Katy Independent School District

Morton Ranch Junior High

2024-2025 Campus Improvement Plan

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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- May 6, 2024 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

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
Elizabeth Torres	Instructional Coordinator – Other School Leader
Meghan McMurrey	Instructional Coach - Other School Leader
Tiffany White	District Administrator
Catherine Hart	District Administrator
Samantha Boone	Paraprofessional
Edmee Garza	Paraprofessional
Jessica Yanes	Paraprofessional
Adrienne White	Theatre Teacher – Teacher
Theresa Ho Pham	6th Grade Math Lab Teacher – Teacher

Name	Role
Robert Hill	6th Grade Science Teacher, Department Chair – Teacher
Brian Branks	8th Grade RLA Teacher, Department Chair – Teacher
Ollie Kendrick	8th Grade Social Studies Teacher – Teacher
Chelsie Donahue	Community Member
Cody Leathers	Community Member
William Lacy	Community Member
Renau Espinosa	Parent
Monica Rexach	Parent
Felicity BeMent	Parent
Cecilia Watson	Parent
Joe Watson	Parent

Comprehensive Needs Assessment Process

CNA Meeting #1

The first Campus Needs Assessment (CNA) took place on April 8th at 5:00pm in the Morton Ranch Junior High's (MRJH) Large Group Instruction Room (LGI) with our Campus Advisory Team (CAT). As the CAT members entered the LGI, Mrs. Leathers asked them to sign in and then directed them to a table. The meeting began at 5:06pm with Mrs. Leathers greeting the team members and explaining that this will be the first of two meetings to determine the needs of Morton Ranch Junior High for 2024-2025. Mrs. Leathers reviewed the agenda and asked Mr. Branks, a teacher representative, to read the mission and vision statement for MRJH. Mrs. Leathers asked the CAT members to introduce themselves, their role (administrator, parent, teacher, community member, etc.) and their connection to MRJH. All of the committee members shared this information with the group.

Mrs. Leathers then directed the group to participate in an icebreaker activity from Character Strong. She explained that during our G.A.M.E. Day (Getting All Mavericks to Excel) students either partake in interventions or Character Strong. She went on to say that we will participate in a staff activity found on the Character Strong website. She asked Dr. Black, Principal, to pick a number from the "Travel Tales" activity. The tables shared 2 things and 1 person that they would bring with them to the picture projected on the screen. Members of the CAT shared out and then Mrs. Leathers asked Ms. Holdman, 8th grade AP, and Mr. Espinosa, parent, to repeat the activity by picking a number.

Mrs. Leathers then shared several campus celebrations with pictures from these activities. She started with the PLC process which has been an initiative of MRJH for the past two years. She explained about last year's grant recipients and how we were featured in a promotional video at an Investor's Breakfast for Partners in Education (PIE). She went on to share that our 1st College and Career Fair had over 30 participants that helped our 8th grade students begin to think of a career

path as they transition to the high school for next school year. She explained that one of our Title I initiatives uses PBIS Rewards to celebrate the behavioral successes of our students and that we have celebrated our students more this year than in the tenure of the school. She highlighted Ms. Holdman's efforts for organizing Multicultural Night which was a tremendous success at MRJH. Mrs. Leathers also celebrated the initiatives of Title I and how we became the only 1:1 secondary campus with Chromebooks. The CAT celebrated Ms. Rexach, parent, for being our volunteer of the year and thanked Ms. Rexach for her continued support of MRJH. Mrs. Leathers then opened it up to the group to share their personal and professional celebrations. Mr. Branks celebrated a student for medaling in the Scholastic Writing Contest. Dr. Black celebrated the accomplishments of our band and UIL competitions.

Mrs. Leathers then explained the purpose of Title I and how MRJH has qualified to be a Title I campus based on socioeconomic status of our students. She reviewed TEA's 4 Priorities and how MRJH supports these priorities every day. She then explained the Every Student Succeeds Act (ESSA) and how it replaced No Child Left Behind. She stated that we are in Element 1 of ESSA in which the CAT will conduct a CNA to determine how to support student achievement for the next school year. She explained that based on our findings from the CNA, the CAT will create a Campus Improvement Plan (CIP) which is Element 2 of ESSA. Lastly she stated that we will annually evaluate our CIP in Element 3 with stakeholders. She went into more details about what the CNA is and how we will choose the data the CAT wants to analyze at this meeting. In CAT Meeting #2, the CAT will analyze the chosen data in groups and complete a root cause analysis to help create goals for the CIP.

Mrs. Leathers said that in order to determine our campus needs, we must look back to plan forward. She said the first step of the CNA is to select and examine multiple sources of data to get a true picture of MRJH's needs. Mrs. Leathers passed out the Potential Data types handout and asked the members of the CAT to get out a writing utensil. She explained that the handout features all of the potential data that we could analyze as a CAT. She said that there are sub-categories and she wants the members of the CAT to individually pick 8-10 artifacts to be analyzed at our next meeting. She reminded the CAT that if there was an article of evidence that they did not understand, to ask for clarification. She set a timer for 10 minutes and the CAT members started reviewing the potential data types. Ms. White asked why student to teacher ratios were listed twice on the handout and if they meant two different things. Mrs. Leathers explained that this is a handout from TEA and that they are referring to the same thing even though they were placed in two different subcategories. Mr. Espinsoa stated that he wasn't sure what to pick because he didn't know all of the items on the list. Mrs. Leathers asked Mr. Espinosa what were the most important issues for him as a parent and then directed him to related artifacts on the handout. After 10 minutes, Mrs. Leathers posted a QR code on the screen and asked the CAT members to digitally select the 8-10 data types to get a clear picture of which artifacts to pull for the next CNA meeting. She said once the CAT members filled out the Google form, they were free to go. She reminded the team of the next meeting on May 6th at 5pm in the LGI and asked the team to put a reminder in their phone. The meeting was adjourned at 5:53pm.

CNA Meeting #2

Mrs. Leathers started the Campus Needs Assessment (CNA) meeting on May 6th at 5:13pm in the Large Group Instruction room at Morton Ranch Junior High. All stakeholders signed in on the attendance sheets and were strategically seated. Mrs. Leathers welcomed everyone for being present for today's meeting and went over the agenda items for today's meeting; recap of April's CNA Meeting, our purpose for meeting today, identifying celebrations and areas of improvement based on the data we selected from the previous meeting, selecting our top 3 areas of improvement to focus on for the 2024-2025 Campus Improvement Plan, competing a root cause analysis protocol, and then we will close out the meeting.

Ms. Cecilia Watson read MRJH's mission and vision statement. Mr. Leathers added that we should think about updating our mascot. Mrs. Leathers and Dr. Black stated that we will be going through a rebranding this summer and will be choosing a new mascot image. Mrs. Leathers led an icebreaker activity through the Character Strong curriculum that our students engage in every Wednesday. The activity had the table groups share which image they would choose and why. The purpose of the activity was to have our stakeholders engage in conversation and build familiarity.

Mrs. Leathers then read the purpose of Title I and how our Campus Improvement Plan (CIP) supports TEA's Four Priorities. Mrs. Leathers went on to explain that the work we do in today's meeting is part of Element 1 of the Every Student Succeeds Act (ESSA) and how our Campus Improvement Plan will be part of Element 2. She went on to say that our CNA drives our CIP and we will take the information from today's meeting and apply it to our CIP. Mrs. Leathers explained what a CNA is and

reviewed the top five data types that were selected from the Google Form that was completed during CNA Meeting #1. The data types that were selected are student discipline data, recruitment and retention rates of teachers, attendance, students who are At Risk, and STAAR data.

Mrs. Leathers introduced the next activity of analyzing data the aforementioned data types and for groups to determine 2-3 areas of strength and weaknesses. She skipped the slide about group roles and responsibilities because there were 2-3 people per table. Mrs. Leathers told the table groups to take the chart paper at the end of their tables and to create a t-chart with strengths and weaknesses. She stated that a timer will be set for 15 minutes and groups will present their findings once time is called. The groups started working and conversed about the data while completing the t-chart.

Mrs. Leathers called time after 15 minutes and had Mr. Branks present the findings for student attendance. Mr. Branks stated that his group talked about how attendance as a whole is improving and he compared this school year with 2022-2023. He stated that we were above the district's attendance for the months of August and September. Mrs. Leathers stated that we have rewarded students this year more than any other in the past five years to celebrate students' attendance. The areas of improvement he touched upon were the number of unexcused absences and Mrs. Leathers stated that we want to teach parents how to use the online platform to submit an absence. Mr. Branks also stated that there are significant dips in the months of October, February, and April and that it all coincides with long weekends. Mrs. Leathers added that improving attendance is a district initiative and will be part of our Campus Improvement Plan for the 2024-2025 school year.

Ms. Cecilia Watson and Ms. Kathy Hart then presented the student discipline data and celebrated that the number of fights, bullying incidents, and being in an area without authorization have been trending down since 2020. Ms. Watson stated that the areas of improvement are tardies, ID badge violations, and failing to serve detention. Dr. Black added that tardies are an area that we want to improve because it is time away from instructional minutes. Ms. Watson asked why students are failing to serve detention and Dr. Black stated that some of them cannot stay after school or do not have transportation home after serving detention. Ms. Watson asked what is the next consequence if they fail to serve detention. Mrs. Leathers said that it is a day of in-school suspension (ISS) which takes away from instructional minutes as well. Ms. Hart said that all of this accumulates into students being out of the classroom, but if we have them in the right places at the right times then we will see discipline infractions decrease. Ms. Adrienne White asked if we could unlock the bathrooms during passing time so students do not lose instructional minutes being away from class. Dr. Black said that MRJH strategically locks the bathrooms during passing time because the students gather in the bathrooms for a multitude of reasons and then are late to class. Mrs. Leathers said that we haven't had many issues with the bathrooms in terms of fights because they are locked. Ms. White asked that next year can we communicate this policy out to the entire campus with the rationale and Dr. Black agreed.

The next group to present was Mr. Cody Leathers and Ms. Ollie Kendrick about student At-Risk data. Mr. Leathers started with identifying the strengths of our At Risk students with the number of students with the At Risk indicators of failing state assessment, Limited English Proficient (LEP), and Failed 2 or more courses decreased by half from the previous year. He added that the number of students with the At Risk indicators of failed state assessment and failed two or more courses have decreased from 2022-2023 as well. Lastly, he added that our LEP students are only failing the state assessment, but not classes. Ms. Kendrick stated this could indicate that our instructional strategies work in the classroom, but not on STAAR. Ms. Kendrick shared the first area of improvement of how to help LEP students pass the state assessment and how academic vocabulary needs to be integrated into the classroom with more intention. Mrs. Leathers stated that she was so glad the At Risk group brought up academic vocabulary because we will be using Title I funds next year to have Seidlitz Education train teachers on the *Seven Steps to a Language Rich, Interactive Classroom* and train teachers throughout the year. Ms. White asked if they would focus only on core content teachers and Dr. Black stated that all teachers will be using the strategies from Seidlitz regardless of content. Mr. Leathers brought up that we should reach out to language acquisition companies such as Duolingo or Babbel to see if they can provide all of our students with their applications. Lastly, Ms. Kendrick stated that we should use manipulatives in all of the math classrooms.

The next group to present was Ms. White and Dr. Black about teacher retention and recruitment. Dr. Black started with MRJH strengths in which 53% of our campus staff is considered a minority. He went on to say that this is higher than the district and state average. He added that 27% of campus staff have five or more years of experience at MRJH, 35.5% of our staff is male, and 28% of staff members have a masters degree. All of these were above the district and state averages. The areas of improvement were that nearly 50% of our campus staff is within their first five years of teaching. Dr. Black attributed this to using MRJH as a stepping stone to become a teacher on the south side of Katy. He also found an anomaly with our data in which our first year teachers (0 years experience) salary is below the district average. Dr. Black said that he will look into this because we should be compensating our teachers based on the district pay scale.

The last group to present was Mr. Robert Hill and Ms. Felicity BeMent about STAAR scores from 2022-2023. Mr. Hill stated that Algebra I EOC had 100% of students passed grade level or above. Additionally, the Algebra I EOC scores were above the state average. Mr. Hill closed out MRJH STAAR strengths with science above the state average in 2022 and 2023. Ms. BeMent presented on the areas of improvement in which 6th grade math, 7th grade reading, 8th grade reading and SS all regressed from the previous school year. Mrs. Leathers added that one of the CIP goals was to improve math and reading STAAR scores across grade levels this year and that we will receive preliminary scores in June.

After all of the groups presented their areas of strength and weaknesses based on the data, Mrs. Leathers then asked the group to narrow down the focus from 5 to 3 areas of improvement to focus on for our 2024-2025 Campus Improvement Plan. Mrs. Leathers used a "fist of five" protocol with a hand of five representing fervent agreement and a hand with a one representing disdain for initiative. Mrs. Leathers started with attendance and stated that since attendance will be part of our Campus Improvement Plan through the district, MRJH can focus on other campus needs. We voted to eliminate attendance as an area of improvement with all attendees coming to a consensus. The next item was student discipline data and Mrs. Leathers asked the group to give a fist of five if this should be included in our CIP. All participants agreed that focusing on student discipline will help with student achievement. The next item was focused on our At Risk students, particularly LEP students, and when Mrs. Leathers asked for a fist of five, there were mixed reactions. Ms. White gave a three and Mrs. Leathers asked her to explain her rationale behind the lower number. Ms. White said that it would be better if we focused on academic vocabulary for all of our students and not just LEP students. Dr. Black stated that using Seidlitz Education will help all students with gaining academic vocabulary because the strategies will be utilized by all content areas. Mrs. Leathers asked for the committee to revote and they were in consensus to add this area of improvement to our CIP. Next, Mrs. Leathers presented teacher recruitment and retention as a possible focus area and there were mixed reactions amongst the committee. Dr. Black gave a five as his vote and Mrs. Leathers asked him to state his reasoning since she voted at two. Dr. Black said that when we retain quality teachers, our STAAR scores and student achievement are a direct benefit of this. Additionally, MRJH does a tremendous job at participating in professional development series that is lost when teachers decide to leave. Mrs. Leathers asked if anyone else had a rationale to share and the committee did not. She asked for another vote and it was agreed upon that retaining teachers should be part of the CIP. Mr. Leathers added that we could create a three year plan for new teachers to MRJH with areas to focus on each year. Mrs. Leathers then stated that STAAR scores are our most prominent measure of student achievement and the other areas of improvement we've identified will help support our goal of improving student academic performance. She then stated that instead of doing a root cause analysis for STAAR performance, we could take the other areas of improvement as the first "why" as our root cause analysis. For example, students are not performing as well as district and state standards because (a) students lack academic vocabulary, (b) students are missing instructional minutes due to discipline, (c) teachers are not staying at MRJH.

Mrs. Leathers had the 5 groups condense into 3 based on the committee members interest and asked these groups to complete a root cause analysis using the Five Whys protocol. Mrs. Leathers set a 15 minute timer and the group started working on their root cause analysis. When time was called, the teacher turn over group went first. They stated that teachers are not staying at MRJH because of our student population (SPED, 504, LPAC, MTSS, etc) which causes behavior disruptions. They went on to say that this is because classroom management needs to be stronger and that we have less experienced teachers in the classroom. Dr. Black stated that he will work with the leadership team to create a 3-year plan for all new teachers to MRJH to help retain highly effective staff. The At Risk group presented next and stated that students do not understand academic language regardless of subject because they have limited exposure to the vocabulary or maybe students and families do not speak English at home. They went on to say that we could give incentives for students who complete Duolingo lessons. Mrs. Leathers also stated that MRJH can host language classes/workshops for parents with Title I as part of our Parent Family Engagement. The last group to present was student discipline in which they asked why are students getting in trouble? They surmised that the expectations needed to be taught and enforced, are students being punished for things they cannot control or because they do not know the expectation, and if we have positive behavior incentives for students to earn.

Mrs. Leathers thanked all of the members of the CNA committee for their time and engagement for our CNA. She told the committee members that we will reconvene in August to review our Campus Improvement Plan and School Family Compact for the 2024-2025 year. The meeting adjourned at 6:47pm.

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

Attendance	**Strengths:** Improving overall attendance, rewarding students for attendance
	Problems: Long term absences, students coming late to school including buses
State and Local Assessment Data	**Strengths:** 100% of our Algebra I students passed EOC and 51% of students mastered which is above the state average, Science STAAR scores continue to increase and are above the state average
	Problems: Grade 6 STAAR Math decreased, 7th Grade Reading STAAR stayed the same, 8th Grade Reading decreased, Social Studies STAAR scores decreased
At Risk Data (Demographics)	**Strengths:** Students with the at least 3 At Risk Indicators have decreased from the previous year, LEP students are only failing the state assessment and not classes, low numbers of incarceration, CPS, and homelessness
	Problems: How to help LEP student pass state assessment, use interventions to help students acquire academic vocabulary, need for manipulatives in the classroom
Recruitment and Retention of Teachers	**Strengths:** Diverse staff (53%), 27% of teachers have 5 + years at MRJH, 35.5% of our teachers are male (above the state and district average), 28% of teachers hold a Master's Degrees
	Problems: 47.7% have 5 or less years of teaching experience, average years of experience with principals is 3.9 years, average teacher's salary is below the district when it should not be
Student Disciplinary Data	**Strengths:** The number of incidences of bullying, fighting, and being in an area without authorization has continued to decrease since 2020.
	Problems: Increase in the number of tardies, ID badge violations, and failing to serve detention has increased.

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Area of Improvement: Student Scores Decrease in Reading and Math

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Emerging Bilingual Students are struggling/not passing on state assessments

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.

Problem Statement #2: 38% 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.

Disciplinary Infractions

Problem Statement #1: Students do not know the expectations of the teacher.

Root Cause Analysis: Students are not taught the expectations and the teacher does not reinforce them cause behavior expectations to not be met.

Problem Statement #2: Students are being punished for things they cannot control.

Root Cause: We need to teach students skills and habits to help with executive functioning and social skills to be more successful.

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.

High Rate of Teacher Turnover

Problem Statement #1: Teachers are leaving Morton Ranch Junior High or the teaching profession.

Root Cause: Teachers are not feeling supported in the classroom with management, the amount of documentation, and lack of experience.

Problem Statement #2: Teachers do not feel supported in the classroom.

Root Cause: Lack of experience is overwhelming and stronger mentorships need to be developed.

Demographics

Demographics Summary

Our campus demographics consist of 662 male students and 539 female students. We currently have 399 6th Graders, 378 7th Graders, and 424 8th graders enrolled. We are projected to receive approximately 389 incoming 5th graders from five feeder schools. We have a richly diverse student population which consists of 59.57% Hispanic, 22.30% Black/African American, 11.73% White, 3.37% Asian, 3.24% Two or More Races, 0.42% 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 15.37% and in 2024 79% of our student population is economically disadvantaged. Our At Risk population has fluctuated over the past 5 years and we currently have 745 students or 62.03% of the student body who meet At Risk criteria. This is a decrease of 6.05% from 2023. Our Limited English Proficient numbers have drastically increased from 404 students in 2023 to 460 students in 2024. In fact, 38% of our students are enrolled as LEP, which is a 13.86%% increase between 2023 to 2024. Another area of increase that we have seen at MRJH and Katy ISD are our students receiving specially designed instruction with nearly 24.48% of our students falling under SPED. Section 504 students make up about 4% of our student body and have been slowly declining since 2019. Our Gifted and Talented students are at an all time high of 58 enrolled in the program. This makes up about 5% of students at MRJH. Our attendance rate is below the district average at 94.24%, but has increased by 1% from 2023.

According to the 2022-2023 Texas Academic Performance Report, the MRJH is made up of 167 employees on campus. We have 92 teachers, 5 administrators, 19 Support Staff, 23 Instructional Paraprofessionals, 13 Office/Support Paraprofessionals & Auxiliary Staff, and 14 custodial and cafeteria staff. 87.2% of our staff is professional (7% are administrators, 71% are teachers, and 9.3% are professional support). According to our 2022-2023 TAPR, 53% of our staff members represent minority populations; 27.2% are African American, 18.7% are Hispanic, 45.5% are White, 4.4% are Asian, and 1% are Two or More Races. Considering highest degrees held, 69.6% have a Bachelors, 28.3% hold a Masters degree, and 1.1% have a Doctorate degree. By years of experience in education, 16.7% were beginning teachers, 30.9% have 1-5 years experience, 20.7% have 6-10 years experience, 25.2% have 11-20 years experience, 5.5% have 21-30 years experience, and 0.9% have over 30 years experience. The average years experience of teachers is 8.3 years which is just behind the district at 10.7 years experience. The average salary of a teacher at MRJH is $62,945, which is below the 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 96,000 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 creating a language rich classroom.

Problem Statement 2: 38% 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 Reading Interims in the Fall and Spring of this school year as a projection of our STAAR results. Students in grades 6-8 took Math District Learning Assessments in the Spring of 2024. Students in 8th grade took Science and Social Studies Interims in the Spring of 2024.

The 6th graders took the Interim Reading Assessment through Star360 in November 2023. 49.41% did not meet grade level which is severely above the district average of 25.24%. However, 13.91% approached grade level, 17.6% met grade level standards, and 19.53% mastering grade level expectations. MRJH scored below the district averages in all of the predicted STAAR performance levels. The 7th grade Interim Reading scores were slightly better than the 6th grade with 47.58% not meeting grade level, 8.79% approaching grade level, 20% meeting grade level, and 23.64% mastering grade level expectations. The 7th graders not meeting expectations was significantly higher than the district average, but we outperformed the district in approaching and meeting grade level expectations. Our 8th grade students performed the strongest out of the other grade levels with 33.91% not meeting grade level, 17.39% approaching grade level, 16.81% meeting grade level, and 31.88% mastering grade level standards. We did not meet any of the district's predicted STAAR performance levels. For the Spring Reading Interims, 6th grade drastically improved in all performance levels with 33.33% not meeting grade level, 18.58% approaching grade level, 18.88% meeting grade level, and 29.2% master grade level standards. The 7th grade students also improved from the fall with 29.34% not meeting grade level, 11.68% approaching grade level, 11.38% meeting grade level, and 47.6% mastering the grade level standards. Lastly, the 8th grade students improved from Fall to Spring on the Reading Interim with 27.67% not meeting grade level expectations, 12.33% approaching grade level, 26.3% meeting grade level, and 33.7% master grade level standards. Our Spring Reading Interim was below district standards.

Students in 6-8 grade completed a District Learning Assessment (DLA) twice during the year and students in Algebra I took an interim assessment in the spring. Our 6th grade Academic Math students averaged 41.08% on the exam with 70.27% approaching grade level, 23.42% meeting grade level, and 4.05% mastering grade level. Unfortunately, MRJH's scores dipped on the second DLA with an average score of 36.23% and 49.09% approaching grade level expectations. For 6th grade KAP/GT Math classes, the average was 58.61% on the exam and 92.31% of students approached grade level expectations, 59.83% of these students meeting grade level, and 23.09% mastering grade level. For 7th grade Academic Math students, the average on the first DLA was 37%, and only 43.59% approaching grade level and no students mastering grade level expectations. These students improved on their second DLA with 48.09% of students approaching grade level and drastically increasing meeting expectations to 14.75% and masters to 1.64%. 7th grade KAP/GT students have 100% of students approaching their first DLA and almost 100% of students meeting grade level expectations. We outperformed the district in this assessment. For the second DLA, we still had 100% of students approaching grade

level, but decreased the number of students meeting and mastering grade level expectations. For the 8th Grade Academic Math students, 78% of students approached grade level expectations on the first DLA. Unfortunately, the scores dipped on the second DLA with only 62.01% approaching grade level. In the Spring of 2024, students enrolled in Algebra I outperformed the district with only 1.3% not meeting grade level, 2.6% approaching grade level, and an astonishing 96.1% mastering grade level expectations.

This year, 8th grade students took a Social Studies and Science Interim Assessment in February 2024. The Social Studies Interim revealed that 37.37% of students did not meet grade level, 19.85% approached grade level, 7.73% met grade level, and 35.05% master grade level standards. Compared to the district averages, we under performed in the did not meet and masters STAAR performance levels. For the Science Interim 29.58% of students did not meet grade level, 14.15% approached grade level, 19.29% met grade level, and 36.98% mastered grade level. We outperformed the district in approaching and meeting grade level.

STAAR 2023

Our overall STAAR results in 2023 showed many increases across the subjects and grade levels. 77% of our students Grades 6-8 Approached Grade Level or Above for Reading which is a 1% increase from 2022. As for grade specific level results, the 6th Grade Reading scores improved from 65% in 2022 to 72% in 2023 in the Approaches category. There was also an increase of 9% in the meets category. 7th Grade Reading Scores stayed the same at 77% of students approaching grade level. However, there was significant decreases in the meets and masters performance levels. 8th grade Reading decreased across the board and is underperforming in all categories.

Additionally, 75% of students Grades 6-8 Approached Grade Level or Above for Math which is a 1% increase from 2022. Our overall Meets increased by 3% while overall masters decreased by 1%. As for grade specific results, the 6th Grade Math STAAR decreased in all performance levels. The 7th grade Math STAAR Scores increased from 57% in 2022 to 60% of students approaching. There was also a 2% increase in the meets category for 7th grade Math. 8th Grade Math STAAR also had an increase of 75% passing in 2022 to 84% passing in 2023. The meets and masters categories also saw gains for 8th grade Math. 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 85% in 2022 to 88% in 2023. Additionally, there was a 2% decrease from the previous year in the approaches grade level expectations. There were also dips in the meets and masters categories.

Texas Accountability Rating

Due to ongoing legislation, Morton Ranch Junior High does not have an accountability rating for 2022-2023. Therefore, our 2021-2022 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

- Gain in student performance in the Reading Interim across all grade levels from fall to spring
- 8th Grade Science Interim scores outperformed Katy ISD
- 6th Grade Reading scores improved from 65% in 2022 to 72% in 2023 in the Approaches category. There was also an increase of 9% in the meets category

- 7th grade Math STAAR Scores increased from 57% in 2022 to 60% of students approaching. There was also a 2% increase in the meets category for 7th grade Math.
- 8th Grade Math STAAR also had an increase of 75% passing in 2022 to 84% passing in 2023
- 100% of Algebra I students passed the End Of Course exam
- Science STAAR scores increased from 85% in 2022 to 88% in 2023

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.   **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.

Problem Statement 2 (Prioritized): Too few of our students are Meeting the state standard in Math performance. 2023 STAAR results indicate that 44% 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. Over the past three years, MRJH has participated in the Effective School Frameworks professional development in which we adopted the PLC process with Solution Tree. 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 1416, we use the flexibility in the schedule to provide students with small group interventions in Reading and/or Math. 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. Our master schedule is built so an entire department can have collaborative planning time. This allows 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. In 2023, MRJH created our own Monitoring Tool that brings together the tactics from Fundamental Five and the PLC process Four Critical Questions. We used the same process as the Power Walks and coaches met with teachers to discuss effective teaching strategies based on the data. Using the Monitoring Tool 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, the Seven Steps to a Language Rich, Interactive Classroom, Fundamental 5 training, 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 were part of a MTSS-Behavior cohort 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 fact, this year we revised our interview questions to ensure they aligned with our Collective Commitments. In August 2023, 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 focused 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 are logged through Google Forms which is monitored by the Head Mentors at our ESC. These Mentors also hosted Zoom meetings four times throughout the year for 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. This year, MRJH used Title I funds to purchase Chromebooks for us to be 1:1; the first junior high in the district to do so. 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 the six weeks No Tardy Party and Perfect Attendance Popsicles. The students participate in Character Strong lessons each week during GAME Day interventions. These lessons focus on social emotional health, building relationships, and study skills.

School Processes & Programs Strengths

- Over the past three years, MRJH has participated in the Effective School Frameworks professional development in which we adopted the PLC process with Solution Tree
- 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. Additionally, MRJH is the only campus in the district that provides teachers with a collaborative planning time and conference period every day.
- Professional development is a crucial component of the MAV way and we pride ourselves with the training our staff has received throughout the year
  - Fundamental Five Training
  - Professional Learning Tuesday
  - Solution Tree
- Multi-Tiered Systems of Support (MTSS) is provided to students for both academics and behavior
- Strong Mentor program
- Our campus was the first junior high to go 1:1 with Chromebooks
- Students are rewarded with PBIS points for following the MAVS matrix

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students struggle with social skills and social-emotional health.   **Root Cause:** Students do not have coping mechanisms or ways to handle emotions because they are not explicitly taught or modeled.

Problem Statement 2: Students struggle with meeting classroom expectations in which they miss instructional minutes due to disciplinary infractions.   **Root Cause:** Students are not explicitly taught the expectations or expectations are not consistently enforced by teachers.

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): MRJH consistently has a large percentage of new staff members each year.   **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: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.

Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students struggle with social skills and social-emotional health.

Root Cause 2: Students do not have coping mechanisms or ways to handle emotions because they are not explicitly taught or modeled.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: MRJH consistently has a large percentage of new staff members each year.

Root Cause 3: 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 3 Areas: Perceptions

Problem Statement 4: Too few of our students are Meeting the state standard in Math performance. 2023 STAAR results indicate that 44% of our students met expectations.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: 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 5: 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 creating a language rich classroom.

Problem Statement 5 Areas: Demographics

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data

Goals

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

Performance Objective 1: By May 2025, MRJH students will perform 3% greater in the Meets Performance Category on the Overall Math STAAR in grades 6-8.

High Priority

Evaluation Data Sources: CBAs, Star360, Interims, DLAs, STAAR data

Strategy 1 Details			Reviews			
Strategy 1: All students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - 211 - Title I Part A						

Strategy 2 Details	Reviews			
Strategy 2: 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. All events will be communicated to parents through weekly newsletter, Blackboard communications, marquee, and flyers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
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:** Instructional Coaches, Administration, Title I Coordinator, Instructional Coordinators **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Manipulative At Home Kit, Grades 6-8 - 211 - Title I Part A - $3,144, Newton's 3rd Law Materials - 211 - Title I Part A - $87.42				

Strategy 3 Details	Reviews			
Strategy 3: Staff members will engage in professional learning to enhance the PLC process and help teachers plan for response to intervention, extension activities, and "first teach." This also includes purchasing materials and technology for math to develop well rounded students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Learning By Doing, 4th Edition - 211 - Title I Part A - $3,617.34, PVC Plastic Dry Erase Boards - 211 - Title I Part A - $713.52				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations. **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.
Problem Statement 2: Too few of our students are Meeting the state standard in Math performance. 2023 STAAR results indicate that 44% 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.

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

Performance Objective 2: By May 2025 MRJH students will perform 3% greater in the Meets Performance Category on the Overall Reading STAAR in grades 6-8.

High Priority

Evaluation Data Sources: CBAs, Star360, Interims, DLAs, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: All students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, Saturday Tutorials, and summer learning to address gaps in learning .	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Summer Learning Program - 211 - Title I Part A - $4,387.25, Extra Pay Professionals - 211 - Title I Part A - $4,320, Backpacks - 211 - Title I Part A - $924				

Strategy 2 Details	Reviews			
Strategy 2: 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. All events will be communicated to parents through weekly newsletter, Blackboard communications, marquee, and flyers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
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:** Instructional Coaches, Administration, Title I Coordinator, Instructional Coordinators **Title I:** 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A				

Strategy 3 Details	Reviews			
Strategy 3: Staff members will engage in professional learning to enhance the PLC process and help teachers plan for response to intervention, extension activities, and "first teach" for all content areas. This also includes purchasing materials and technology for reading to develop well rounded students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, Administration **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Onsite Professional Development with Solution Tree about the PLC process - 211 - Title I Part A - $19,500				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations. **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.

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

Performance Objective 3: MRJH will retain 95% of students enrolled in High School Credit courses for the 2024-2025 school year.

   High Priority

   Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Students enrolled in high school credit courses, especially students at risk, will be closely monitored at progress reports to identify who is failing and to create a tutorial schedule for them to follow that will help them pass the marking period.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More students will be able to earn high school credit and teachers will help the student complete the necessary assignments to pass the marking period. **Staff Responsible for Monitoring:** High school credit course teachers, Administration, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - 211 - Title I Part A				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.   **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.
Problem Statement 2: Too few of our students are Meeting the state standard in Math performance. 2023 STAAR results indicate that 44% 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.

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

Performance Objective 4: By the end of the 2024-2025 school year, 50% of students will show at least 0.5 growth in instructional reading level through the implementation of targeted interventions with progress monitoring.

Evaluation Data Sources: Star360 data every six weeks

Strategy 1 Details	Reviews			
Strategy 1: By September 1, 2024 teachers will administer the Star 360 screener to get a baseline for present levels of student reading levels.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Reading Language Arts teachers will know their students present academic levels to provide targeted intervention in small groups and on GAME days. **Staff Responsible for Monitoring:** Reading Language Arts Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A				

Strategy 2 Details	Reviews			
Strategy 2: Students will be grouped based on their Star360 data and attend GAME Day interventions to address gaps in their learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive targeted intervention that will help them developing their literacy skills. With time, the interventions will help the student gain 0.5 growth in their instructional reading level. **Staff Responsible for Monitoring:** Reading Language Arts Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement the literacy strategies in their classroom based on the professional development (Building Literacy Bridges) from October 1st's Professional Learning Tuesday.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By all content teachers using high-yield instructional strategies, students will improve their instructional reading level. **Staff Responsible for Monitoring:** Instructional Coaches, Core Content Teachers **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 - Title I Part A				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.   **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.

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

Performance Objective 5: By May 2025 MRJH students will perform 3% greater in the Meets Performance Category on the 8th Grade Science STAAR.

   Evaluation Data Sources: STAAR tests

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend professional development to develop a strong understanding of the revised science TEKS across all grade levels.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Texas has revised the Science TEKS for all grade levels. Therefore, by having science teachers across grade levels attend professional development, it will help our students with achieving high results on the Science STAAR. Additionally, students can build their literacy skills in the area of science with the new TEKS. **Staff Responsible for Monitoring:** Department Chair, Administrator over the Science Department **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** The Three Dimensions of Science in the revised TEKS Workshop - 211 - Title I Part A - $87				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.   **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.

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

Performance Objective 1: MRJH will decrease the number of Level 3 discipline infractions from the previous year by 5% by May 2025.

High Priority

Evaluation Data Sources: Discipline data on Katy Dashboards and eSchool

Strategy 1 Details	Reviews			
Strategy 1: MRJH students will participate in the PBIS program to promote appropriate school wide behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased compliance of school rules and decrease the amount of referrals. This will keep students in the classroom and they will not loose minutes of instruction due to discipline.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coordinators, Counselors				
Title I: 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Navigate 360 Motivating Systems - 211 - Title I Part A - $3,307.50				

Strategy 2 Details	Reviews			
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 to develop well rounded students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

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.
    Staff Responsible for Monitoring: Administration, Instructional Coordinators, Counselors
 	
    Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 	
    Problem Statements: School Processes & Programs 1
    Funding Sources: GoGuardian Software - 211 - Title I Part A - $2,410, Project Class Services - 211 - Title I Part A - $17,500				

Strategy 3 Details	Reviews			
Strategy 3: MRJH will host a series of 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

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.
    Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators
 	
    Title I:
2.5, 2.6, 4.2
 - **TEA Priorities:**
Improve low-performing schools
    Problem Statements: School Processes & Programs 1
    Funding Sources: Snacks for Love and Logic Parenting Classes - 211 - Title I Part A - $145.48				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Students struggle with social skills and social-emotional health.   **Root Cause**: Students do not have coping mechanisms or ways to handle emotions because they are not explicitly taught or modeled.

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

Performance Objective 2: By the end of the 2024-2025 school year, classroom disruptions will be reduced by 30% through the implementation of a comprehensive behavior management program with progressive tracking via classroom observations and supported by teacher training and ongoing support.

Strategy 1 Details	Reviews			
Strategy 1: MRJH will create a monitoring tool to capture the current state of student behavior focused on collecting student disruptions data.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By having a baseline on the number of student disruptions, the Instructional Leadership Team will be able to provide targeted classroom management interventions for teachers who are struggling with a high number of disruptions. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Instructional Coordinators, Special Education Department Chair, EL Facilitator **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - Title I Part A				

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Leadership team will analyze the monitoring tool data every six weeks to identify teachers who need training to address classroom disruptions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By giving teachers the tools and professional development, they will develop stronger classroom management skills that will limit the number of classroom disruptions that take away from instructional minutes. **Staff Responsible for Monitoring:** Instructional Coaches, Administration, Instructional Coordinators, SPED Department Chair, EL Facilitator **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - Title I Part A				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students struggle with social skills and social-emotional health.   **Root Cause**: Students do not have coping mechanisms or ways to handle emotions because they are not explicitly taught or modeled.

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.
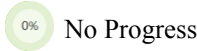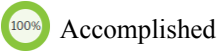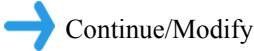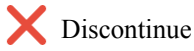
Performance Objective 1: By May of 2025, 5% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive professional development and resources to improve language acquisition for our Emergent Bilingual students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will learn how to best teach our Emergent Bilingual students with training and resources. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Instructional Coordinators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Summit K12 KnowledgeLinks - 211 - Title I Part A - $4,412				

Strategy 2 Details	Reviews			
Strategy 2: Emerging bilingual students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning from Title I and Title III funded intervention teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Instructional Coordinators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I Part A				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
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 creating a language rich classroom.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: MRJH will retain 80% of its teachers for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Texas Academic Performance Report,

Strategy 1 Details	Reviews			
Strategy 1: MRJH will create a 3 year plan that focuses on personalized mentorship programs, ongoing professional development opportunities tailored to individual needs, and initiatives to enhance job satisfaction and work-life balance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will want to continue working at MRJH and not look at other job opportunities. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: MRJH consistently has a large percentage of new staff members each year.   **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.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

Strategy 1 Details	Reviews			
Strategy 1: MRJH and MRHS will partner to have the current 8th grade class exposed to the MRHS procedures and practices.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Ease the transition from junior high to high school.
    Staff Responsible for Monitoring: Instructional Coordinator
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Student Learning 1, 2				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
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 creating a language rich classroom.
Student Learning
Problem Statement 1: Too few of our students are Meeting the state standard in Reading performance. The 2023 STAAR results indicate that 46% of our student body Met expectations.   **Root Cause**: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the PLC process to fidelity will help with understanding why students do not understand the standards and how they will remediate and grow these students throughout the year.
Problem Statement 2: Too few of our students are Meeting the state standard in Math performance. 2023 STAAR results indicate that 44% 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.

Campus Funding Summary

			211 - Title I Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2	Newton's 3rd Law Materials		$87.42
1	1	2	Manipulative At Home Kit, Grades 6-8		$3,144.00
1	1	3	PVC Plastic Dry Erase Boards		$713.52
1	1	3	Learning By Doing, 4th Edition		$3,617.34
1	2	1	Extra Pay Professionals		$4,320.00
1	2	1	Summer Learning Program		$4,387.25
1	2	1	Backpacks		$924.00
1	2	2			$0.00
1	2	3	Onsite Professional Development with Solution Tree about the PLC process		$19,500.00
1	3	1			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1	The Three Dimensions of Science in the revised TEKS Workshop		$87.00
2	1	1	Navigate 360 Motivating Systems		$3,307.50
2	1	2	GoGuardian Software		$2,410.00
2	1	2	Project Class Services		$17,500.00
2	1	3	Snacks for Love and Logic Parenting Classes		$145.48
2	2	1			$0.00
2	2	2			$0.00
3	1	1	Summit K12 KnowledgeLinks		$4,412.00
3	1	2			$0.00
4	1	1			$0.00
				Sub-Total	$64,555.51