Statement 4: Data consistently reveal that our Special Education students perform significantly below other student groups in all subject areas, and these students continue to struggle on CBAs, DLAs and STAAR testing. **Root Cause:** Teachers and paras need professional development in differentiating instruction for all learners. Also, far too often, students receiving special education services miss content instruction due to being pulled out.

Problem Statement 5: More than half of our student body (52%) is Emergent Bilingual, indicating need for instructional strategies that go beyond solely verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school. Staff need professional development and resources to meet the needs of an increasingly diverse student body.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. 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 in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as are linguistic accommodations, sentence stems, and resources.

With more than half of our students being Emergent Bilingual (and many of the rest lacking strong foundational language skills in English), our focus is on incorporating more vocabulary-rich instruction using strategies from the research-based 7 Steps to a Language-Rich Interactive Classroom. Our goals are to teach students to speak in complete sentences while participating in structured conversations in the classroom by continuing the use of sentence stems, using more visuals, and vocabulary strategies that support our objectives. Asking thoughtful and meaningful questions beyond the comprehension and knowledge levels continues to be a goal we strive for so students can connect to the content in meaningful ways. We aim to bridge quality questioning within rigorous instruction so assessments will reflect student growth.

Assessment plays a major role in teacher decision-making and takes on many different forms at MRE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, through Lead4ward and KISD Research/Accountability/Assessment office, so that instruction is supported vertically.

Data points collected by teachers include students' work in the following: Fountas and Pinnell Assessments, iStation, Math Progressions, DreamBox, Math Running Records, TELPAS, DLAs, and Campus-Based Assessments. We also rely on primary reading inventories required by the state: CIRCLE Progress Monitoring for PreK, TX-KEA for Kindergarten, and TPRI/Tejas Lee for 1st and 2nd Grades (both three times/year).

Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. In the 2022-23 school year, members of our Instructional Support team will join PDR (Professional Development Rotation) sessions with grade levels, increasing continuity for students who receive instructional support, and to provide PD opportunities from the IS person to the team of teachers. SPED instructors join grade level planning as their schedules allow. Mav Learning Community involves voluntary instructional sessions offered on a monthly basis to provide professional development opportunities for all, by their colleagues.

Kindergarten and First Grade teachers, as well as Assistant Principals and Instructional Coaches, have completed the state-required Texas Reading Academies this year, collecting over 60 hours of professional development in the area of effective ELAR instruction. For the 2022-23

school year, our Second and Third Grade teachers will be participating in the Reading Academies. We expect to see gains in primary reading instruction as a result of this extensive professional development experience.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on individual students' needs. The MTSS Collaborative meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? MTSS meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the Counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. We provide before and after school tutorials and we utilize Extended Learning Time (ELT, or Round Up) for the majority of our intervention and extension.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

As for staff recruitment and retention, Morton Ranch Elementary employees highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through campus-based interview committees. As our school grows each year, we add more staff members. We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New hires attend a two-day district level onboarding in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to MRE participate in a monthly New Mavs Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

As of June 2022, all but seven of our classroom teachers hold an ESL teaching certification. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP.

In the area of technology, every classroom on campus has a SMART Panel or Board, at least one classroom computer and multiple iPads and/or Chromebooks. MRE is now a 1:1 campus: every student has personal access to either an iPad (K-2) or Chromebook (3-5) for use at school. Wireless access points have been installed proportionally throughout our building, and a Katy ISD filter protects students from harmful sites. We have numerous designated iPads and Chromebooks purchased with Bridging the Digital Divide funds that students are allowed and encouraged to check out and take home for a 24-hour period -- and those are protected by the Katy ISD filter, as well. There are multiple computers and laptops in the library for student and staff use. Technology in use by teachers and/or students can be observed daily in almost every classroom visit done by campus administrators. The staff continues to strive for fully integrated instruction with technology. As a campus, we maintain active Twitter accounts, and enjoy promoting daily events in the life of a Morton Ranch Maverick!

We have been a PBIS school for years and will continue in the 2022-23 school year. Students earn points by showing expected behaviors; points are redeemed for prizes from a visiting cart, and twice/year for the Golden Ticket Party. We also utilize Character Strong/Purposefull People as the character education program. We have a Core Team who will attends monthly training and relays information to the rest of the staff. We place high value on supporting our students' social-emotional growth.

School Processes & Programs Strengths

We have many process/programmatic strengths:

Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by the Instructional Coaches, our teachers review materials, plan instruction, analyze data, and share best practices.

Mentoring - We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts, then benefit from a monthly New Mavs Academy -- sessions led by our Lead Mentor(s), covering a variety of topics such as effective instructional strategies, classroom management techniques, and practical information (like how to input grades). With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

MTSS - The MTSS process on our campus is being utilized successfully before students are referred to special education. Teachers meet in collaboratives on a regular, rotating basis, to review data about students of concerns. Tiered interventions are implemented, in attempt of closing gaps and preventing referral to SPED.

Master Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large blocks of uninterrupted time together as much as possible, while placing recess before lunch in most cases, to increase appetite and discourage "fast eating to get to recess."

Safety - Safety drills are performed frequently and effectively. Students and staff know how to respond in a variety of emergency situations, thanks to regular training. We recently passed a district "Intruder Drill," when an undercover employee tried to access the building via a grade level door. Our second grade student refused the person's entree, and sought help from an adult.

Committees - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Volunteer Appreciation, PBIS, and Special Events.

Management/Supervision - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.

Technology - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

PBIS - MRE participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student

behavior and most students enjoy earning Moolah tickets and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When walking into MRE, one feels welcome by all staff and students.

Traditions - Both staff and students enjoy Maverick traditions. MRE staff members ENJOY working together, celebrating together year after year: Souper Bowl lunch, Thanksgiving Feast, Ugly Sweater contest, EOY slide show, and Twelve Days celebration before Winter Break. Student Mavericks love Meet the Teacher Night, the Monster Mash, Breakfast with Santa, Campfire Chats, Winter Sing-a-Long, Mav Graduation Walk, Field Days, field trips, and the 5th Grade Party.

Professional Development - We commit a large portion of our campus budgets to professional learning for our teachers, admin, and paras. A process unique to our campus is our Mav Learning Community. This is in-house PD, provided by one's colleagues. Admin identifies particular strengths among the educators, and invites that teacher to instruct others about his/her craft and technique. Participants choose at least three and up to six MLC sessions/school year. These sessions are often so popular that they are required to be repeated.

Perceptions

Perceptions Summary

The perceptions of this school are very positive. There is a legacy of excellence. Students and parents love Morton Ranch Elementary. Parents work closely with the staff at MRE to create events to bring more families and the community to our school. Especially after COVID limited on-site parent and family engagement opportunities, we have seen an increase in the degree of parental support for our students.

While our attendance rate has been at least 97% over the past four years, we hit 99.3% in the 2021-2022 school year. Our Mavericks WANT to be at school. Throughout each year, there are several events tailored to the interests of all students and families. MRE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title One school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, grade-level Smores, school marquee, campus website, classroom-based websites, school and classroom Facebook and Twitter accounts, and messages through the app Remind. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. We are proud that most visitors consistently refer to our Front Office team as very parent-friendly (survey data). We promote two popular parenting organizations on campus (Watch DOG Dads and M&M moms), as well as a PTA and a Campus Advisory Team. We have multiple business partners in the community, as well as KEYS mentors, High School PALS (student buddies) and High School student teachers.

One of the core beliefs at Morton Ranch Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Our Promises (mission statement) are a testament to this "growth mindset" atmosphere. With our school now heading into its fifteenth year, we serve the siblings of many of our original students, and pride ourselves as feeling like one big family. We are in our seventh full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is MAVS: Make good decisions, Act responsibly, Value hard work, and Show Kindness. Students know this motto and are rewarded with PBIS points when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every two weeks; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 30 minutes playing games with the principal. As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year, we continued our "Golden Ticket Events," big party events full of activities like canvas painting, clay modeling, dance-party, board games, inflatables, Popsicles, and extra recess. Students were allowed to participate depending of the effort (number of points they earned) for their good behavior. Staff school-wide participated in rewarding good student behavior with electronic points. A Prize Cart was brought to students regularly, and students could purchase things like passes to wear hats, take their shoes off, each lunch with a friend, bring a stuffed animal, and wear slippers.

Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted for students to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Campus discipline data showed that PBIS initially decreased by more than 25% the number of discipline referrals in a school year. We consistently experience fewer than 200 referrals/school year. This number easily reflects fewer than one referral per day -- remarkable for a campus serving almost 1200 students. Students at MRE feel that our school is a safe place to learn, that teachers will support them so that they can achieve at school and that rules are fair and consistent for all students. 99% of staff report feeling safe on campus.

During the 2020-21 school year, we added Purposeful People (district-wide character education program), and we experimented with the Ron Clark House System with our 5th Graders. Ultimately, the 5th Grade staff opted back towards PBIS Rewards, which our whole campus implemented in the 2021-22 school year. For 2022-23, we will try Class Dojo instead of PBIS Rewards. Regardless of the programs used, we strive to meet our students' socio-emotional needs.

Our staff Sunshine Social Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Events like "Boo!," Thanksgiving potluck, Secret Santa, Valentines treat, St Patrick's treat, STAAR treats and the End of the year party celebration have contributed to building staff appreciation and morale.

New to our district this year (2021-22) is the Satchel-Pulse Culture and Climate survey instrument. Mainly used in the second semester, this company generated very frequent, short, electronic surveys to everyone employed in KISD. While the participation rate in the surveys across the district varied tremendously and never reached 50%, MRE survey participation ranged from 21% to 49% across the weeks and months. Of the eight dimensions measured, MRE scored highest in the areas of Relationship with Colleagues, Meaningful Work, and Relationship with Supervisor. We scored lowest in these areas: Job Satisfaction and School Management.

The 2022-23 school year brings 28 new staff members to MRE. We found some of our new hires this year through the Katy ISD Job Fair and some through personal referrals, but as all schools nationwide are experiencing, there is a shortage of candidates. As a Title One campus, even our paraprofessionals must meet more rigorous standards for employment (48 college hours or minimum score on Para Pro test). As of late June 2022, we continue to strive to fill our vacancies, having 8 current openings.

Annual parent surveys indicate that over 90% of parents are Satisfied or Highly Satisfied with the education their children receive at Morton Ranch Elementary. Repeatedly, they single out teachers for whom they are so appreciative, listing ways that our staff go beyond the ordinary to meet the needs of their children. Most of our parents are working parents, unable to come to school often during the day, but certainly supportive of our efforts. Our campus and our PTA is committed to increasing the number of parents who actively volunteer for the school, either in person or virtually with "behind the scenes" work and support. Stakeholders in our school community are engaged with our school's mission, vision, and goals through their involvement with our Campus Advisory Team, attendance at curriculum nights, communications sent in multiple ways from the schools, and through annual parent conferences. The school administration talks and meets regularly with parents when specific concerns are raised. Our Parent/School Compact and the Parent & Family Engagement Policy are provided to families multiple times annually, and are available on our website in both languages.

Perceptions Strengths

MRE has multiple family/community involvement strengths. We have tremendous staff support at all PTA meetings and functions such as Monster Mash, Breakfast with Santa, Valentine's Day carnation sales, etc. Our teachers show great appreciation for the parents who ARE able

to come to school and provide activities for the children. Until the global pandemic in 2020 and 2021, the number of active parent and community volunteers at MRE had grown consistently, each year. This year, we re-instituted sponsoring a Volunteer Work Day once a month, when parent volunteers come in to complete projects that the teachers have laid out (assembling packets, cutting, laminating, sharpening pencils, separating news articles, etc). To show our thanks, our teaching teams take turns providing snacks and drinks for the volunteers. Each year, we hold at least two Title One curricular nights, during which families come and learn more about what goes on in our classrooms, with opportunities for parents and children to practice skills together. We typically couple these nights with music programs and/or book fairs. We currently hold business partnerships with Chick-Fil-A, Hasta La Pasta, Houston Community College, Schlotsky's, the new Gulf Coast Educators' Federal Credit Union, and one local realtor. We have enjoyed to the return of the high school mentors (PALS) and student teachers, and our KEYS mentors (community members) -- all who come regularly to provide emotional support, role modeling and companionship for targeted students. Within our staff, many of us participate in Mav Buddies, in which staff members are matched up with particular students who "need a little extra," and get it once/month. Our survey data indicates that teachers are happy working at MRE, and parents feel welcome in our school and that their concerns are valued by MRE staff.

One more area of strength in perceptions is our total staff commitment to our students' social-emotional lives. We have a strong building-wide commitment to providing a daily Morning Meeting (Community Circle) with our students in every classroom, PreK through Fifth grade. Students enjoy participating in PBIS, as well. They demonstrate awareness of our motto and its meaning and participate highly in redemption of their earned Moolah points. They love the Golden Ticket parties, held twice/year. At MRE, we know that academic learning is important, but it is NOT the whole story.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although parent and family engagement increased this year, following the global pandemic, we have nowhere near 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. We are learning more about virtual PFE opportunities and need training in additional ways to include families with limited availability.