

Katy Independent School District
Morton Ranch High School
2023-2024 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...*to create the future.*

Morton Ranch High School Mavericks are committed to the belief that every student will strive to be great in a supportive, safe learning environment. Mavericks will celebrate cultural and ethnic diversity, and exhibit loyalty, integrity and pride. Maverick graduates will leave as inspired leaders to benefit society and craft the future.

Vision

Be the Legacy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

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

The 22-23 Campus Needs Assessment Team consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. See addendum for team names and roles.

Members other than the principal serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. For the 23-24 school year, 3 teachers and 2 parents will rotate off opening a total of 5 spots. Meetings for the 22-23 school year occurred on Aug. 31st, Oct. 19th, Jan. 25th, April 5th, and April 26th with a 3:30 start time. All meetings are conducted via Zoom which has increased the attendance and availability of all members of the team.

The 23-24 Campus Needs Assessment was conducted with the full CNA team during the April 5th and April 26th CAT meetings. It was presented to the

entire staff on May 9th for further feedback and review.

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

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

In closing, MRHS has the following 4 areas of focus for the 23-24 school year:

- MRHS will increase the percent of students scoring approaches, meets, and masters and target growth measures in all special programs in English I, English II, and Algebra I STAAR.
- MRHS will increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.
- MRHS will decrease ISS, OSS, and OAC placements for student conflict incidents in order to optimize student learning and increase student achievement.
- MRHS will build capacity with teachers for effective utilization of technology in order to increase student achievement.

Demographics

Demographics Summary

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

Student enrollment has started to see a steady increase per year due to a recent attendance boundary modification (ABM). The anticipated enrollment for the 23-24 school year is 2960 which is an increase of 251 students from the 22-23 year. The 9th grade class is significantly larger than the 10th - 12th grade due to the district ABM guidelines, but all grades will level out by the 25-26 school year. The student population is approximately 75% economically disadvantaged, 18% ELL, 13% SPED, 3% GT, 59% hispanic, 21% african american, 13% white, and has a 12% mobility rate. 43% of students who are labeled as off-cohort are classified as 9th graders. The 9th grade class also has the highest percentage of Level III discipline offenses with 61% of the student conflict incidents in comparison to the 10th - 12th grade classes combined. The MRHS Class of 20-21 had a 91% 4-year graduation rate and a 1.9% dropout rate with 51% of the students meeting the College, Career, and Military Readiness (CCMR) standard.

Demographics Strengths

Morton Ranch High School boasts several strengths not only amongst student achievements, but also in the areas of discipline and staffing. During the 2022-2023 school year, the Academic Decathlon Team won the Frisco State championship and FBLA, FCCLA, HOSA, Robotics, Choir, Orchestra, Band, Art, Bowling, and Wrestling all had State qualifiers. The Varsity Color Guard received 2nd at State, while the JV Color Guard won their State championship. The Destination Imagination Team claimed 2nd place at the State meet and qualified for Globals. MRHS holds 3 Academic Distinctions in English, Science and Social Studies from the 21-22 state accountability report.

We are the only Katy ISD campus with a Restorative Facilitator resulting in the lowest Level IV District Alternative Educational Placement (DAEP) recidivism rate amongst high schools and a significant reduction in student conflict amongst the 10th - 12th grade classes.

We are the only Katy ISD campus with a Mariachi band which is lead and conducted by our Head Orchestra Director. The band is active both on campus and in the community and has fostered a school-business partnership with a Hispanic cultural employee group at Academy Sports & Outdoors.

During the 22 - 23 school year, MRHS employed 183 teachers and will be adding 16 units for the 23-24 school year. We take pride in the number of teacher promotional advancements and low turnover rate and all of our instructional paraprofessionals are highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of students who are labeled off-cohort are classified as 9th graders. **Root Cause:** MRHS has insufficient transition practices for students during their freshman year.

Problem Statement 2 (Prioritized): 61% of the student conflict incidents on campus occurred with 9th graders compared to 10th - 12th grade combined. **Root Cause:** MRHS has insufficient transition practices for students during their freshman year.

Student Learning

Student Learning Summary

Morton Ranch High School received a C-rating on the 2022 State accountability summary report. The EOC exams were all administered online for the first time during the 21-22 school year. The Student Achievement Rating (81) and the School Progress Rating (82) both scored a B-rating. The Closing the Gaps rating (72) scored a C-rating. Within the Student Achievement Rating, the STAAR performance rating was a 76, CCMR was an 82, and the Graduation Rate a 90. Within the School Progress Rating, Academic Growth would have been a 59 but was not rated due to Senate Bill 1365 and Relative Performance was an 82. Additionally, only 1 out of 10 Growth Status Targets were met in English and 0 out of 9 for Math. Within the Closing the Gaps rating, 6 out of 11 English Academic Achievement Targets were met and 0 out of 10 for Math, the English Language Proficiency Status Target was not met, 6 of the 8 Graduation Rate Status Targets were not met, and 3 of the 10 School Quality Status Targets were not met.

Student Learning Strengths

Morton Ranch High School received Academic Distinctions in English, Social Studies, and Science. The following categories were in the Top Quartile (Q1): English I, English II, Algebra I and Social Studies EOC Masters Grade Level, Percentage of EOC Meets Grade Level in All Subjects, AP Exam Participation in English, Science, and Social Studies, AP Exam Participation in Any Subject, AP Exam Results in Social Studies, Advanced/Dual-Credit Completion in English and Social Studies, and Average ACT Score in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 1 out of 10 growth status targets were met in English, and 0 out of 9 were met in Math. **Root Cause:** MRHS needs increased professional development and time allotted for effective PLC meetings to improve student achievement in English and Math.

Problem Statement 2 (Prioritized): Students are exhibiting a decline in all test scores over the last two years. **Root Cause:** MRHS needs increased professional development and student accessibility for online testing in all contents.

School Processes & Programs

School Processes & Programs Summary

Morton Ranch High School operates with a Leadership Team as a shared decision-making body. This team is composed of campus administration, department chairs, instructional coaches, the lead counselor, testing coordinator, ELL facilitator, restorative facilitator, and the principal's secretary. The CAT approves the staff development plans for the campus and the instructional coaches plan and implement the professional development. All district extra-curricular activities are available to students with a staff member assigned to those organizations. The master schedule is a collaborative effort led by the associate principal and includes campus administration, department chairs, instructional coaches, and the counseling team.

School Processes & Programs Strengths

Morton Ranch High School successfully piloted eHall pass for all Katy ISD high schools. This resulted in district funding and support for implementation at all high schools for the 23-24 school year. The ELL campus staff development day was highly successful and the ELL team has been accepted to present at the 2023 Title III Symposium. We have organized our first EOC summer tutorials for all current students along with HB4545 tutorial times for our incoming freshmen in June. The campus will be going through a full furniture retrofit and small technology retrofit over the summer and will be celebrating the 20th year school anniversary during the 23-24 school year.

Perceptions

Perceptions Summary

Morton Ranch High School regularly participates in the staff culture and climate survey provided by the district. Approximately 40% of the staff participate in the survey. The campus principal provides anonymous open-ended feedback opportunities to all staff. The feedback is answered on a weekly staff email and frequently results in school improvements in several areas. All assistant principals have their own anonymous feedback opportunities for staff. Morton Ranch High School utilizes eNews, Twitter, Facebook, and Instagram for school celebrations and information. We currently have 3,843 followers on Twitter, 2,511 on Instagram and 720 on Facebook. We have several active parent volunteer organizations including PTSA and booster clubs for athletics, theater, band, drill team, choir, and orchestra. The principal hosts a Principal Communication Network (PCN) in order to ensure student-voice is utilized for campus culture and campus improvement purposes. This organization is typically around 50 students from various grades and organizations. Students remain on the PCN until graduation. Students for the PCN are selected by out-going Seniors.

Perceptions Strengths

Morton Ranch High School scores highly on the district staff culture and climate survey with the top three areas being meaningful work, relationships with colleagues, and relationships with supervisors. Our social media presence has contributed to positive improvements in our school community culture and we have the most Twitter followers in comparison to all other Katy ISD high schools. In coordination with several business partners in the community, we facilitated staff giveaways every Monday and Friday during the school year. We have a low staff turnover rate and are currently only losing 5 of 268 employees for the 23-24 school year as of April 26th. Of the 5 resignations, 1 is a retirement, 2 will be moving out of state, and 1 received a promotion. Some of the improvements due to the PCN organization include: addition of skateboard racks, patio covers and patio tables, refillable water fountains, composition of the school mission statement, and portrait of a great Maverick teacher.

Priority Problem Statements

Problem Statement 1: 43% of students who are labeled off-cohort are classified as 9th graders.

Root Cause 1: MRHS has insufficient transition practices for students during their freshman year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 61% of the student conflict incidents on campus occurred with 9th graders compared to 10th - 12th grade combined.

Root Cause 2: MRHS has insufficient transition practices for students during their freshman year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are exhibiting a decline in all test scores over the last two years.

Root Cause 3: MRHS needs increased professional development and student accessibility for online testing in all contents.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 1 out of 10 growth status targets were met in English, and 0 out of 9 were met in Math.

Root Cause 4: MRHS needs increased professional development and time allotted for effective PLC meetings to improve student achievement in English and Math.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

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


Goals



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








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

High Priority

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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Title I Instructional Staff will assist at-risk students in order to increase their academic performance in all tested content areas on STAAR by 3% through targeted intervention courses, online resources, technology, and/or tutorials by providing quality professional development, resources, and materials.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction through placement into intervention courses or tutorials during the school day resulting in a 3% increase in academic performance on all STAAR tested content areas. Students will maintain credit for STAAR tested courses.</p> <p>Staff Responsible for Monitoring: Principal, Student Support Principal, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Professional Development - 211 - Title I Part A - \$47,500, Staffing Units - 211 - Title I Part A - \$736,399</p> | Formative | | | Summative |
| | Oct | Jan | Apr | June |
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| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: 9th grade students from all sub-populations increased small group and differentiated instruction in Algebra I meeting at least 5 growth status targets and increase assessments scores by 5%. Strategy's Expected Result/Impact: Students from all sub-populations will increase Algebra I assessment scores by implementation of high quality instruction to meet individualized student needs. Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.4 - 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, 2 Funding Sources: Professional Development - 211 - Title I Part A - \$18,000 | | Formative | | | Summative |
| | | Oct | Jan | Apr | June |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: 9th and 10th grade students from all sub-populations will receive increased small group and differentiated instruction in English meeting at least 5 growth status targets and increase assessments scores by 5%. Strategy's Expected Result/Impact: Students from all sub-populations will increase English assessment scores by implementation of high quality instruction to meet individualized student needs. Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.4 - 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, 2 Funding Sources: Professional Development - 211 - Title I Part A - \$18,000 | | Formative | | | Summative |
| | | Oct | Jan | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 4: MRHS will build capacity of teachers through quality staff development in the effective use of technology in order to increase students meeting approaches, meets, and masters by 3%. Strategy's Expected Result/Impact: Students will show a minimum of a 3% increase in all STAAR content areas. Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Professional Development - 211 - Title I Part A - \$5,000, Chromebooks and Chromebook Carts - 211 - Title I Part A - \$140,000 | Formative | | | Summative |
| | Oct | Jan | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: MRHS teachers of emergent bilingual (EB) students will attend professional development to support identified needs of EB students. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. Staff Responsible for Monitoring: EL Facilitator EL Title I ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Oct | Jan | Apr | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. EB students will maintain credit in courses. Staff Responsible for Monitoring: EL Title I coordinator EL Facilitator | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 43% of students who are labeled off-cohort are classified as 9th graders. **Root Cause:** MRHS has insufficient transition practices for students during their freshman year.

Student Learning

Problem Statement 1: Only 1 out of 10 growth status targets were met in English, and 0 out of 9 were met in Math. **Root Cause:** MRHS needs increased professional development and time allotted for effective PLC meetings to improve student achievement in English and Math.

Problem Statement 2: Students are exhibiting a decline in all test scores over the last two years. **Root Cause:** MRHS needs increased professional development and student accessibility for online testing in all contents.


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







Performance Objective 2: HB3: The percent of MRHS students who achieve the CCMR target will increase to 65% by July 2024.

High Priority

HB3 Goal

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

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Emergent Bilingual (EB) and Special Education (SPED) students will meet graduation requirements, TELPAS, and CCMR standards resulting in a 3% increase through differentiated instruction. Strategy's Expected Result/Impact: EB and SPED students will receive differentiated instruction in all core and elective courses. Staff Responsible for Monitoring: Principal, Student Support Principal, College Career Facilitator Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Professional Development - 211 - Title I Part A - \$5,000 | Formative | | | Summative |
| | Oct | Jan | Apr | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 2: Students will increase AP Exam or Dual Credit CCMR criteria by 5% through use of effective technology and instructional supports to ensure a well-rounded education. Strategy's Expected Result/Impact: Students will have increased access to well-trained, campus embedded professors and staff resulting in a 5% increase in students either receiving a 3 or higher on an AP exam or 5% increase in students completing the required dual credit hours. Staff Responsible for Monitoring: Principal, Associate Principal, College Career Facilitator Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 Funding Sources: Prepared Media - 211 - Title I Part A - \$3,000, Professional Development - 211 - Title I Part A - \$5,000 | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: MRHS will work with parents, students, teachers on transitions to college, career, or military upon graduation. Strategy's Expected Result/Impact: Increase in students meeting the CCMR criteria prior to graduation. Staff Responsible for Monitoring: College and Career Counselor | Formative | | | Summative |
| | Oct | Jan | Apr | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |







Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: 43% of students who are labeled off-cohort are classified as 9th graders. Root Cause: MRHS has insufficient transition practices for students during their freshman year. |
| Student Learning |
| Problem Statement 2: Students are exhibiting a decline in all test scores over the last two years. Root Cause: MRHS needs increased professional development and student accessibility for online testing in all contents. |

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

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

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







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

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

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

High Priority

Evaluation Data Sources: Campus discipline data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: All students will have increased access to restorative practices and MTSS-B classroom strategies resulting in a 15% decrease in ISS, OSS, and OAC placements due to student conflict. Strategy's Expected Result/Impact: Students will have increased opportunities and access to trained personnel for prevention and de-escalation resulting in increased student learning time in the classroom. Staff Responsible for Monitoring: Principal, Student Support Principal, Restorative Facilitator Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Professional Development - 211 - Title I Part A - \$10,000 | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: All students will have increased access to restorative practices and the SpeakUp App resulting in increases in student reporting of bullying and safety issues to campus administration. Strategy's Expected Result/Impact: Students will have increased opportunities and access to trained personnel for prevention and de-escalation resulting in increased student learning time in the classroom. Staff Responsible for Monitoring: Grade Level APs Restorative Coordinator | Formative | | | Summative |
| | Oct | Jan | Apr | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |






Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: 61% of the student conflict incidents on campus occurred with 9th graders compared to 10th - 12th grade combined. Root Cause: MRHS has insufficient transition practices for students during their freshman year. |

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






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

Evaluation Data Sources: Attendance Dashboard

| Strategy 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 1: MRHS will improve average daily attendance by at least 0.5%. Strategy's Expected Result/Impact: MRHS will offer one additional exemption for 9th - 11th grade students with 3 or less absences each semester. Seniors will be able to exempt courses with a C with 3 or less absences per period. Staff Responsible for Monitoring: Administration Attendance Clerks | | Formative | | | Summative |
| | | Oct | Jan | Apr | June |
| | |  | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | | |

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.






Performance Objective 1: MRHS will provide at least 3 opportunities to engage and support parents and guardians.

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

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: MRHS will recruit and support high quality staff members and maintain a high rate of staff retention.

Evaluation Data Sources: Staff turnover

| Strategy 1 Details | | Reviews | | | |
|--|--|--|---|---|-----------|
| Strategy 1: MRHS campus administration will participate in all recruitment opportunities available in order to fill all open positions. Strategy's Expected Result/Impact: 100% of positions at MRHS filled with qualified employees. Staff Responsible for Monitoring: Principal | | Formative | | | Summative |
| | | Oct | Jan | Apr | June |
| | |  | | | |
|  No Progress | |  Accomplished |  Continue/Modify |  Discontinue | |

State Compensatory

Budget for Morton Ranch High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Morton Ranch High School

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

Title I

1.1: Comprehensive Needs Assessment

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

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

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

The 22-23 Campus Needs Assessment Team consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. See addendum for team names and roles.

Members other than the principal serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. For the 23-24 school year, 3 teachers and 2 parents will rotate off opening a total of 5 spots. Meetings for the 22-23 school year occurred on Aug. 31st, Oct. 19th, Jan. 25th, April 5th, and April 26th with a 3:30 start time. All meetings are conducted via Zoom which has increased the attendance and availability of all members of the team.

The 23-24 Campus Needs Assessment was conducted with the full CNA team during the April 5th and April 26th CAT meetings. It was presented to the entire staff on May 9th for further feedback and review.

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

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

In closing, MRHS has the following 4 areas of focus for the 23-24 school year:

- MRHS will increase the percent of students scoring approaches, meets, and masters and target growth measures in all special programs in English I, English II, and Algebra I STAAR.
- MRHS will increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.
- MRHS will decrease ISS, OSS, and OAC placements for student conflict incidents in order to optimize student learning and increase student achievement.
- MRHS will build capacity with teachers for effective utilization of technology in order to increase student achievement.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 23-24 Campus Action Team (CAT) consists of the principal, 2 other school leaders, 9 teachers, 2 campus-based non-classroom professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 7 parents, and 3 community members. Members other than the principal serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. Meetings for the 23-24 school year will occur on Sept. 27, Nov. 8, Feb. 28, and April 17 with a 3:30 start time. All meetings are conducted via Zoom which has increased the attendance and availability of all members of the team. The 23-24 Campus Needs Assessment was conducted with the full CNA team during the April 5th and April 26th CAT meetings during the 22-23 school year which led to the creation of the 23-24 CIP. The CIP is continuously discussed by the CAT and the Campus Leadership Teams.

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

Title I Personnel

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

Campus Advisory Team

| Committee Role | Name | Position |
|-----------------------------|-----------------------|-----------------------------|
| Administrator | Julie Hinson | Principal |
| District-level Professional | Judson Anderson | District-Level Professional |
| Paraprofessional | Karen Reyes Miranda | Paraprofessional |
| Non-classroom Professional | Michele Genest | Non-Classroom Professional |
| Classroom Teacher | Sarah Palmer | Teacher |
| Classroom Teacher | Cody Grose | Teacher |
| Classroom Teacher | Jaime Rosin | Teacher |
| Classroom Teacher | Philip Gustafson | Teacher |
| Parent | Christeryl Washington | Parent |
| Parent | Deborah Ayres | Parent |
| Parent | Donna Morton | Parent |
| Parent | Arlisa Cross | Parent |
| Community Representative | Sharon Johnson | Community Member |
| District-level Professional | Tiffany White | District-Level Professional |
| Paraprofessional | Monica Guzman | Paraprofessional |
| Classroom Teacher | Felicia Spivey | Teacher |
| Non-classroom Professional | Mary Hernandez | Non-Classroom Professional |
| Community Representative | Darin Eberly | Community Member |
| Community Representative | Anna Ng | Community Member |
| Other School Leader | Khristopher Turner | Other School Leader |
| Parent | Adelia Soremekun | Parent |
| Parent | Sabrina Aguilar | Parent |
| Parent | Ruth Gonzalez | Parent |
| Classroom Teacher | Justin Mueller | Teacher |
| Classroom Teacher | Kirsten McLaughlin | Teacher |
| Classroom Teacher | Daniel Denzler | Teacher |
| Classroom Teacher | Laura Simoneaux | Teacher |

| Committee Role | Name | Position |
|-----------------------|-------------|---------------------|
| Other School Leader | Linda Tagen | Other School Leader |

Campus Funding Summary

| 211 - Title I Part A | | | | | |
|----------------------|-----------|----------|----------------------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Professional Development | | \$47,500.00 |
| 1 | 1 | 1 | Staffing Units | | \$736,399.00 |
| 1 | 1 | 2 | Professional Development | | \$18,000.00 |
| 1 | 1 | 3 | Professional Development | | \$18,000.00 |
| 1 | 1 | 4 | Chromebooks and Chromebook Carts | | \$140,000.00 |
| 1 | 1 | 4 | Professional Development | | \$5,000.00 |
| 1 | 2 | 1 | Professional Development | | \$5,000.00 |
| 1 | 2 | 2 | Professional Development | | \$5,000.00 |
| 1 | 2 | 2 | Prepared Media | | \$3,000.00 |
| 2 | 1 | 1 | Professional Development | | \$10,000.00 |
| 3 | 1 | 1 | Extra Duty Pay | | \$2,020.00 |
| 3 | 1 | 1 | Contracted Services | | \$6,570.00 |
| 3 | 1 | 1 | Supplies | | \$4,000.00 |
| Sub-Total | | | | | \$1,000,489.00 |

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MORTON RANCH H S (101914009) - KATY ISD

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 83 | B |
| Student Achievement | | 83 | B |
| STAAR Performance | 54 | 82 | |
| College, Career and Military Readiness | 58 | 88 | |
| Graduation Rate | 93 | 75 | |
| School Progress | | 84 | B |
| Academic Growth | 68 | 78 | C |
| Relative Performance (Eco Dis: 60.3%) | 56 | 84 | B |
| Closing the Gaps | 74 | 82 | B |

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase from **58%** to **65%** by July 2024.

| | 2019 | 2021 | 2022 | 2023 | 2024 |
|------------------|------|------|------|------|------|
| Goal Component | | 59% | 61% | 63% | 65% |
| Goal Scaled | | 89 | 90 | 91 | 91 |
| Actual Component | 58% | 51% | 51% | 60% | |
| Actual Scaled | 88 | 82 | 82 | 90 | |
| Met Goal | | N | N | N | |

* Data source Domain 1

| | | # African American | % African American | # Hispanic | % Hispanic | # White | % White | # American Indian | % American Indian | # Asian | % Asian | # Pacific Islander | % Pacific Islander | # Two or More | % Two or More | # Special Ed | % Special Ed | # Eco Dis | % Eco Dis | # LEP | % LEP | | |
|--------------|-----------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|-----------|-----------|-------|-------|-----|-----|
| Morton Ranch | Federal Targets | | | 31% | | 41% | | 58% | | 42% | | 76% | | 39% | | 53% | | 27% | | 39% | | 30% | |
| | CCMR | 2019 Actual | 165 | 47% | 454 | 57% | 149 | 58% | | | 54 | 81% | 1 | 100% | 23 | 57% | 69 | 28% | 460 | 54% | 93 | 50% | |
| | | 2021 Actual | 124 | 41% | 363 | 48% | 101 | 53% | | | 39 | 74% | 2 | 50% | 10 | 60% | 71 | 79% | 391 | 48% | 107 | 35% | |
| | | 2022 Actual | 114 | 40% | 336 | 49% | 97 | 52% | 2 | 100% | 35 | 60% | | | 10 | 30% | 65 | 78% | 358 | 49% | 119 | 41% | |
| | | 2023 Target | | | 57% | | 57% | | 62% | | 100% | | 70% | | 100% | | 57% | | 43% | | 54% | 55% | |
| | | 2023 Actual | 102 | 49% | 353 | 59% | 85 | 66% | 2 | 50% | 37 | 68% | 1 | 100% | 13 | 54% | 70 | 74% | 380 | 56% | 83 | 49% | |
| | | Met Target | | | N | | Y | | Y | | N | | N | | Y | | N | | Y | | Y | | N |
| | | 2024 Target | | | 57% | | 57% | | 76% | | 100% | | 78% | | 100% | | 57% | | 43% | | 54% | | 55% |

* Data source Domain 3