

Katy Independent School District
Morton Ranch Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Morton Ranch Elementary School's Mission Statement

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

Our Promises to Our Students are as follows:

We promise to read to you daily.

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

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

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

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

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

We promise to give you honest feedback about your learning.

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

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

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

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

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

9/5/2016

Vision

Be the legacy.

Comprehensive Needs Assessment

Revised/Approved: August 29, 2018

Demographics

Demographics Summary

We ended the 2017-18 school year with 953 students and are projected for 977 children for 2018-19. We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

Our demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases in the Hispanic and African American populations. Our ESL population continues to grow, as well.

As compared to last year, the following areas have all increased by 2-4%: At Risk, Low Income, LEP, SPED, ESL (all of which increase our "at risk"-ness). While our attendance rate is very high (97.0%), we currently place in the second quartile of our 40 comparable campuses. We have been school-wide Title One for nine years. Our staff is made up of 136 campus employees.

Demographic Information as of June 2018:

Race/Ethnicity (Trend = increasing Hispanic and African American)

Hispanic – 532 (56%)

African-American – 189 (20%)

White – 139 (15%)

Asian – 61 (6%)

Two or More Races 23 (3%)

Pacific Islander – 2 (.2%)

American Indian – 2 (.2%)

Student Groups

At Risk – 624 (66%)

Eco Dis – 618 (65%)

LEP – 428 (45%)

Bilingual – 223 (28%)

SPED – 183 (19%)

ESL – 159 (17%)

GT – 23 (2%)

Mobility – around 12%

Staff Data

Total staff = 121; 78 teachers, 3 admin, 9 professional support, 31 paraprofessionals

Professional staff – 74% of the staff

65% teachers, 7% professional support, and 2.5% administration

23 educational aides (19% of staff)

Total minority staff: 56 (46%)

Teachers by ethnicity: 3% AA, 40% Hisp, 52% White, 4% Asian, 1% Two or More Races

Teachers by highest degree held: 80% Bachelors, 20% Masters

Teachers by years of experience: 12% Beg, 33% 1-5 years, 33% 6-10 yrs, 20% 11-20, 2% over 20

Staff becoming increasingly diverse over past three years, but still nowhere near reflective of student population

Average Teacher Salaries range from \$50,611-65,000, commensurate with district averages

Community/Residents

Middle class neighborhoods plus two trailer park areas

Mixture of parents educated beyond high school and those in skilled trades, many working multiple jobs. Growing community – new schools opening every year; one two years ago within a few miles, another next year. Spanish and English are predominant languages in our community, although others include Urdu and African dialect. Most houses in our closest neighborhoods were built in the late 90s and early 2000s.

Demographics Strengths

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

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, MRE becomes more and more reflective of society as a whole. We believe we are equipping young learners to collaborate with all kinds of people. We find that Morton Ranch Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate is consistently higher than 96%.
4. Students who are withdrawn from MRE are typically moving within the district. A trend that we have noted last two years is that some families left MRE to attend a new private school and a new charter school that opened within one mile of our campus. Interestingly, MANY of these students returned to MRE, eager for the personal relationships our teachers form with families, and for the special services we offer struggling students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of At-Risk learners on our campus has increased by over 6% over the past two years. Almost 7 out of every 10 MRE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Increasing diversity in our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 2: Our Special Education population has increased from 15.5% to 19% in one year, much higher than the Texas average of 8.8%. These students are reflected in our accountability ratings, as all students participate in testing. **Root Cause:** We host three PPCD programs and two YCAP programs, so our percentages are slightly inflated. Regardless, over fifty students require special services through Resource or In Class Support.

Problem Statement 3: Almost half of our student body (45%) is Limited English Proficient, indicating need for instructional strategies that go beyond verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must currently meet standards set in three state accountability areas. For the 2017-18 school year, Morton Ranch Elementary has again met all three targets:

- Domain I - Student Achievement (MRE scale score =80)
- Domain II - Student Progress (MRE Academic Growth scale score = 90, Relative Performance scale score = 82)
- Domain III - Closing the Gaps (MRE scale score = 88)

These scores result in Morton Ranch Elementary receiving a 2018 Texas Accountability Met Standard rating, with an overall letter grade of B/86. We are especially proud of our growth measure!

Our campus earned 4/6 distinctions: Academic Achievement in ELA/Reading, Academic Achievement in Science, Comparative Academic Growth, and Comparative Closing the Gaps. We lacked a distinction in Attendance by .1%.

While we are proud to have met the state standard once again, we know there is still work to be done. On the 2018 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard or Above for All Students:

- Reading: 84% (District = 89%)
- Math: 84% (District = 91%)
- Writing: 72% (District = 78%)
- Science: 86% (District = 89%)

As for students scoring at the Masters Grade level standard, we are proud but have improvements to make:

- Reading: 30% (increased from 21% last year)
- Math: 25% (increased from 18% last year)
- Writing: 8% (increased from 6% last year)
- Science: 25% (increased from 22% last year)

With respect to the Progress Measure, we are especially proud, as we exceeded the district progress in both Reading and Math! On Reading, 76% of the MRE students met or exceed progress, while the district percentage was 71. Similarly on Math, 71% of KISD students met or exceeded progress, but at MRE, 72% of the students did so.

Deep analysis of the STAAR data by grade level and by each student group reveals increases among almost every sub-population on campus. African-American students improved in Reading, Math, and Writing, and decreased in Science by only two percentage points. Hispanic students improved in Reading, Math, and Writing, decreasing only in Science and only by one percentage point. White students improved in Reading, Math, and Science, decreasing in Writing by two percentage points. Economically Disadvantaged students increased in Reading, Math, and Writing, but decreased in Science by two percentage points. Special Education students improved in Reading and Math, but decreased in Writing (-5%) and in Science (-6%). LEP students improved in every content area, as did ESL and Bilingual. With the exception of the Special Education students, almost all of our student groups showed improvement in almost all curricular areas. The decreases in Science performance were negligible (1-2%).

Of the Academic Target Areas of Domain III, Morton Ranch Elementary met 15 of the 18 targets. We missed in the following areas:

- ELA/Reading White Performance 58% (Target 59)
- Math Special Education Performance 20% (Target 23)
- Not Continuously Enrolled Performance 39% (Target 45)

The only group for which we are an Additional Targeted Support school is our Asian sub-population, as we missed the target by 8%.

Among these various group, individual students will be targeted for intervention and acceleration through the Response to Intervention Process.

Student Academic Achievement Strengths

Student success at MRE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day. Students in Grades 1-5 may go to thirty minutes of Round Up intervention for either Math or Reading (or both). Through state comp ed and federal Title One funds, we employ 3.5 Title One teachers and 4 Academic Support teachers who provide direct instructional service to students in both pull out and push in intervention. For our ESL & Special Education students, we implement a collaborative teach model. Our gifted and talented students attend our Challenge program here on campus once a week to meet their learning goals as well. Additionally, we offer before and after school tutorials to intermediate students in all academic areas, funded through general ed funds, Title One funds, and Title Three funds.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. **Root Cause:** Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. **Root Cause:** In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.

Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. **Root Cause:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.

Problem Statement 5: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** Teachers need professional development in differentiating instruction for all learners.

Problem Statement 6: 2018 Accountability data revealed that although we did make gains in almost all areas of academic performance in the 2017-18 year, we did not successfully close all gaps among sub-pops. **Root Cause:** Teacher analysis of student data after CBAs focused on growth overall, vs growth by sub-population.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as linguistic accommodations, sentence stems, and resources.

Our focus is on incorporating more vocabulary-rich instruction using strategies from the research-based 7 Steps to a Language-Rich Interactive Classroom. We are committed to also incorporate in Interactive Word Walls for all core subjects. Our goals are to teach students to speak in complete sentences while participating in structured conversations in the classroom by continuing the use of sentence stems, using more visuals, and vocabulary strategies that support our objectives.

Asking thoughtful and meaningful questioning beyond the comprehension and knowledge levels continues to be a goal we strive for so students can connect to the content. We aim to bridge quality questioning within rigorous instruction so assessments would reflect student growth.

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

Kindergarten through Second Grade focus upon Fountas and Pinnell Assessments, iStation, mCLASS, Math Inventory, TELPAS, and local assessments. Third through Fifth Grades participate in benchmarks, DLAs, F&P, iStation, Think Through Math, STAAR, TELPAS, and local assessments.

Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times. Academic vertical teams meet monthly to ensure alignment.

Student progress is monitored either as prescribed by the intervention or at six week intervals, depending on individual students' needs. The RTI committee meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times. The data from campus assessments are used to identify students that are performing below standard, and this year, we are placing a priority on reading intervention if a student is in need of both

reading and math intervention. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. Data is inconclusive as to the effectiveness of after school tutorials; we utilize Extended Learning Time (ELT, or Round Up), for the majority of our intervention and extension.

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

Staff Recruitment and Retention:

Morton Ranch Elementary employees highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through recruiting trips to local universities.

As our school grows each year, we add more staff members. We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New hires attend a Ginger Tucker workshop as part of a two day district level training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to MRE participate in a monthly New Mavs Academy. These mentoring sessions are led by our Lead Mentors, and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

As of May of 2018, 75 of 79 teachers have ESL certification, with two planning to test this summer. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP.

Morton Ranch Elementary hired approximately 10 new staff members for the 2017-18 academic year. These teachers are replacing teachers who have gone to the brand new elementary school, taken a promotional position in the district, or have relocated. We attributed this low turnover rate to high teacher morale on campus, a supportive mentoring program, professional development opportunities, and frequent special treats for our staff!

School Organization:

Teachers, parents, and students at MRE take pride in their school and the school's reputation in the Morton Ranch Feeder Pattern. We are a school known for a close, family atmosphere -- one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as building social character in our students. MRE goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made, through Round Up, flexible grouping, the referral process, etc. Adults are encouraged to take Learning Walks, so that everyone's teaching remains cutting edge. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons; ARDs and staffings are not held during teachers' weekly PLC team planning sessions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose.

Technology:

Back in the 2014-15 school year, Morton Ranch Elementary was given a district-sponsored technology retrofit. As a result, every classroom on campus has a SMART Board, at least three classroom computers and multiple iPads. Wireless access points have been installed proportionally throughout our building, and a Katy ISD filter protects students from harmful sites. We have designated iPads and Chromebooks purchased with Bridging the Digital Divide funds that students are allowed and encouraged to check out and take home for a 24 hour period -- and those are protected by the Katy ISD filter, as well. We have two computer labs, one operating on a fixed schedule (with 25 desktop computers) and one with a flexible schedule, with 24 removable laptops. There are also multiple computers and laptops in the library for student and staff use. Technology is seen being utilized by teachers and/or students in almost every classroom visit done by campus administrators. We maintain active Twitter accounts, and enjoy promoting daily events in the life of a Morton Ranch Maverick!

Clubs:

Last year was our first year to offer before/after school "extra curricular" clubs and we had an overwhelming response. Nearly 200 children, aged 5 through 12, participated in these clubs, led by volunteer staff members, focused on activities such as basketball, sewing, Lego building, signing, etc. Staff were encouraged to offer their services, sharing a talent they love - and the community was extremely supported. We will continue to address our students' social/emotional/communal needs by offering clubs again next year.

School Processes & Programs Strengths

The mentoring program on our campus is most effective when a brand new teacher is paired with an experienced teacher. New staff is supported by new teacher training for the district at the beginning of the year along with opportunities throughout the year. In addition, our campus provides new teacher monthly meetings on our campus with the individual teammates and mentor teachers on the staff.

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (leadership team)
2. RTI is being utilized successfully before students are referred to special education
3. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
4. Interruptions are kept to a minimum during the instructional day
5. Safety drills are performed frequently and effectively

6. Non-academic committees meet monthly and are teacher-led, to develop other areas of our working relationships: Sunshine, Safety, Volunteer Appreciation, and School Climate

7. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication

The perceptions of the school are very positive. There is a legacy of excellence. Students and parents love Morton Ranch Elementary. Parents work closely with the staff at MRE to create events to bring more families and the community to our school. Throughout the year, there are several events tailored to the interests of all students and families. Families are always welcome at MRE and we strive to have more parent involvement.

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

MRE participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and students LOVE earning Moolah tickets and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into MRE, you will feel welcome by all staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Bright Bytes data suggests that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause:** Root cause is lack of PD in this area and SMART Boards being used mainly as projection devices. Students' homes may lack internet and devices, and teachers inconsistently promote the use of Internet on campus.

Problem Statement 2: Some teachers at MRE do not fully understand the workshop approach to instruction - and this is foundational to our school. To address adult learning, we provide PDR (Professional Development Rotation) and we are adjusting our schedule for the 18-19 school year. **Root Cause:** Some teaching candidates come from colleges that do not prepare them for workshop teaching. Some staff have come from other states and districts, and workshop teaching is new to them.

Perceptions

Perceptions Summary

MRE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title One school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, school marquee, campus website, classroom-based websites, school and classroom Facebook and Twitter accounts, and messages through the app Remind. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. We are proud that most visitors refer to our Front Office team as very parent-friendly. We promote two popular parenting organizations on campus (Watch DOG Dads and M&M moms), as well as a PTA and a CAT. We have multiple business partners in the community, as well as KEYS mentors and High School PALS (student buddies).

School Culture and Climate:

One of the core beliefs at Morton Ranch Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Our Promises (mission statement) are a testament to this "growth mindset" atmosphere. With our school now in its eleventh year, we serve the siblings of many of our original students, and pride ourselves as feeling like one big family. We are in our third full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is MAVS: Make good decisions, Act responsibly, Value hard work, and Show Kindness. Students know this motto and are rewarded with Mav moolah when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every two weeks; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 30 minutes acting as "Principal." As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community.

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

Campus discipline data shows that PBIS decreased by 25% the number of discipline referrals over the past two years. Students at MRE feel that our school is a safe place to learn, that teachers will support them so that they can achieve at school and that rules are fair and consistent for all students. 99% of staff report feeling safe on campus.

Regarding students' behaviors and discipline, we had 161 incidents reported in 2017-18, one incident fewer than the year before. 47% of the problems occurred in the classrooms and 29.3% occurred in the outside areas. 77.7% of these incidents occurred in the upper grades. Code 2 (Physical Contact/Creating a disruptive environment) was the highest reported incident, at 26.11%. Our continuous implementation of Positive Behavior Supports and

Interventions (PBIS) through the School has contributed positively to decrease the number of office referrals. During the 2017-18 school year, no child was given Out of School Suspension; we believe that children need to be in school to learn.

This year, we continued our "Golden Moolah Events," big party events full of activities like canvas painting, clay modeling, dance-party, board games, playing sports with Watch Dogs and Nike employees, Popsicles, and extra recess. Students were allowed to participate depending of the effort (number of Golden Moolah they got) for their good behavior. Staff school-wide participated in rewarding good student behavior with Yellow Moolah. For the third year, the Moolah Cart was brought to students every other week, and students could purchase things like passes to wear hats, take their shoes off, each lunch with a friend, bring a stuffed animal, and wear slippers. Prizes new this year included yoyo's, stamps, and bubbles.

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

Our Staff Survey showed that 100% of our staff agree that they have adequate access to the supervisor/administration, 99% of our staff feel welcome and a part of the MRE family, 99% feel students and staff are safe at school, 99% feel that administration addresses their concerns in a timely and caring manner, 59% feel student behavior and discipline are handled in a proper and timely manner (39% of staff reported "sometimes" feeling this way), 92% feel there is a clear communication among staff in regard students' behavioral expectation, 100% feel there is a clear communication among staff in regard to students' academic progress, 91% feel that students are being academically challenged at MRE, and 95% of our staff feel there is a clear communication to staff in regard to expectations for policies and procedures.

Perceptions Strengths

MRE Family/Community Involvement strengths include:

- Staff support at PTA meetings and functions (Monster Mash & Breakfast with Santa)
- Active volunteers at MRE have grown
- 82 M&M moms actively met monthly for work projects and volunteering in the classrooms
- Title One curricular nights (Meet the Teacher, Back in the Saddle, Literacy Night, Ten Year Anniversary)
- Business partnerships with Chick-Fil-A, Hasta La Pasta, Chuy's
- 23 High School PALS that visit with at-risk students weekly
- 4 KEYS mentors that are active visitors at MRE
- Survey shows that majority (84%) of parents feel that their concerns are valued by the MRE staff
- Survey shows that majority (87%) of parents feel welcome at MRE to participate

Morton Ranch Elementary celebrates these strengths related to School Culture and Climate:

- Strong commitment to Morning Meeting (Community Circle), daily in every classroom PreK through Grade 5 on this campus
- Teacher survey data reveals that teachers feel empowered and valued and that MRE is a great place to work. They report having access to administration, feeling safe at their workplace, and that communication is clear and frequent.
- Students enjoy participating in Positive Behavior Interventions and Supports; they are aware of the motto and its meaning, and participate highly in redemption of Moolah
- Since the inception of PBIS, student discipline data indicates consistent decrease in office referrals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey data suggests that our parents want more options for after school programs for their children (science club, coding/computer science, tutorials, choir, gardening club, etc). **Root Cause:** Our students may not have access to community-sponsored after school programming. Thus far, we have offered tutorials on the basis of teacher willingness to teach; they may need to be motivated to lead extracurriculars after school.

Problem Statement 2: Teachers report feeling ill-equipped to handle highly disruptive students (both special education and general education students). They desire more training, and better communication/warning systems to prevent physical contact incidences inside and outside the classrooms. **Root Cause:** Root cause may be lack of training to entire staff on strategies for identifying triggers, and strategies promoting de-escalation and self-regulation.

Problem Statement 3: Inconsistent communication with families has been reported by our parents, related to both academics and behavioral information about their children. **Root Cause:** Lack of clarity in administrative expectations in this area has prevented us from developing a consistent school-wide approach to parent communication. Tested last spring, our new communication plan will entail weekly grade level newsletters for parents of all students at MRE

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 24, 2017







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

Performance Objective 1: MRE will continue to maintain a Met Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of MRE students meeting or exceeding expectations for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Reading, 90% for Math, 80% for Writing, and 90% for Science.

Evaluation Data Source(s) 1: STAAR data, Accountability information for 2018-19

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Increase student achievement of all student groups (All, Hispanic, African American, White, Economically Disadvantaged, Special Education and ELL) by providing both during the day supplemental tutors and before or after school weekly targeted instruction in content areas tested by STAAR. We will also open computer labs for DreamBox, Education Galaxy, and I-Station each Monday - Friday morning.</p>	2.4, 2.5, 2.6	Instructional Coordinator	Students who receive tutorials before, during, or after school will show improvement from BOY to EOY (DLAs, STAAR, grades).				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I Part A - 2000.00, 192 - Special Project - 9000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Increase the Reading performance of all MRE students, including the Special Education sub-population, by increasing the number and variety of books of high interest and appropriate levels in all classrooms, to take to student homes, and in the Literacy Library, as well as increase access to electronic materials. Students will successfully navigate online resources and electronic materials.</p>	2.6	ELA Instructional Coach	Students are engaged with appropriate books and online sources during independent reading across the grade levels, and ultimately, scores on Reading DLAs, Common Assessments, and STAAR increase. Additionally, classroom library inventory sheets show increased volume.				
<p>Problem Statements: Student Academic Achievement 1, 5 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 10000.00, 199 - General Fund - 4000.00</p>							

Critical Success Factors CSF 7 3) Provide extensive, aligned professional learning to staff in all curricular areas, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.	2.6	Principal	Teaching will improve (as evidenced by T-TESS Proficient or above ratings), resulting in improved student achievement from BOY to EOY in all content areas, as measured by improvement in DLA scores and STAAR scores.				
	Problem Statements: Demographics 1, 3 - School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 18600.00, 199 - General Fund - 6300.00						
Critical Success Factors CSF 1 4) To maintain Science performance, provide sustained inquiry activities for all strands of Science, for hands on/student driven investigations (such as terrariums, weathering and erosion, live animals, etc.)	2.5	Title One Coordinator/Science Specialist Primary Science Specialist	Formal observations during science time will denote hands on activities by students. Science DLA Scores will improve Science STAAR scores will remain high				
	Problem Statements: Demographics 1 - Student Academic Achievement 4 Funding Sources: 211 - Title I Part A - 2000.00						
Critical Success Factors CSF 1 5) Purchase instructional materials for all content areas to increase student engagement and achievement in both small group and whole class settings.	2.4, 2.6	Title One Coordinator	DLA improvement in every content area Increased grade level materials inventory				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I Part A - 10000.00, 199 - General Fund - 42000.00						
Critical Success Factors CSF 1 CSF 4 6) To meet the needs of students currently not meeting state expectations in Reading, Math, and Science, utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time.	2.4, 2.6	Principal	STAAR scores Reduction in number of RTI students Sub-pop performance on STAAR (each showing improvement)				
	Problem Statements: Demographics 1, 3 - Perceptions 1 Funding Sources: 211 - Title I Part A - 226243.00, 199 - State Comp Ed - 195000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of At-Risk learners on our campus has increased by over 6% over the past two years. Almost 7 out of every 10 MRE students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. Root Cause 1: Increasing diversity in our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 3: Almost half of our student body (45%) is Limited English Proficient, indicating need for instructional strategies that go beyond verbal delivery. **Root Cause 3:** Our state and city are becoming increasingly diverse, and this is reflected in our school.

Student Academic Achievement

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. **Root Cause 1:** Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. **Root Cause 2:** Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. **Root Cause 3:** In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.

Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. **Root Cause 4:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.

Problem Statement 5: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause 5:** Teachers need professional development in differentiating instruction for all learners.

School Processes & Programs

Problem Statement 1: Bright Bytes data suggests that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause 1:** Root cause is lack of PD in this area and SMART Boards being used mainly as projection devices. Students' homes may lack internet and devices, and teachers inconsistently promote the use of Internet on campus.

Problem Statement 2: Some teachers at MRE do not fully understand the workshop approach to instruction - and this is foundational to our school. To address adult learning, we provide PDR (Professional Development Rotation) and we are adjusting our schedule for the 18-19 school year. **Root Cause 2:** Some teaching candidates come from colleges that do not prepare them for workshop teaching. Some staff have come from other states and districts, and workshop teaching is new to them.

Perceptions



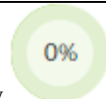

Problem Statement 1: Survey data suggests that our parents want more options for after school programs for their children (science club, coding/computer science, tutorials, choir, gardening club, etc). **Root Cause 1:** Our students may not have access to community-sponsored after school programming. Thus far, we have offered tutorials on the basis of teacher willingness to teach; they may need to be motivated to lead extracurriculars after school.

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

Performance Objective 2: At least 50% of all students will score Masters performance level on all STAAR Reading tests, 40% Masters on all STAAR Math tests, 25% Masters on all STAAR Writing tests, and 40% on all STAAR Science tests.

Evaluation Data Source(s) 2: STAAR results 2019

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Improve student achievement in all students groups so that more students score at the Masters Performance level, by identifying students closest to this threshold and targeting them during Extended Learning Time (Round Up) with extension activities.</p>	2.5	Instructional Coordinator	STAAR results Levels of Distinction for Index 3 DLA data analysis				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 192 - Special Project - 5000.00</p>							
<p>Critical Success Factors CSF 7</p> <p>2) Provide professional development to staff on language acquisition, vocabulary development, and general reading and writing strategies so that increasing numbers of students reply in complete sentences both orally in writing. Extended language skills will promote extended thinking skills, resulting in better readers and writers. If PD is provided during school day, Substitute teachers will be provided.</p>	2.4, 2.6	Principal	Exceeds Performance rates on STAAR Exceeds Performance rates on DLAs				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 4000.00, 199 - General Fund - 1800.00</p>							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.</p>

Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. **Root Cause 2:** Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. **Root Cause 3:** In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.

Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. **Root Cause 4:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.

School Processes & Programs





Problem Statement 2: Some teachers at MRE do not fully understand the workshop approach to instruction - and this is foundational to our school. To address adult learning, we provide PDR (Professional Development Rotation) and we are adjusting our schedule for the 18-19 school year. **Root Cause 2:** Some teaching candidates come from colleges that do not prepare them for workshop teaching. Some staff have come from other states and districts, and workshop teaching is new to them.

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

Performance Objective 3: At least 75% of all students will show growth on the STAAR Reading and Math tests, as measured by STAAR and the ELL Progress Measure. We will improve learning for all special education students so that their progress rate is no more than 20 points lower than that of "all" students, and for all Limited English Proficient students so that their progress rate is no more than 10 points lower than for "all" students.

Evaluation Data Source(s) 3: 2019 Accountability report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Students will participate in goal-setting sessions with their teachers, analyzing their performance on common assessments, graphing results, and aiming for improvement each month. District Assessment Office representative will help disaggregate data formally on a monthly basis; campus staff will analyze performance of sub-populations and growth rates of each.</p>	2.4	Assistant Principals (grade levels)	Quarterly data reports STAAR scores (All, Sub-pops)				
<p>Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3, 4</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Our Special Education population has increased from 15.5% to 19% in one year, much higher than the Texas average of 8.8%. These students are reflected in our accountability ratings, as all students participate in testing. Root Cause 2: We host three PPCD programs and two YCAP programs, so our percentages are slightly inflated. Regardless, over fifty students require special services through Resource or In Class Support.</p>
<p>Problem Statement 3: Almost half of our student body (45%) is Limited English Proficient, indicating need for instructional strategies that go beyond verbal delivery. Root Cause 3: Our state and city are becoming increasingly diverse, and this is reflected in our school.</p>
Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.</p>

Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. **Root Cause 2:** Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. **Root Cause 3:** In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.





Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. **Root Cause 4:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.

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

Performance Objective 4: MRE will work to close gaps among all student groups, ensuring that all groups meet targets by the end of the 2018-19 school year.

Evaluation Data Source(s) 4: STAAR data, 2019 State Accountability report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will meet quarterly to review student achievement data in AWARE, focusing on comparing sub-pop performance. Data will be sorted by sub-pops, and if improvement is not shown per sub-pop, Round Up groups will be shifted to include students of specific, lagging sub-populations.</p>	2.4, 2.5, 2.6	Instructional Coordinator	Gaps among student groups will be closed				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.</p>
<p>Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. Root Cause 2: Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.</p>
<p>Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. Root Cause 3: In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.</p>
<p>Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. Root Cause 4: Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.</p>

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Students and Teachers will use data to inform decision making regarding goal setting and instruction.

Evaluation Data Source(s) 1: DLAs, CBAs, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students will set academic goals, analyze their performance, and graph results in order to ensure that everyone makes at least one's growth.</p>	2.5	Assistant Principals (grade levels)	Increase in student performance				
Problem Statements: Student Academic Achievement 1, 2, 3, 4							
<p>Critical Success Factors CSF 2 CSF 6</p> <p>2) Working with Instructional Coaches, teams of teachers will meet as PLCs on a weekly basis for planning instruction and the creation/analysis of Common Assessments. Results of such assessments will drive future instruction, and will enable teachers to adjust and provide reteaching where needed. Members of the Instructional Support team, as well as grade level APs will participate in the development of the CBAs, as well as in the data analysis after administration.</p>	2.4	Instructional Coaches	Consistent assessment across grade levels; increased student performance.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 has improved, we still have students who are not reading on grade level. Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.</p>

Problem Statement 2: STAAR data indicates that 4th Grade Writing performance improved, yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 44% scored a 5 or better. 26% of students scored a 3 or lower. **Root Cause 2:** Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 3: Only one-fourth of our students are Mastering the Mathematics curriculum in Grades 3-5, collectively. **Root Cause 3:** In primary grades, the Math Progressions were new to many teachers last year. As teachers increase their experience with the progressions, I believe that our students will better receive the numeracy instruction required to form a solid foundation for the intermediate years. Additionally, teachers need help teaching problem-solving at higher levels of complexity.

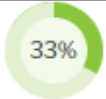




Problem Statement 4: Our students did not show improvement in Science achievement this year, remaining at 86%. **Root Cause 4:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Science Word Walls and how to help students write from them was a new concept to teachers during the 17-18 school year; additional understanding and implementation is needed.

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: Increase number of volunteers by 20% to support campus programs.

Evaluation Data Source(s) 1: Parent sign in sheets, # of parents volunteer hours

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Recruit new volunteers at campus events such as Meet the Teacher and Open House and through special events such as WatchDOGS and M&M Kick-Off Rallies. Make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online.</p>	3.1, 3.2	AP for VIPS, Title One Coordinator	Volunteer rosters				
<p>Problem Statements: Perceptions 1, 3 Funding Sources: 211 - Title I Part A - 4072.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:



Perceptions
<p>Problem Statement 1: Survey data suggests that our parents want more options for after school programs for their children (science club, coding/computer science, tutorials, choir, gardening club, etc). Root Cause 1: Our students may not have access to community-sponsored after school programming. Thus far, we have offered tutorials on the basis of teacher willingness to teach; they may need to be motivated to lead extracurriculars after school.</p>
<p>Problem Statement 3: Inconsistent communication with families has been reported by our parents, related to both academics and behavioral information about their children. Root Cause 3: Lack of clarity in administrative expectations in this area has prevented us from developing a consistent school-wide approach to parent communication. Tested last spring, our new communication plan will entail weekly grade level newsletters for parents of all students at MRE</p>





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 2: Increase parental participation in school-wide events and parent-teacher conferences by 20%.

Evaluation Data Source(s) 2: Parent sign in sheets, # of parent volunteer hours

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Conduct two Title One Nights (Interdisciplinary Night in October, 2018 and Folktales and Fitness in February, 2019), combining both academic and social engagement opportunities for MRE families.</p>	3.1, 3.2	Title One Coordinator	<p>Attendance sheets showing 20% increase over last year's attendance</p> <p>Positive parental feedback surveys</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide education to our families about parent engagement with their child's academics. Equip our parents to better work with their children through the Latino Family Literacy Project, through teacher-created video demonstrations of teaching, and through reading materials supporting growth as an engaged parent. All parenting courses will include childcare.</p>	2.4, 3.2	Title One Coordinator	<p>Increase in student academic performance, as demonstrated on DLAs and STAAR</p> <p>First graduating class of parents from the LFLP</p> <p>Positive feedback on parent and family community survey 2018</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Provide PK/K transition strategies including Kindergarten Orientation and promote Katy ISD PK/K Summer Program for identified students in ESOL/Bilingual.</p>	3.2	PK/Kinder Team Leader	<p>Attendance sheets at transition activities</p> <p>Parental feedback</p> <p>KSAT registration records</p>				

<p>Critical Success Factors CSF 5</p> <p>4) Provide smooth transition for 5th graders heading to 6th grade, by inviting in JH counselors to describe programming, assist 5th Graders with elective choices for sixth grade, sponsor JH music program in December to expose 5th graders to fine arts options, partner with MRJH on elementary Graduation night and JH book selection night.</p>	2.6, 3.2	Counselor	<p>Scheduling of MRJH and MDJH visits</p> <p>December Fine Arts event with JHs</p> <p>Computer Lab hosting counselor and 5th graders completing schedules for JH</p> <p>Scheduling of MRJH Book Selection Night</p>				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>5) In addition to tutorials, offer short term, after school clubs based on topics of interest to elementary aged children. Utilize both parent and community/parent volunteers to lead these clubs.</p>	2.5, 3.2	Instructional Coordinator	<p>Increased family involvement on campus</p> <p>Positive feedback on Parent/Community Survey in Spring of 2010</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:

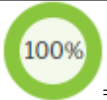



Demographics	
Problem Statement 3: Almost half of our student body (45%) is Limited English Proficient, indicating need for instructional strategies that go beyond verbal delivery. Root Cause 3: Our state and city are becoming increasingly diverse, and this is reflected in our school.	
Perceptions	
Problem Statement 3: Inconsistent communication with families has been reported by our parents, related to both academics and behavioral information about their children. Root Cause 3: Lack of clarity in administrative expectations in this area has prevented us from developing a consistent school-wide approach to parent communication. Tested last spring, our new communication plan will entail weekly grade level newsletters for parents of all students at MRE	

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Support better understanding of the social and emotional needs of gifted students through professional development.

Evaluation Data Source(s) 1: Number of GT student referrals to counselor

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Support teachers' understanding of the social and emotional needs of gifted students by promoting and supporting district professional development related to the gifted population and providing professional literature to staff.</p>	2.6	Principal	Registration in Eduphoria, Certificates of Completion awarded				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: MRE students will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment. Such behaviors will exemplify the Maverick Way for these students as they go from Prekindergarten through elementary, junior high, and high school, and as they explore options beyond graduation.

Evaluation Data Source(s) 2: Discipline referral data, Student Recognition data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Continue Positive Behavior Intervention and Supports year three. Clarify and amend school-wide expectations for common areas, reward structures, including tangible and non-tangible incentives.</p>	2.5	Counselor	Decrease in discipline referrals, increase in positive phone calls home, increased numbers of students redeeming Moolah and participating in Golden Ticket events				
<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 3000.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Reduce the number of out of school suspensions by maintaining a safe "cool down" zone for students who need to be temporarily removed from classrooms for their safety as well as the safety of other students and the teaching staff.</p>	2.6	Assistant Principals	Decrease in OSS Increased school attendance for all school sub populations Retention of teaching staff				
<p>Problem Statements: Perceptions 2</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Teachers report feeling ill-equipped to handle highly disruptive students (both special education and general education students). They desire more training, and better communication/warning systems to prevent physical contact incidences inside and outside the classrooms. Root Cause 2: Root cause may be lack of training to entire staff on strategies for identifying triggers, and strategies promoting de-escalation and self-regulation.</p>





Goal 5: 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: MRE will use a collaborative and data-driven approach in making hiring, planning, and performance decisions.

Evaluation Data Source(s) 1: Retention rate of MRE staff from this year to next year

Presence of new MRE staff on Vertical Academic teams and committees

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Demonstrate commitment to the recruitment and retainment of HQ staff by facilitating job-embedded, ongoing PD aligned with district and campus goals. This includes a monthly First Year MRE Maverick Academy to discuss topics of relevance to new MRE professionals, as well as a campus-based Mentor Teacher program.</p>		Instructional Coordinator	<p>Increased retention rate of MRE staff</p> <p>Student academic success in classrooms where teacher is a first year Mav.</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Continue the function of vertical academic teams including all grade levels and representatives from each department on campus to use data to ensure curricular alignment across grade levels, and non-academic vertical teams with similar compositions to address other areas of organizational improvement (safety, volunteers, school climate, staff climate).</p>		Instructional Coaches	<p>Observation of curricular vertical alignment in planning and instruction (IC sessions, walk throughs)</p> <p>Improved student achievement in all content areas</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: 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: Morton Ranch Elementary will effectively and efficiently utilize its' people, facility, and financial resources to provide a quality learning environment for students and staff.

Evaluation Data Source(s) 2: Staff Survey

Certification lists from Human Resources

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Provide extended planning time (PDR, Long Range Planning) and quality learning experiences for adults by offering regular professional development led by Instructional Coaches, Admin, and Teaching Staff and at times utilizing purchased resources aimed at increasing student achievement.</p>		Instructional Coaches	<p>Implementation of strategies taught via walk-throughs and learning walks</p> <p>Student achievement increase on DLAs, I-Station, DreamBox, and STAAR</p>				
Funding Sources: 199 - General Fund - 2000.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Purchase additional technology, provide professional development regarding technology integration, and promote understanding of Digital Citizenship as teachers and students use tablets, interactive white boards, digital TVs, plotters, document cameras, and online resources including the Internet.</p>	2.5	Principal	<p>Bright Bytes survey indicating increased student understanding of technology</p> <p>Digital savvy users of technology</p> <p>Lesson plans reflecting authentic technology integration</p> <p>100% MRE students allowed to use KISD technology all year</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 199 - General Fund - 2000.00, 211 - Title I Part A - 500.00</p>							
<p>Critical Success Factors CSF 2</p> <p>3) Provide a consistent data-driven approach to the effective management and execution of the RTI process through systematic procedures at MRE.</p>	2.6	Instructional Coordinator	<p>Consistent qualification and exits from RTI</p> <p>Improving Report Card Grades of students receiving support</p> <p>Up to date records of every RTI student in eSTAR</p>				

4) Ensure that teachers are appropriately certified for the courses they teach, and all paraprofessionals are highly qualified, by checking resumes/certifications of candidates, and by encouraging acquisition of additional certifications (ie: ESL) of current employees.		Principal	100% teachers certified for courses taught 100% of teaching staff ESL certified				
5) Recruit high quality teachers by participating in the Katy ISD Job Fair in the spring. Contact candidates in advance, scheduling interviews for Job Fair day, and ensure that multiple members of potential teaching teams are present on interview panels.		Principal	Diverse, quality Recommendations for Hire from Job Fair day				
6) Provide training to teachers about effective technology integration and about safe, smart student technology use.	2.5	Principal	Improved student and teacher responses on the 2018-19 Bright Bytes, concerning frequency of use and understanding of the 4 C's.				
							

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Bright Bytes data suggests that teachers do not fully understand the four Cs of technology integration (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. Root Cause 1: Root cause is lack of PD in this area and SMART Boards being used mainly as projection devices. Students' homes may lack internet and devices, and teachers inconsistently promote the use of Internet on campus.</p>

State Compensatory

Personnel for Morton Ranch Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heidi Shepard	Teacher	Academic Support	1.0
Kate Henninger	Teacher	Bilingual Academic Support	1.0
Leslie Marshman	Teacher	Reading Academic Support	1.0
Rebeca Ramirez	Teacher	Math Academic Support	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Throughout the spring and into the summer, the Admin Team, Team Leaders, and all Title staff reviews campus data, including all forms of STAAR, TELPAS, I-Station, Fountas and Pinnell, SMI, and FASTT Math, as well as student grades on Interim Progress Reports and Report Cards, behavior data, attendance of students and staff, and attendance of parents at night time events.

Title One staff divide up the various sections of the CNA, and after reviewing all data, create summaries, strengths, and needs sections. Root causes are determined for each need identified.

When available, our state accountability report is reviewed and System Safeguards are noted. Highlights of all data are presented to staff at large, and to the CAT, who then helps brainstorm ideas for performance objectives and strategies to meet these goals. Staff members contribute ideas through curricular vertical team meetings led by Instructional Coaches and Admin, and CAT members do so through both an electronic venue and in person at CAT meetings.

A draft of the Campus Improvement Plan is made available for viewing up until it is submitted to the School Board. Ideas for revision are sent directly to the Principal, and are discussed and considered by the Admin Team.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district defined goals from our Strategic Plan, the above CNA process results in our staff and our CAT contributing ideas of strategies for meeting performance objectives defined by the administrative team.

Each year, our CAT members are given a bound copy of the past and current Campus Improvement Plans. At each meeting, one or two sections of the CIP are highlighted and explained, and input is sought as to revisions and suggestions. (Agendas, minutes and sign in sheets are regularly loaded into the online Title One Crate.)

Relevant data addressing each root cause and problem statements is presented, and updates are discussed as to how the school is currently addressing the needs.

2.2: Regular monitoring and revision

CAT members own a personal copy of the Campus Improvement Plan, and we review the CIP at each CAT meeting, noting progress toward meeting performance objectives and overall goals. Throughout the year, surveys and formative data are collected. Admin completes formative reviews of all strategies on a quarterly basis and a summative review each June; these are recorded in the online Title One crate. Team Leaders review the previous CIP each August, as well as the draft of the proposed new CIP.

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

The Campus Improvement Plan is placed on the campus website and a hard copy is available in our school's front office for review. Should a parent require the CIP in a language other than English, an appointment may be made with the campus principal, and an interpreter will be secured.

2.4: Opportunities for all children to meet State standards

All students at MRE are placed in classrooms with certified teachers and, where applicable, with highly qualified paraprofessionals. High quality instruction is provided to the maximum extent possible, with few interruptions, one 20 minutes recess period, and daily intervention time built into the master schedule. Students not meeting state requirements, and those struggling academically are provided academic support for at least thirty minutes a day, provided by a member of our Instructional Support Team or a grade level teacher. Before and after school tutorials are provided for students who receive grades of D or F. Quarterly RTI meetings involve discussions among grade level teachers, academic support teachers, and the administrative team, to ensure that no child is falling through the cracks, and to brainstorm additional ideas for support.

Professional development is provided through monthly staff meetings, through weekly team planning, through regular PDR rotations, and by sending staff members to various local, state, and national conferences and trainings. Teachers with the greatest bank of instructional strategies are those who are best prepared to meet the needs of students.

2.5: Increased learning time and well-rounded education

Our master schedule is designed to maximize uninterrupted learning time for students in all grade levels. As we place specials, lunch, recess, and ELT on the schedule, we aim for the largest instructional blocks possible -- keeping in mind the developmental age of the students. (Kindergarten students cannot sustain four straight hours of instruction.) We offer intervention time for each grade level on a daily basis, so that students who are struggling or who have mastered the curriculum, receive appropriately leveled instruction. Beyond the academics, we provide daily Morning Meetings for all students, so that social-emotional skills may be grown. We utilize PBIS campus-wide, helping students further develop appropriate social skills. Character education is provided through Core Essentials from our counselor; she also provides guidance lessons, and sponsors friendship groups, groups for children of divorce, etc. New last year, after school extra curricular clubs are offered at MRE, provided by volunteer teachers. These clubs allow our kids to develop and strengthen areas of personal interest/hobbies. At MRE, we believe in educating the whole child.

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

At Risk students' needs are met in various ways at MRE. Any student failing a state test, or failing a subject area is immediately placed in RTI. A collaborative team meets every six weeks to review students who are struggling, and where they may be best served. Academic support teachers (state and federal funded) provide daily intervention in thirty minute slots for both Math and Reading during Extended Learning Time (Round Up).

We offer PreK education at MRE, in both English and Spanish. We have three classrooms of PPCD students, as well, knowing that early intervention is best.

Students requiring 504 or special education services are monitored closely by case managers, who meet regularly with classroom teachers to provide students with appropriate instruction. Communication with parents is also critical. IEPS and BIPS are enforced with high fidelity.

The behavioral progress and attendance rates of certain students are tracked closely by grade level assistant principals; parents are included if either area is in jeopardy.

Various mentoring programs exist on our campus, in order to help our students feel like they matter. We have Mav Buddies, KEYS, PALs, Sunshine Readers, and parent volunteers who meet with children on a one-on-one basis.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is reviewed and revised on an annual basis, at a spring CAT meeting. We typically provide various examples of the policies from different schools, and combine the best of all we see. This policy is posted on our campus website in Spanish and English, and is reviewed and distributed to families on our Back in the Saddle Night (Back to school night). This year, we will have parents, teachers, and students sign off in agreement to the policy. For families not attending, the document will be sent home and an incentive will be provided for students who do return the signed policy.

3.2: Offer flexible number of parent involvement meetings

Our Campus Advisory Team meets 4-6 times/year, and we offer a minimum of two Title One Family Involvement events per school year (one per semester). Parents of all students are invited for parent/teacher conferences every October. Every grade level offers a musical performance, to which parents are invited. Our PTA is active, and holds general meetings 4-6 times/year. Book Fairs offer opportunities for parents to be involved, as do Watch Dog Dads, and M&M Moms. Every grade level invites parents to Learning Celebrations and Field Days, typically held near the end of the school year. We welcome parent volunteers on a daily basis at MRE!

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Correa	Teacher	Title I	1
Qiana Wyche	Teacher	Title I	1
Robert French	Teacher	Title I	.5
Todd Stapleton	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Deborah Hubble	Principal
Administrator	James Herrington	Assistant Principal
Non-classroom Professional	Karlene Owston	Instructional Coordinator
Paraprofessional	Linda Jordan	Secretary
Classroom Teacher	Becky Ramirez	Academic Support Teacher
Community Representative	Robert French	Community Member
Business Representative	Todd Stapleton	EEK Science
Administrator	Marc Kampwerth	Assistant Principal
District-level Professional	Gail Mikeska	KISD Assessment Dept.
Classroom Teacher	Myralda Cantu	Teacher
Parent	Noemi Vasquez	Parent
Parent	Jessica Serna	Parent
Parent	Lisette Barrios	Parent
Parent	Maria Laura Fonseca	Parent
Parent	Laura Johansen	Parent
Parent	Jorge Bellido	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$9,000.00
1	2	1	Extra Duty Pay		\$3,500.00
1	2	1	Reading Materials		\$1,500.00
Sub-Total					\$14,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Teacher salaries		\$195,000.00
Sub-Total					\$195,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials		\$4,000.00
1	1	3	Registrations fees/room and board		\$6,300.00
1	1	5			\$42,000.00
1	2	2	Professional Development		\$1,800.00
4	2	1	Print shop materials, Tangible rewards		\$3,000.00
5	2	1			\$2,000.00
5	2	2			\$2,000.00
Sub-Total					\$61,100.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$2,000.00
1	1	2	Reading Materials		\$5,000.00
1	1	2	Electronic reading subscriptions		\$5,000.00
1	1	3	Registration fees/room and board		\$9,500.00

1	1	3	Professional book studies		\$3,000.00
1	1	3	Contracted services (speakers/trainers)		\$6,100.00
1	1	4	Instructional Materials		\$2,000.00
1	1	5	Instructional Materials		\$10,000.00
1	1	6	Teacher salaries		\$226,243.00
1	2	2	Professional Development		\$4,000.00
3	1	1	Supplies and Snacks for parenting events		\$4,072.00
3	2	1	Materials for instructional stations		\$2,857.00
3	2	2	Consultant fee, refreshments		\$6,350.00
3	2	3	Print shop materials, refreshments for parents		\$500.00
5	2	2			\$500.00
Sub-Total					\$287,122.00
Grand Total					\$557,222.00

Addendums

**Texas Education
Agency**

CONFIDENTIAL

**2018 Accountability Ratings Overall Summary
MORTON RANCH EL (101914130) - KATY ISD**

	Component Score	Scaled Score	Rating
Overall		86	Met Standard
Student Achievement		80	Met Standard
STAAR Performance	53	80	
College, Career and Military Readiness Graduation Rate			
School Progress		85	Met Standard
Academic Growth	78	85	Met Standard
Relative Performance (Eco Dis: 55.6%)	53	82	Met Standard
Closing the Gaps	94	89	Met Standard

Distinction Designations

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

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Accelerated Student Growth in ELA/Reading	38.0%	Q1
Grade 3 Reading Performance (Masters Grade Level)	27.0%	Q1
Grade 4 Reading Performance (Masters Grade Level)	33.0%	Q1
Grade 4 Writing Performance (Masters Grade Level)	8.0%	Q3
Grade 5 Reading Performance (Masters Grade Level)	32.0%	Q1
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9–12)		
Total Indicators for ELA/Reading		4 of 6

Distinction Campus Outcome: 4 of 6 eligible indicators in Q1 (Top Quartile)

4 of 6 = 67%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Mathematics
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Accelerated Student Growth in Mathematics	31.0%	Q1
Grade 3 Mathematics Performance (Masters Grade Level)	25.0%	Q2
Grade 4 Mathematics Performance (Masters Grade Level)	24.0%	Q3
Grade 5 Mathematics Performance (Masters Grade Level)	27.0%	Q3
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9–12)		
Total Indicators for Mathematics		1 of 5

Distinction Campus Outcome: 1 of 5 eligible indicators in Q1 (Top Quartile)

1 of 5 = 20%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Science
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.0%	Q2
Grade 5 Science Performance (Masters Grade Level)	26.0%	Q1
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		1 of 2

Distinction Campus Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Social Studies
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the *2018 Accountability Manual* for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Campus Name	District Name	AG Scaled Score
1 OWENS EL (101907119)	CYPRESS-FAIRBANKS ISD	91
2 FARINE EL (057912113)	IRVING ISD	88
3 DR MALAKOFF EL (240903130)	UNITED ISD	86
4 HOLMSLEY EL (101907121)	CYPRESS-FAIRBANKS ISD	86
5 JACKSON EL (043910101)	PLANO ISD	86
6 SPRINGHILL EL (227904109)	PFLUGERVILLE ISD	86
MORTON RANCH EL (101914130)	KATY ISD	85
7 PARKWAY EL (061902124)	LEWISVILLE ISD	85
8 CEDRIC C SMITH (170906106)	MAGNOLIA ISD	83
9 URSULA STEPHENS EL (101914128)	KATY ISD	83
10 OFFICER LEONARD A REED EL (246913124)	LEANDER ISD	82
11 STARK EL (057903106)	CARROLLTON-FARMERS BRANCH ISD	82
12 PARK LAKES EL (101913122)	HUMBLE ISD	80
13 ARTHUR KRAMER EL (057905169)	DALLAS ISD	79
14 BLANCO VISTA EL (105906113)	HAYS CISD	79
15 LEE EL (101907144)	CYPRESS-FAIRBANKS ISD	79
16 RYAN EL (061901113)	DENTON ISD	79
17 EVELYN TURLINGTON EL (237904107)	WALLER ISD	77
18 FRANZ EL (101914126)	KATY ISD	77
19 JACK & SHARON RHOADS EL (101914125)	KATY ISD	77
20 MESITA EL (071902130)	EL PASO ISD	77
21 MURRY FLY EL (068901126)	ECTOR COUNTY ISD	77
22 PETERS COLONY EL (061902109)	LEWISVILLE ISD	77
23 MEMORIAL PARKWAY EL (101914104)	KATY ISD	75
24 VETERANS HILL EL (246906106)	HUTTO ISD	75
25 ARIZONA FLEMING EL (079907133)	FORT BEND ISD	74
26 GREENLEAF EL (170907102)	SPLENDORA ISD	74
27 ROBERT KING EL (101914120)	KATY ISD	74
28 BENS BRANCH EL (170908111)	NEW CANEY ISD	72
29 JEAN & BETTY SCHMALZ EL (101914121)	KATY ISD	72
30 C D LANDOLT EL (084910112)	CLEAR CREEK ISD	70
31 DON JETER EL (020901110)	ALVIN ISD	70
32 INTERNATIONAL LEADERSHIP OF TEXAS (057848001)	INTERNATIONAL LEADERSHIP OF TEXAS	70
33 LAVACE STEWART EL (084910106)	CLEAR CREEK ISD	69
34 OAK POINT EL (061914108)	LITTLE ELM ISD	69
35 ZELMA HUTSELL EL (101914105)	KATY ISD	67
36 CHRISTIE EL (043905106)	FRISCO ISD	65
37 RIVER PINES EL (101913123)	HUMBLE ISD	62
38 SORTERS MILL EL (170908110)	NEW CANEY ISD	59
39 TOM GREEN EL (105906103)	HAYS CISD	59
40 MCROBERTS EL (101914116)	KATY ISD	58

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 82

DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 CEDRIC C SMITH (170906106)	MAGNOLIA ISD	100
2 DR MALAKOFF EL (240903130)	UNITED ISD	100
3 MESITA EL (071902130)	EL PASO ISD	100
4 EVELYN TURLINGTON EL (237904107)	WALLER ISD	96
5 ARTHUR KRAMER EL (057905169)	DALLAS ISD	94
6 JACKSON EL (043910101)	PLANO ISD	94
7 URSULA STEPHENS EL (101914128)	KATY ISD	92
8 JACK & SHARON RHOADS EL (101914125)	KATY ISD	89
MORTON RANCH EL (101914130)	KATY ISD	89
9 SPRINGHILL EL (227904109)	PFLUGERVILLE ISD	88
10 LEE EL (101907144)	CYPRESS-FAIRBANKS ISD	87
11 FARINE EL (057912113)	IRVING ISD	86
12 OWENS EL (101907119)	CYPRESS-FAIRBANKS ISD	86
13 STARK EL (057903106)	CARROLLTON-FARMERS BRANCH ISD	86
14 PARKWAY EL (061902124)	LEWISVILLE ISD	85
15 RYAN EL (061901113)	DENTON ISD	84
16 HOLMSLEY EL (101907121)	CYPRESS-FAIRBANKS ISD	81
17 DON JETER EL (020901110)	ALVIN ISD	80
18 BLANCO VISTA EL (105906113)	HAYS CISD	79
19 MEMORIAL PARKWAY EL (101914104)	KATY ISD	79
20 FRANZ EL (101914126)	KATY ISD	78
21 JEAN & BETTY SCHMALZ EL (101914121)	KATY ISD	78
22 VETERANS HILL EL (246906106)	HUTTO ISD	78
23 BENS BRANCH EL (170908111)	NEW CANEY ISD	77
24 GREENLEAF EL (170907102)	SPLENDORA ISD	77
25 PARK LAKES EL (101913122)	HUMBLE ISD	77
26 PETERS COLONY EL (061902109)	LEWISVILLE ISD	77
27 ROBERT KING EL (101914120)	KATY ISD	77
28 C D LANDOLT EL (084910112)	CLEAR CREEK ISD	76
29 LAVACE STEWART EL (084910106)	CLEAR CREEK ISD	76
30 ZELMA HUTSELL EL (101914105)	KATY ISD	76
31 OFFICER LEONARD A REED EL (246913124)	LEANDER ISD	74
32 ARIZONA FLEMING EL (079907133)	FORT BEND ISD	72
33 MCROBERTS EL (101914116)	KATY ISD	72
34 MURRY FLY EL (068901126)	ECTOR COUNTY ISD	72
35 OAK POINT EL (061914108)	LITTLE ELM ISD	72
36 INTERNATIONAL LEADERSHIP OF TEXAS (057848001)	INTERNATIONAL LEADERSHIP OF TEXAS	70
37 RIVER PINES EL (101913123)	HUMBLE ISD	65
38 CHRISTIE EL (043905106)	FRISCO ISD	63
39 TOM GREEN EL (105906103)	HAYS CISD	56
40 SORTERS MILL EL (170908110)	NEW CANEY ISD	43

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 87

DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Postsecondary Readiness
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	52.0%	Q2
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	41.0%	Q2
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		0 of 2

Evaluation of campus outcomes: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
MORTON RANCH EL (101914130) - KATY ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	121,831.0	125,638.0	97.0	97.1	Q2
Accelerated Student Growth in ELA/Reading	81	215	38	31	Q1
Accelerated Student Growth in Mathematics	71	232	31	30	Q1
Grade 3 Reading Performance (Masters Grade Level)	38	139	27	25	Q1
Grade 3 Mathematics Performance (Masters Grade Level)	35	140	25	26	Q2
Grade 4 Reading Performance (Masters Grade Level)	43	131	33	28	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	32	132	24	32	Q3
Grade 4 Writing Performance (Masters Grade Level)	11	131	8	15	Q3
Grade 5 Reading Performance (Masters Grade Level)	34	106	32	30	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	29	106	27	32	Q3
Grade 5 Science Performance (Masters Grade Level)	28	106	26	21	Q1
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Participation: Any Subject					
AP/IB Examination Results (Examinees >= Criterion): ELA					
AP/IB Examination Results (Examinees >= Criterion): Mathematics					
AP/IB Examination Results (Examinees >= Criterion): Science					
AP/IB Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	517	991	52.0	53.5	Q2
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	155	376	41.0	42.5	Q2
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9–12)					
Advanced/Dual-Credit Completion: Mathematics (9–12)					
Advanced/Dual-Credit Completion: Science (9–12)					
Advanced/Dual-Credit Completion: Social Studies (9–12)					
CTE Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations.