

Katy Independent School District
Morton Ranch Elementary
2019-2020 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.

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2019

Demographics

Demographics Summary

We ended the 2018-19 school year with 992 students and are projected for 999 children for 2019-20. We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

Our demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases mainly in the Hispanic and African American populations. Our Eco Dis population continues to grow, as well. As compared to last year, 67% of our children are economically disadvantaged, with 62% considered At Risk. Our Bilingual population remains the same (285), but our ESL and LEP populations decreased by 3% (to 14% and 42%). An area in which our district has experienced tremendous growth this past year is Special Education; here at MRE, our SPED pop grew by 2%, to 21%. While our attendance rate is very high (97%), and we currently place in the first quartile of our 40 comparable campuses. We have been school-wide Title One for ten years. Our staff is made up of 136 campus employees.

Demographic Information as of June 2019:

Race/Ethnicity

Hispanic – 567 (57%) Last year: 56%

African-American – 183 (19%) Last year: 19%

White – 138 (14%) Last year: 15%

Asian – 65 (7%) Last year: 6%

Two or More Races 29 (3%) Last year: 3%

Pacific Islander – 0 Last year: .2%

American Indian – 0 Last year: .2%

Student Groups

At Risk – 617 (62%) Last year: 66%

Eco Dis – 666 (67%) Last year: 67%

LEP – 420 (42%) Last year: 45%

Bilingual – 279 (28%) Last year: 28%

SPED – 204 (21%) Last year: 19%

ESL – 143 (14%) Last year: 17%

GT – 18 (2%) Last year: 2%

Mobility – around 12% (same)

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: 58 (47%)

Teachers by ethnicity: 6% AA, 40% Hisp, 49% White, 4% Asian, 1% Two or More Races

Teachers by highest degree held: 77% Bachelors, 22% Masters, 1% Doctorate

Teachers by years of experience: 12% Beg, 33% 1-5 years, 33% 6-10 yrs, 20% 11-20, 2% over 20. We average 7.6 years of teaching experience, below the average in Katy ISD (11.3) and in Texas (10.9).

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

Average Teacher Salaries range from \$55,388 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 7% over the past three 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 21% in two years, 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 four ECSE programs and three YCAP programs, so our percentages are slightly inflated. Regardless, over eighty students require special services through Resource or In Class Support.

Problem Statement 3: Almost half of our student body (42%) 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 2018-19 school year, Morton Ranch Elementary has again met all three targets:

- Domain I - Student Achievement (MRE scale score =77)
- Domain II - Student Progress (MRE Academic Growth scale score = 69, Relative Performance scale score = 79)
- Domain III - Closing the Gaps (MRE scale score = 74)

These scores result in Morton Ranch Elementary receiving a 2019 Texas Accountability Met Standard rating, with an overall letter grade of C/77. Unfortunately, this year, we earned no distinctions.

While we are proud to have met the state standard once again, we know there is still work to be done. On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches Grade Level Standard or above for All Students and the change from last year:

- Reading: 83% (District = 89%) -1
- Math: 84% (District = 89%) 0
- Writing: 71% (District = 81%) -1
- Science: 81% (District = 87%) -5

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

- Reading: 23% (decreased from 30% last year)
- Math: 23% (decreased from 25% last year)
- Writing: 9% (increased from 8% last year)
- Science: 24% (decreased from 25% last year)

With respect to the Progress Measure, this year we were below the district average on both Reading and Math. On Reading, 64% of the MRE students met or exceed progress, while the district percentage was 71. We experienced a decrease from last year (76%). Similarly on Math, 57% (down from 72%) of our students Met or Exceeded Progress while the district Progress rate was 76%.

Deep analysis of the STAAR data by grade level and by each student group reveals variances among sub-populations on campus. African American students improved on both Reading and Science, but declined in Math and significantly in Writing (72 to 58). Their Science improvement was remarkable: from 81 to 93! Our Asian population improved on every subject, with no less than 92% on any of the four tests. The Hispanic students improved on Math and Writing, but declined on Reading and Science. White students grew in Reading and Writing, but decreased on Math and Science. And sadly, our

Economically Disadvantaged population declined on all four tests, to scores ranging from 65% in Writing to 80 in Science.

Of the Academic Achievement Target Areas of Domain III, Morton Ranch Elementary met 14 of the 20 eligible targets. We missed in the following areas:

- ELA/Reading White Performance 45 (Target 60)
- Math White Performance 57 (Target 59)
- ELA/Reading Asian Performance 60 (Target 74)
- Math Asian Performance 76 (Target 82)
- Math Special Education Performance 14 (Target 23)
- Continuously Enrolled Math Performance 46 (Target 47)

The groups for which we are an Additional Targeted Support school are our White and Asian sub-populations.

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

TELPAS results indicate variance across our campus. Our goal would be that every student progresses at least one level on his/her Composite Score, but this did not happen. 3/4 of our First and Fifth Graders demonstrated this expected growth, but in 2nd and 4th Grades, only 36% did; in 3rd Grade, 58%.

In analyzing our students' End of Year Fountas & Pinnell Independent Reading Levels, one notes that we continue to have many students leaving their grade NOT on the expected reading level. In May of 2019, 61% of the kindergartners were reported to be reading On Level . This number drops to 42% in First Grade, 44% in Second Grade and in Third Grade, 30% in Fourth, and 52% in Fifth Grade.

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 twenty-five minutes of Round Up intervention for Math and/or Reading. Through state comp ed and federal Title One funds, we employ 3.5 Title One teachers and 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 remained relatively consistent (83%), we still have students who are not reading on grade level nor are they scoring at the Meets and Masters levels of performance. **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 maintained the large increase from 2017 (59 to 72 to 71), yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 30% scored a 5 or better. 27% 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: Less than 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 showed a decline in Science achievement this year, dropping from 86% to 81%. **Root Cause:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Helping students learn to write from Science Word Walls was a new concept to teachers during the 18-19 school year; additional understanding and implementation is needed.

Problem Statement 5: 2019 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: 2019 Accountability data revealed that although we did maintain most levels of academic performance in the 2018-19 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.

Data points collected by teachers include students' work in the following: Fountas and Pinnell Assessments, iStation, Math Progressions, DreamBox, Math Running Records, TELPAS, DLAs, and Campus-Based Assessments.

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, and this year, SPED staff will join one team on a regular basis for planning. Content Best Practice instructional sessions will be offered on a monthly basis to provide professional development opportunities for all.

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. 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. We provide before and after school tutorials and we utilize Extended Learning Time (ELT, or Round Up) for the majority of our intervention and extension.

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

Staff Recruitment and Retention:

Morton Ranch Elementary employees highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through 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 June of 2019, 74 of 78 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 2019-20 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!

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! We look forward to another retrofit during the 2019-20 school year.

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

1. We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts, then benefit from a monthly New Mavs Academy -- sessions led by our Lead Mentor, covering a variety of topics such as effective instructional strategies, classroom management techniques, and practical information (like how to input grades). With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.
2. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (leadership team)
3. RTI is being utilized successfully before students are referred to special education
4. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
5. Interruptions are kept to a minimum during the instructional day
6. Safety drills are performed frequently and effectively
7. Non-academic committees meet monthly and are teacher-led, to develop other areas of our working relationships: Sunshine, Safety, Volunteer Appreciation, and School Climate
8. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication
9. 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.

10. 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: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 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.

Problem Statement 2: 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 3: Some students do not behave according to the MRE Motto "MAVS." Until we have 0% discipline referrals, we will not be satisfied. **Root Cause:** Students need more training in PBIS and CHAMPS in order to internalize the expectations we hold for them.

Perceptions

Perceptions Summary

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. 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 fourth 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 more than 25% the number of discipline referrals over the past three 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 43 incidents reported in 2018-19, 118 incidents fewer than the year before. 53% of the problems occurred in the classrooms, 21% occurred on the bus and 19% occurred in other areas. 77% of these incidents occurred in the upper grades, and 40/43 incidents involved MALE students. Code 2 (Physical Contact/Creating a disruptive environment) was the highest reported incident, at 58%. 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 2018-19 school year (and for the second year in a row), 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 on 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, 98% feel that administration addresses their concerns in a timely and caring manner, 61% feel student behavior and discipline are handled in a proper and timely manner (39% of staff reported "sometimes" feeling this way), 91% 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, 93% feel that students are being academically challenged at MRE, and 93% of our staff feel there is a clear communication to staff in regard to expectations for policies and procedures.

Annual parent surveys indicate that over 93% of parents are Satisfied or Highly Satisfied with the education their children receive at Morton Ranch Elementary. Repeatedly, they single out teachers for whom they are so appreciative, listing ways that our staff go beyond the ordinary to meet the needs of their children. Most of our parents are working parents, unable to come to school often during the day, but certainly supportive of our efforts.

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
- 81 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, Family Fitness Night)
- Business partnerships with Chick-Fil-A, Hasta La Pasta, Chuy's
- 24 High School PALS that visit with at-risk students weekly
- 5 KEYS mentors that are active visitors at MRE
- Survey shows that majority (85%) of parents feel that their concerns are valued by the MRE staff
- Survey shows that majority (88%) 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. They love the Golden Ticket parties, earned twice/year.
- 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: Parent and family engagement have increased at MRE over the years, but we still do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves. **Root Cause:** We need to increase parent communication regarding opportunities for parental involvement, and vary the times and kinds of activities we offer to families.

Priority Problem Statements

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 remained relatively consistent (83%), we still have students who are not reading on grade level nor are they scoring at the Meets and Masters levels of performance.

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 1 Areas: Student Academic Achievement

Problem Statement 2: 2019 STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas.

Root Cause 2: Teachers need professional development in differentiating instruction for all learners.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Less than 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 3 Areas: Student Academic Achievement

Problem Statement 4: STAAR data indicates that 4th Grade Writing performance maintained the large increase from 2017 (59 to 72 to 71), yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 30% scored a 5 or better. 27% of students scored a 3 or lower.

Root Cause 4: Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Our students showed a decline in Science achievement this year, dropping from 86% to 81%.

Root Cause 5: Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Helping students learn to write from Science Word Walls was a new concept to teachers during the 18-19 school year; additional understanding and implementation is needed.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year.

Root Cause 6: 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.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Almost half of our student body (42%) is Limited English Proficient, indicating need for instructional strategies that go beyond verbal delivery.

Root Cause 7: Our state and city are becoming increasingly diverse, and this is reflected in our school.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 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 8: 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 8 Areas: Perceptions

Problem Statement 9: Parent and family engagement have increased at MRE over the years, but we still do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves.

Root Cause 9: We need to increase parent communication regarding opportunities for parental involvement, and vary the times and kinds of activities we offer to families.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Some students do not behave according to the MRE Motto "MAVS." Until we have 0% discipline referrals, we will not be satisfied.

Root Cause 10: Students need more training in PBIS and CHAMPS in order to internalize the expectations we hold for them.

Problem Statement 10 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

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

Performance Objective 1: The overall percentage of students scoring at least at the "Meets" level of the STAAR Reading test will increase by 10 percent over 2019 scores.

Evaluation Data Source(s) 1: STAAR data, Accountability information for 2019-20

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.	2.4, 2.5, 2.6	Instructional Coach - ELA	Increase in student achievement.				
Problem Statements: Student Academic Achievement 1, 5 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 48065.00, 192 - Special Project - 4500.00							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 remained relatively consistent (83%), we still have students who are not reading on grade level nor are they scoring at the Meets and Masters levels of performance. **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 5: 2019 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: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. **Root Cause 1:** 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 2: The overall percentage of students scoring at least at the "Meets" level of the STAAR Math test will increase by 10 percent over 2019 scores.

Evaluation Data Source(s) 2: STAAR results, Accountability information for 2019-20.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.</p>	2.4, 2.5, 2.6	Instructional Coach - Math/Science	Increase in student achievement				
<p>Problem Statements: Student Academic Achievement 3, 5 - School Processes & Programs 1 Funding Sources: 192 - Special Project - 4500.00, 211 - Title I Part A - 28229.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: Less than 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 5: 2019 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.</p>

School Processes & Programs

Problem Statement 1: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. **Root Cause 1:** 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: The percentage of 5th Grade students scoring at least at the "Meets" level of the STAAR Science test will increase by 10 percent over 2019 scores.

Evaluation Data Source(s) 3: STAAR data, 2020 Accountability report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Improve low-performing schools 1) Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.	2.4, 2.5, 2.6	Instructional Coach for Science/Math	Increase in student achievement				
Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 10600.00							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 4: Our students showed a decline in Science achievement this year, dropping from 86% to 81%. Root Cause 4: Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Helping students learn to write from Science Word Walls was a new concept to teachers during the 18-19 school year; additional understanding and implementation is needed.
Problem Statement 5: 2019 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: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. Root Cause 1: 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 4: The percentage of 4th Grade students scoring at least at the "Meets" level of the STAAR Writing test will increase by 10 percent over 2019 scores.

Evaluation Data Source(s) 4: STAAR data, 2020 State Accountability report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Improve low-performing schools 1) Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.</p>	2.4, 2.5, 2.6	Instructional Coach for ELA/Reading	Increase in student achievement.				
<p>Problem Statements: Student Academic Achievement 2, 5 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 6800.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: STAAR data indicates that 4th Grade Writing performance maintained the large increase from 2017 (59 to 72 to 71), yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 30% scored a 5 or better. 27% 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 5: 2019 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.</p>
School Processes & Programs
<p>Problem Statement 1: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. Root Cause 1: 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.</p>

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

Performance Objective 5: The percent of students demonstrating progress at the Meets or Exceeds levels on STAAR Reading and on STAAR Math will increase by 10% for each subject.

Evaluation Data Source(s) 5: STAAR data, 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Improve low-performing schools 1) (GT) Support the social and emotional needs of gifted students by addressing these needs through direct instruction or through professional development.	2.4, 2.5	Principal	Increase in achievement and progress of GT students.				
	Problem Statements: Student Academic Achievement 1, 3						
2) Technology: Provide opportunities -- including professional development -- to build teacher capacity to effectively integrate technology tools relevant to the digital learner.	2.5, 2.6	Instructional Coaches	Increase in effective use of technology as observed in Walk Throughs and Observations				
	Problem Statements: Demographics 3						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) ELs: Monitor EL's academic and linguistic progress by ensuring that the ELPS are implemented in all content areas in all grades. Train all EL staff, administrators, and counselor on state compliance items, including initial LPAC training, qualification tests, STAAR and TELPAS.	2.4, 2.6	Instructional Coordinator	Increase in student achievement				
	Problem Statements: Demographics 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) To meet the needs of students currently not meeting state expectations in any curricular area, 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.</p>	2.4, 2.5, 2.6	Principal	Increase in student achievement				
<p>Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 - Title I Part A - 226243.00, 199 - State Comp Ed - 195000.00</p>							
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>5) Provide time for teachers to meet in PLCs to analyze data, create common assessments, and road map effective instruction for upcoming units.</p>	2.5, 2.6	Assistant Principals for Grade Levels	Increase in student achievement				
<p>Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 1</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Flexibly regroup students during Round up to allow for targeted instruction based on student need in Reading and Math, providing opportunities for both reteaching and enrichment.</p>	2.4, 2.5, 2.6	Assistant Principals for Grade Levels	Increase in student achievement.				
<p>Problem Statements: Student Academic Achievement 1, 3, 5</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Almost half of our student body (42%) 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

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 remained relatively consistent (83%), we still have students who are not reading on grade level nor are they scoring at the Meets and Masters levels of performance. **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 3: Less than 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 5: 2019 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: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. **Root Cause 1:** 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 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. Informal reviews will be held following every CBA, and formal reviews will be held quarterly.

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
TEA Priorities Build a foundation of reading and math 1) Students will set academic goals, analyze their performance, and graph results in order to ensure that everyone makes at least one year's growth.	2.4, 2.5, 2.6	Assistant Principals (grade levels)	Increase in student performance				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I Part A - 660.00						
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.	2.4	Instructional Coaches	Consistent assessment across grade levels; increased student performance.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR data indicates that while student performance in Reading in Grades 3, 4, and 5 remained relatively consistent (83%), we still have students who are not reading on grade level nor are they scoring at the Meets and Masters levels of performance. **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 maintained the large increase from 2017 (59 to 72 to 71), yet more than a quarter of our 4th graders cannot use written language as expected. Zero students scored an 8 on their essays; only 30% scored a 5 or better. 27% 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: Less than 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 showed a decline in Science achievement this year, dropping from 86% to 81%. **Root Cause 4:** Students continue to need hands-on experiences on a regular basis in K-5, in order to develop scientific conceptual understanding. Helping students learn to write from Science Word Walls was a new concept to teachers during the 18-19 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 parent and community involvement by 10% annually by offering a variety of activities and events supporting the whole child.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Improve low-performing schools 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.	3.1, 3.2	Title One Coordinator	Increase in volunteer base				
	Problem Statements: Perceptions 1, 2						
2) Promote family and community engagement by hosting academic nights and training sessions at various times, to assist parents in learning in their home language, distributing parent engagement and family involvement procedures and the parent/school compact.	3.1, 3.2	Title One Coordinator	Increase in parent involvement and attendance at events/activities.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 211 - Title I Part A - 8650.00						
3) The CAT, teachers, administrators, staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school.	3.2	Principal	Increase in student achievement.				
	Problem Statements: Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 4) Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs.	2.5, 2.6, 3.2	AP for Primary Grades	Increased PreK/Kindergarten registration				
TEA Priorities Improve low-performing schools 5) Provide a smooth transition for 5th graders going to 6th grade by inviting JH counselors to MRE to teach about course selection, through visits from the Fine Arts departments, and through other exchanges (ie: library visits, etc.)	3.2	Counselor	Increased interest in and awareness of available JH programming				
Problem Statements: Perceptions 2							

Performance Objective 1 Problem Statements:

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.
Problem Statement 2: Parent and family engagement have increased at MRE over the years, but we still do not have 100% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves. Root Cause 2: We need to increase parent communication regarding opportunities for parental involvement, and vary the times and kinds of activities we offer to families.

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

Performance Objective 1: 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) 1: Discipline referral data, Student Recognition data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Continue Positive Behavior Intervention and Supports. Clarify and amend school-wide expectations for common areas, reward structures, including tangible and non-tangible incentives by adding in dimensions of CHAMPS.	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				
Problem Statements: School Processes & Programs 3 Funding Sources: 199 - General Fund - 3000.00							
TEA Priorities Improve low-performing schools 2) Offer short term, after school clubs based on topics of interests to elementary aged students. Utilize parent and community volunteers to lead these clubs, alongside volunteer staff members.	2.5, 3.2	Instructional Coordinator	Increased family involvement on campus. Positive Parent and Student Survey feedback				
Problem Statements: Perceptions 1							
3) Implement strategies and activities to prevent bullying/cyber-bullying to encourage kind and appropriate behavior among all students.	2.5	Counselor	Decrease in bullying related discipline incidents.				
Problem Statements: School Processes & Programs 3							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Some students do not behave according to the MRE Motto "MAVS." Until we have 0% discipline referrals, we will not be satisfied. Root Cause 3: Students need more training in PBIS and CHAMPS in order to internalize the expectations we hold for 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 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: We will decrease/eliminate the presence of unidentified visitors on campus, consistently directing all visitors to enter MRE through the front office (Safety).

Evaluation Data Source(s) 2: District safety audit (passing score)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide training to students and materials to remind them about not opening doors for ANYONE. (ie: Grade Level Campfire chats, Reminder Stickers by exterior doors.)	2.5	Safety Liaison	Zero unidentified visitors on campus.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: 90% of MRE teachers will perform at the proficient level according to the T-TESS evaluation or alternate instrument.

Evaluation Data Source(s) 1: EOY Conference data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Administration will meet with staff to establish Student Learning Objectives, set professional development goals, conduct walk throughs and formal observations in order to provide feedback regarding areas of reinforcement and refinement.	2.4, 2.5, 2.6	Principals	Increase in teacher retention, increase in student achievement				
	Problem Statements: School Processes & Programs 1						
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers new to the profession or to MRE receive a week-long New Teacher Orientation, provided by district and campus personnel, and throughout the school year, we hold the New Mav Academy on a monthly basis to support those new to our school.		Principal	Retain 100% of our staff from one year to the next (given equal staffing units from KISD).				
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 are adding Content Best Practice sessions after school once/month for the 2019-20 school year. Root Cause 1: 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.

State Compensatory

Budget for Morton Ranch Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$195,000.00
	6100 Subtotal:	\$195,000.00

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. The CAT team is made up of parents, teachers, business and community members, and administrators. 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. It was last revised on April 29, 2019. Previous revisions include February 25, 2019 and September 19, 2018.

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.) The CIP is also available in Spanish and in English in our Front Office on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

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.

The CIP is also available in Spanish and in English in our Front Office on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

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 monthly Content Best Practice sessions, 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 at least 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 two, twenty-five minute slots for both Math and Reading during Extended Learning Time (Round Up).

We offer full-day PreK education in Spanish here on campus, and at Golbow Elementary in English. We have three classrooms of ECSE 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.

Most recently, this Policy was revised on April 29, 2019 at a CAT meeting. The PFE Policy is available in Spanish and in English in our Front Office on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

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. Grade levels offer a musical performance every other year, 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 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

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Deborah Hubble	Principal
Administrator	Jaymee Herrington	Asst. Principal
Administrator	Marc Kampwerth	Asst. Principal
Non-classroom Professional	Karlene Owston	Instructional Coordinator
Classroom Teacher	Angela Rippley	YCAP Teacher
Community Representative	Robert French	Volunteer
Parent	Jennifer French	Parent
Paraprofessional	Janet Caboche	Paraprofessional
District-level Professional	Ashlee Laird	District - CTE
Classroom Teacher	Doris Drevon	4th Grade Teacher
Classroom Teacher	Soleil Roper	Bil 2nd Grade Teacher
Parent	Monica Rexach	Parent
Classroom Teacher	Lauren Gonzalez	1st Grade Teacher

District Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$4,500.00
1	2	1	Extra Duty Pay		\$4,500.00
Sub-Total					\$9,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	State Comp Ed Personnel		\$195,000.00
Sub-Total					\$195,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Print shop materials, Tangible rewards		\$3,000.00
Sub-Total					\$3,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$3,000.00
1	1	1	Instructional materials		\$28,560.00
1	1	1	Online resources		\$4,200.00
1	1	1	Professional Development		\$12,305.00
1	2	1	Extra Duty Pay		\$3,000.00
1	2	1	Instructional Materials		\$20,929.00
1	2	1	Professional Development		\$4,300.00
1	3	1	Instructional Materials		\$2,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Professional Development		\$8,600.00
1	4	1	Instructional Materials		\$2,450.00
1	4	1	Professional Development		\$4,350.00
1	5	4	Title I Personnel		\$226,243.00
2	1	1	Professional Development		\$660.00
3	1	2	Parent education and family involvement programs/activities		\$8,650.00
Sub-Total					\$329,247.00
Grand Total					\$536,247.00

Addendums

**Texas Education Agency
2019 Accountability Ratings Overall Summary
MORTON RANCH EL (101914130) - KATY ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		77	C
STAAR Performance	50	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	68	69	D
Relative Performance (Eco Dis: 56.0%)	50	79	C
Closing the Gaps	57	72	C

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

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