Katy Independent School District

Morton Ranch Junior High

2018-2019 Campus Improvement Plan

Mission Statement

By maintaining positive interactions, high expectations, and a proactive approach, Morton Ranch Junior High will create a learning environment that is personalized to meet the academic, social, and emotional needs of each individual student.

Vision

Leading the Path to Excellence.

Motto

Be Excellent on Purpose!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Morton Ranch Junior High opened its doors in the fall of 2003. It serves a diverse student population of approximately 1230 students and 130 teachers and support staff. The demographic breakdown of Morton Ranch Junior High is 17% African American, 4% Asian, 57% Hispanic, 1% Pacific Islander, 2% Two or More races, and 19% White. Additionally, 64% of our students meet criteria as economically disadvantaged, 13% receive special education services, and 12% of our population are English Language Learners. Moreover, 50% of our students qualify for at-risk services, 3.7% are gifted and talented, and 23% participate in CTE courses. The most current data shows that our campus attendance rate is 97% with a mobility rate of 11.6. Our campus demographics have remained steady over the past 3-5 years.

Staff Quality

Morton Ranch Junior High places a high priority in employing a high-quality, talented staff. Each teacher and new staff member is being supported by our instructional coaches and administrative team. All teachers will attend ongoing professional learning sessions throughout the school year. The professional development will be designed to meet the targeted departmental and school goals. Professional learning will be provided by instructional coaches, district curriculum coordinators, campus administration, department chairs, and outside consultants.

Providing ongoing, targeted, job-embedded professional learning and support throughout the year will be critical to the academic achievement of our students and the professional growth of our staff. The implementation of the T-TESS evaluation system will also support the goal-setting process and the use of feedback to support teacher growth and development. In addition to professional development, weekly PLC meetings will reinforce and support what teachers are learning, lesson design, and the implementation of best-practices in daily lessons. Teachers will also participate in an instructional rounds process that is designed as an opportunity for growth and reflection.

We have a shared commitment to our values and a standard of excellence at Morton Ranch. Our school mission is “Be Excellent on Purpose.” This mission is the anchor for every conversation we have and all of our actions at Morton Ranch. We

have discussed what excellence looks like in all aspects of our school. Administrators, teachers, support staff, and students are engaged in high levels of learning and the outcome of our actions and what we produce is excellent.

Demographics Strengths

- The diversity of our campus gives students the opportunity to learn from and with students from multiple cultural and ethnic groups.
- We are serving multiple children from the same families each year, which shows that our community values their neighborhood school.
- Although our mobility rate is increasing each year, we are making achievement progress in all content areas.
- The hiring of highly qualified teachers to join our staff has significantly increased the professional capital of our building.

Student Academic Achievement

Student Academic Achievement Summary

For the 17-18 school year, Morton Ranch Junior High met all three targets:

- Student Achievement
- Score: 77 (State Target Score=100)

- School Progress
- Score: 82 (State Target Score=100)

- Closing the Gaps
- Score: 84 (State Target Score=100)

3-year comparison of progress on ALL SUBJECTS

Subjects	2016	2017	2018
All Subjects	75	76	77
Reading	78	77	77
Mathematics	77	80	85
Writing	70	67	73
Science	72	76	72
Social Studies	65	70	68

3-year comparison of Meets Grade Level performance on ALL SUBJECTS

Subjects	2016	2017	2018
All Subjects	34	38	43
Reading	40	41	42
Mathematics	41	45	47
Writing	32	32	43
Science	36	46	43
Social Studies	31	39	36

3-year comparison of Masters Performance on ALL SUBJECTS

Subjects	2016	2017	2018
All Subjects	14	16	19
Reading	17	17	23
Mathematics	13	17	17
Writing	7	7	12
Science	12	15	20
Social Studies	17	23	19

The data shows that significant improvement has occurred in the area of math and writing. Other areas, such as writing, showed slight gains, but overall, most areas show stagnation or small increases and decreases.

Achievement by Ethnicity & Student Groups by Subject: Reading

Ethnicity	2016	2017	2018
African American	68	70	71
Hispanic	76	76	76
White	88	82	82
Asian	92	84	85
Two or More Raches	80	88	95
Economically Disadvantage	74	73	73
English Language Learners	44	48	43
SPED	31	34	48

Data shows that student groups are performing at the same rate each year. There is an 11% disparity between the highest performing ethnic group [white students] and the lowest performing ethnic group [black students]. The Asian student group has declined each year. Although there has been an increase in achievement each year in English Language Learners and SPED student groups, they still continue to underperform significantly.

Achievement by Ethnicity & Student Groups by Subject: Math

Ethnicity	2016	2017	2018
African American	63	71	80
Hispanic	77	79	85
White	85	87	87
Asian	90	84	96
Two or More Races	85	92	100
Economically Disadvantaged	73	77	83
English Language Learners	54	55	67
SPED	35	47	57

Achievement in most all student groups has increased significantly in two years, and the gap in the disparity between our three largest student groups has decreased significantly. Although there has been a increase in achievement each year in the English Language Learners and SPED student groups, they still continue to underperform significantly.

Achievement by Ethnicity & Student Groups by Subject: Writing

Ethnicity	2016	2017	2018
African American	53	54	69
Hispanic	68	67	72
White	78	74	77
Asian	100	80	*
Two or More Raches	63	86	*

Economically Disadvantaged	65	61	68
English Language Learners	30	32	33
SPED	24	24	39

Achievement for African-American students has increased significantly in writing, and the gap in the disparity between the three largest student groups has decreased. SPED students performed significantly better than the previous 2 school years and economically disadvantaged students showed a significant increase.

Achievement by Ethnicity & Student Groups by Subject: Social Studies

Ethnicity	2016	2017	2018
African American	52	62	65
Hispanic	61	68	64
White	81	78	75
Asian	94	94	90
Two or More Raches	86	*	*
Economically Disadvantage	60	67	62
English Language Learners	25	19	24
SPED	31	31	33

Achievement for the African American group has grown 14% in the past three years from 51% to 65% of students approaching grade level. Achievement for English Language Learners improved 5%. The Asian student group has regressed 9% in the past three years from 94% to 85% in approaches standard. In addition, for masters standard the Asian student group has regressed

20% from 50% to 30% masters standard. Students from the economically disadvantaged group have remained stagnant for the past three years from 59.76% of students approaching standard in 2016 to 60.29% of students approaching standard in 2018. The white student group has regressed over the past 3 years from 80% to 75%.

Achievement by Ethnicity & Student Groups by Subject: Science

Ethnicity	2016	2017	2018
African American	63	62	66
Hispanic	66	74	71
White	91	86	78
Asian	94	94	76
Two or More Raches	71	83	*
Economically Disadvantage	65	71	69
English Language Learners	*	23	31
SPED	40	40	24

Student achievement for African-American and Hispanic students has fluctuated slightly, while achievement among White and Asian students has dropped significantly. Over the past three years, 8th grade science STAAR scores have maintained in the 70th percentile. Possible reasons for the lack of progress could be insufficient rigor and a lack of exposure to scientific language in instruction, formative and summative assessments. In addition, instruction needs to address the cultural needs of students in order that instruction is relevant. The department has been diligently working on implementing classroom instructional strategies to facilitate a deeper understanding of science concepts amongst students. For the 2018-2019 school year, the department will place a greater focus on differentiation in instruction and final product, as well as increasing the use of scientific language during instruction and rigor of summative assessments. Science teachers will also provide students with more opportunities to demonstrate mastery through increased formative assessments that are varied and are catered to the individual needs of students.

Distinction Designations

The campus also earned two Distinction Designations:

- Comparative Growth-Top 25%
- Comparative Closing Gaps-Top 25%

Distinction Designations: Academic Achievement in English Language Arts

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018
Accelerated Growth in Reading	16%-Q2	13%-Q4	23%-Q1
Grade 6 Reading Performance (Masters)	16%-Q2	12%-Q3	18%-Q2
Grade 7 Reading Performance (Masters)	20%-Q2	21%-Q2	26%-Q2

Grade 7 Writing Performance (Masters)	7%-Q4	7%Q3	12%-Q1
Grade 8 Reading Performance (Masters)	14%-Q3	17%-Q3	25%-Q2

Data shows that student significant improvement has been made in accelerated growth in the area of reading and the percentage of students scoring masters on the STAAR writing exam. MRJH scored in the top 25% compared to 40 other campuses with similar demographics. Although MRJH scored in the 50th percent quartile in masters performance in grades 6-8 in reading, significant improvement in those areas was noted.

Distinction Designations: Academic Achievement in Mathematics

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018
Accelerated Growth in Math	9%-Q3	12%-Q3	14%-Q2
Grade 6 Math Performance (Masters)	7%-Q4	12%-Q3	18%-Q1

Grade 7 Math Performance (Masters)	14%-Q2	11%-Q2	6%-Q4
Grade 8 Math Performance (Masters)	3%-Q4	8%Q2	11%-Q2
Algebra 1 Participation	28%-Q3	36%-Q1	29%-Q2
Algebra 1 Performance (Masters)	51%-Q4	63%-Q3	58%-Q3

MRJH scored in the top 25% for students performing mastery on the 6th Grade STAAR test compared to 40 other campuses with similar demographics.

Distinction Designations: Academic Achievement in Science & Social Studies

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018
Grade 8 Science Performance (Masters)	11%-Q3	15%-Q2	20%-Q3
Grade 8 Social Studies (Masters)	17%-Q1	23%-Q1	19%-Q2

Although data shows improvement in the area masters performance on the science exam, MRJH scored significantly lower than other campuses with similar demographics. While social studies masters performance decreased slightly.

Indicator	Indicator Score 2016	Indicator Score 2017	Indicator Score 2018
Percent of STAAR Results at Meets or Exceeds Grade Level	34%-Q3	38%-Q2	43%-Q2

Overall, student mastery is increasing each year on all exams combined.

Although we made progress in closing the achievement gap between our student groups and in student achievement, a deep analysis of the above scores by student group reveals some declines or disparities that need to be addressed:

- **Reading:**
  - 71% African American
  - 43% English Language Learners
  - 48% SPED
- **Math:**
  - 67% English Language Learners
  - 57% SPED
- **Writing:**
  - 39% SPED

    - 33% ELLs
- **Science:**
    - 78% White
    - 76% Asian
    - 24% SPED
- **Social Studies:**
    - 64% Hispanic
    - 75% White
    - 62% Economically Disadvantaged
    - 33% SPED

Strategies to increase student achievement in all subjects for all student groups will be implemented and closely monitored; however, specific strategies will be outlined in the campus improvement plan to address the targeted student groups listed above.

The amount of student participation in each group varies by size; however, the campus has been analyzed by each individual standard and student. Students will be targeted for acceleration and intervention. special emphasis needs to be placed on our students who are members of our economically disadvantaged student group. Special emphasis will be focused on closing the gap in our Special Education and English Language Learner groups.

Student Group	Reading	Mathematics	Writing	Science	Social Studies
Economically Disadvantaged	73%	83%	68%	69%	62%

Student Group	Reading	Mathematics	Writing	Science	Social Studies
SPED	48%	47%	39%	24%	33%
ELL	43%	55%	*%	*%	*%

SPED reading scores have improved over the past three years from 27% to 39% which is a growth of 12%. In addition, over the past three years SPED kids who meet standard have grown 6% from 7% to 13%. SPED math scores have improved over the past three years from 32% to 49% which is a 17% growth. Seventh grade SPED writing scores have grown 13% in the last three years from 17% to 30%. Of all SPED reading scores, 8th grade is experiencing challenges with STAAR. Only 6.25% of 8th grade students approached grade level on the STAAR reading test as compared to 41.86% of 6th grade and 34.15% of 7th grade.

In the area of math scores,8th grade is experiencing the most challenges with STAAR. Only 18.18% of 8th students approached grade level on the STAAR math test as compared to 54.55% of 6th grade and 42.5% of 7th grade.

Over the past three years SPED scores in Science have regressed from 31% to 15% in the past three years which is a loss of 14%.

Over the past three years, Social Studies SPED scores have remained stagnant and haven't revealed any substantial growth. Social Studies SPED scores have only grown 2 percentage points from 24% to 26%.

Based on the TELPAS data, Morton Ranch Junior High will work on the areas of Listening and Speaking by encouraging teachers to promote academic and social language in the classroom. Teachers will also focus on improving written language using various sheltered strategies (i.e. QSSSA) to in-turn, improve the other areas in need (Speaking and Listening).

An area of accomplishment for ELLs on the TELPAS assessment is an improvement overall in the area of writing with the averages increasing in the scores of "Advanced" and "Advanced High".

Student Academic Achievement Strengths

Student achievement increased in the areas of math and writing.

Distinction Designation earned for Top 25 Percent in Comparative Academic Growth and Comparative Closing the Gaps

Significant gains have been made in the African American student group in all subjects resulting in closing the achievement gap.

SPED students showed significant progress in reading, writing, and math.

English Language Learners demonstrated significant gains in math and social studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement. **Root Cause**: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2: Although the advanced performance of students increased , students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. **Root Cause**: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.

Problem Statement 3: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs. **Root Cause**: Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

School Processes & Programs

School Processes & Programs Summary

Promoting School Attendance

In order to ensure that the needs of our students are met, we have implemented a structure for welcoming and assisting new families who enroll throughout the year. We have many students who withdraw and then re-enroll at a later time in the school year. We do our best to put the same schedule in place that the student had when they withdrew from MRJH. This is a benefit to our students because the relationship with the teacher and classmates had already been established prior to them leaving.

In order to ensure that students are attending school daily, the attendance clerk and assistant principals work together to implement multiple supports to address chronic absenteeism. School-wide incentives are also in place to reinforce attendance. Student tardies have also decreased due to the implementation of tardy sweep stations.

Positive Behavior Intervention Supports (PBIS)

From 2015 – 2018, discipline incidents have fluctuated at MRJH. In 2015, there were a total of 1,595 discipline incidents. That number declined in 2016 to 1,037. There was a slight increase in 2017 to 1,136. However, in 2018 there was a significant increase in discipline incidents to 1,428. This is possibly a result in how student tardies are now tracked.

At MRJH, the major discipline concern over the past three years has been excessive tardies. To address this issue, the school has implemented the use of tardy stations to monitor students arriving to class late. Once a student has accumulated 5 tardies in a grading period, he/she is required to attend a detention. Incentives are also used in order to celebrate students who arrive to all classes on time in a grading period. Those students receive an invite to participate in a “No Tardy Party”, in which popsicles/ice cream is served. At the end of the school year, students who have zero tardies for the entire school year, are invited to attend an end of year no tardy party.

Another aspect of discipline to address is the disproportionality in discipline incidents reported between racial/ethnic groups. Although Latino students compress more than 50 percent of the student population, the number of discipline incidents for 2018 approached 290. This constitutes 24 percent of all discipline incidents on campus. African American students comprise 17 percent of the student population but were involved in 9.1 percent of discipline incidents. White students comprise 22 percent of the student population and 8.3 percent of discipline incidents for the 2017/2018 school year. These numbers indicate that implicit bias when reporting discipline incidents does not seem to be a major issue at MRJH.

As a result of increased vigilance and monitoring by school staff, implementing and maintaining safety procedures, as well as persistently communicating behavioral expectations to our student body, we have been successful in maintaining a safe and productive learning environment.

Our PBIS Leadership Committee meets monthly to review discipline data to determine the effectiveness of our school-wide expectations and teacher-to-student interactions.

A review of our PBIS program was conducted and we received recognition for the following areas: Established PBIS Team, Implementation Plan, Encouraging Campus Feedback, Faculty Commitment, Reduction in Discipline Referrals, Expectations and Rules developed. Areas identified as a focus need for the 17-18 school year included: Teaching expectations and rules, Creating Sub Committees, Reward and Recognition ceremonies, and classroom systems. This will continue to be an area of focus for the 18-19 school year.

The implementation of these supports will be evaluated by The PBIS Leadership Team monthly.

Supporting our ELLs

Our ELL student population showed growth in many areas as measured by the 2018 administration of the STARR test. This growth can be attributed to the implementation and monitoring of the strategies recommended by an ELL consultant that was provided by the district ELL department. In order to continue to increase academic achievement within this student group, the master schedule was built around the needs of our ELL students and the hiring of certified ESL teachers was a high priority. Staff members who are serving our ELLs will also participate in targeted training designed to meet the needs of our English Language Learners. An action plan with built-in support will be implemented and monitored.

Supporting our Underperforming Learners

For our students who are considered At-Risk according to the 13 criteria as outlined by the state, those students receive intervention and additional counseling services and support. The progress of our at-risk population is monitored by our student support administrator, testing facilitator, counselors, assistant principals, and teachers. We have an RTI collaborative process in place to ensure that students are not falling through the cracks. Students are assigned to targeted advisory classes and are selected to participate in our Maverick Academy.

RtI committee meetings are held quarterly and on an as needed basis to review student needs. Multiple data measures are used to identify students who are performing below expectations or who are not demonstrating growth. The following questions are asked are used to facilitate the meeting:

- Is the student making progress?
  - If so, what is contributing to the progress?
  - If not, what interventions are being used?
- What parent communication has taken place?
- What interventions need to be put in place to address student needs?
  - How long will these interventions be put in place?
  - What evidence needs to be collected to determine if interventions are being successful?
- Who is responsible for collecting and uploading data into the student management system?
- When will the RtI team reconvene to determine review student progress?

These meetings are facilitated by the RtI coordinator, assistant principals, counselors. Classroom teachers and campus interventionist are also required to attend.

After school tutoring is offered as a Tier I intervention for all students. A comprehensive, multi-tiered, instructional Tier II approach has been developed to support students who need additional assistance.

Study Hall

Students who have earned zeros on homework and classwork assignments will complete the assignments in study hall. Our goal is to ensure that all of our students demonstrate academic responsibility. Zeroes should never be permitted at MRJH. The only way to truly ensure mastery and understanding is to have students complete all assignments.

Learning Lab

Students are permitted to work on targeted computerized intervention programs designed to meet the specific needs of the student.

Targeted Intervention

Intervention will be provided in STAAR tested areas. An intervention program will be designed to meet the needs of the students who have been invited to attend the intervention.

Promoting Post Secondary Readiness

Ensuring that our students have the opportunity to earn high school credit while they are in junior high is also a priority of MRJH. 100% of our students who took the Algebra EOC passed the exam on the first administration, and 59% of our students scored at the advanced level.

Through the implementation of the Naviance program and the Career Portals class, students will be exposed to possible future careers and colleges. By providing a rigorous, engaging curriculum for all students, especially those who are on track for high school AP courses, we are building a solid foundation for our students to take AP and college credit courses for students once they enter high school.

Ensuring Quality Instruction

The Curriculum, Instruction, and Assessment focus at Morton Ranch Junior High is guided by the TEKS, which are organized into unit plans. In order to ensure that our students acquire the skills and knowledge necessary to have successful high school and postsecondary experiences in higher education, technical schools, or in the workplace, a curriculum and instructional model with measurable results for student learning has been designed and implemented throughout our school. This model focuses on the results that each student achieves in meeting and exceeding state standards as well as the approved district and content standards. Meeting these high-performance standards is accomplished by:

§ recognizing and believing that all students are capable of achieving excellence in learning the essentials of formal schooling;

§ allowing the instructional process to be adapted and modified to improve learning when appropriate;

§ accepting the fact that schools can maximize the learning conditions for all students through a written and aligned curriculum, clearly-stated objectives, quality teaching, high expectations for achievement, and pre-post assessments that are aligned to the district curriculum for the purpose of improving student learning; and

§ involving parents and the community as partners with the district to provide a safe, orderly learning environment, challenging curriculum, quality educational programs, and successful learning experiences for each student.

Teachers use the most current edition of the unit plans for their course(s). This curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and district extension objectives. The curriculum prepares students for the STAAR test and builds the necessary skills for success in the next grade level. Teachers should teach not only the topic listed but also present the standard and assess it at the designated level of rigor.

Teachers meet in PLCs on the designated planning day. The role of the instructional coach during the planning session is to ensure that the team is aligned and on target with the unit plans. The IC will also ensure that all assessments and activities are aligned and designed at the level in which the TEKS were written.

In order to ensure high-quality instruction, lesson design is evaluated using the following T-TESS criteria:

- Standards and Alignment-Dimension 1.1

○ The teacher designs clear, well-organized, sequential lessons that reflect best practice and align with the standards and are appropriate for diverse learners.

- Data and Assessment-Dimension 1.2

○ The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

- Knowledge of Students-Dimension 1.3

  - Thorough knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

- Activities-Dimension 1.4

  - The teacher plans engaging, flexible lessons that encourage higher –order thinking, persistence and achievement.

The following questions guide teachers through the planning process:

- What do my students need to know and be able to do?
- What instructional strategies/activities will students experience?
- How do I know that learning has occurred?
- What will I do if students have not mastered the learning goals?
- What will I do for students who have already mastered the learning goals?

Social and Emotional Needs

A review of our advisory program found that there were a number of inconsistencies in what was occurring in classrooms during advisory time. We used a character education program, but after discussing with students, the lessons were not delivered with fidelity. Ensuring that we are maximizing the 7040 minutes of advisory time each year to meet not only the academic needs of students but also their social and emotional needs as well will be an area of focus this school year.

Professional Capital & Performing in High-Quality Teams

MRJH has a wealth of professional expertise in our building. In order to capitalize on the knowledge that professionals bring to the table, an intentional structure for sharing best practices needs to be implemented. In addition, understanding the importance of working in high-performing teams to ensure the value, expertise, and strengths of individuals are shared and appreciated is an area that is critical to supporting and retaining staff.

School Processes & Programs Strengths

Ongoing school processes that support the instructional program at MRJH include:

- Weekly PLC meetings
- Ongoing Job-Embedded Professional Learning led by Instructional Coaches, Administrators, Teacher Leaders, district curriculum specialists and outside consultants
- Instructional Rounds Process
- Long Range Planning Meetings
- Data Talks facilitated by Instructional Coaches and District Data Specialist
- Use of Lead 4Ward Resources
- Use of multiple assessment measures to evaluate student needs and growth (STAAR, TELPAS, Imagine Math, Compass Learning, DLAs, and campus common assessments)
- PBIS Leadership Committee
- Ten for Ten Feedback Protocol

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. **Root Cause**: An implementation plan, follow through, and monitoring system needs to be developed.

Problem Statement 2: A review of our advisory program found that there were a number of inconsistencies in what was occurring in classrooms during advisory time, which resulted in time being wasted during the instructional day. **Root Cause**: Teachers lack the resources and understanding needed to ensure purposeful use of advisory time.

Problem Statement 3: Although there is a PBIS structure in place, consistency in reinforcing behavior through a positive approach continues to be an area of growth for the campus. **Root Cause**: Teachers have a limited understanding of the tenets of PBIS and it's impact on improving instruction and campus culture and climate.

Perceptions

Perceptions Summary

Morton Ranch Junior High works very hard at creating a welcoming environment for our students and families. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus and increasing mobility rate, we recognize the importance of strengthening the connections between the home and school.

We use a variety of methods to communicate with parents. Our website is maintained to ensure that the most current information is available to our parents. We also maintain a campus Facebook and Twitter page, which has been useful in sharing the narrative of our school as well as the sharing information. We also send out weekly eNews via email and important messages are shared using our School Messenger program.

Our parents have consistently reported that our office staff, teachers, and administrative team is friendly and responsive. We also take pride in maintaining a front office and school that is neat, clean, and visually appealing to our community.

The climate of the school can be described as inviting and friendly. Staff members and students consistently praise the family atmosphere of the campus. Our campus motto is Be Excellent on Purpose, and the teachers and administrative staff are intentional about teaching students what this motto means and what it looks like on our campus. In addition, the students and staff are encouraged to demonstrate he MAV Way each day.

MAV Way for Students:

- Make Good Choices
- Achieve Results
- Value Others
- Strive for Success

MAV Way for Staff

- Make A Difference
- Achieve Results

- Value Others
- Strive for Success

Parents, teachers, and students at Morton Ranch Junior High take pride in their school and the school's reputation of success. The perception of MRJH among all its stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character.

We are committed to keeping students at the center of all actions and decisions. As a result, high-quality learning is of paramount importance. Adjustments to our instructional program and professional learning will be made when our students are not making positive academic progress.

Staff Workplace Survey

The Energage Workplace survey was given in May of 2018. Areas of growth include staff perception regarding the following:

My direct supervisor makes it easier to do my job well. (+27%)

My direct supervisor helps me learn and grow. (+8%)

My direct supervisor cares about my concerns. (+17%)

While these areas of improvement are positive, staff perception still lags behind the district average.

Staff members shared that areas for growth include showing appreciations

Areas of strength comments include:

Quality professional learning opportunities

Leadership listens and models the way

Ample growth opportunities are provided

Encouraging

Relaxed atmosphere

Areas for targeted growth include:

Showing appreciation on a consistent basis

Allowing opportunities for feedback

Improve communication and visibility

Parent Engagement Committee

During the 17-18 school year, a Parent Engagement Committee was formed. The committee was comprised of parents and teachers who volunteered to serve. Four meetings were held throughout the year. A shared vision was developed and focus areas for the Family Engagement plan were developed.

Vision Statement:

Focus Areas: Communication, Community and Career Development, Parent Resources, and Creating a Culture of Engagement.

Each subcommittee developed a plan with implementation strategies for the 18-19 school year.

Perceptions Strengths

A strength analysis was completed by the campus instructional leadership team. The following were identified as campus strengths:

- Dedicated, committed staff who take pride in student success
- Staff expertise and willingness to grow professionally
- Family atmosphere among students and staff
- Strong relationships between students and staff
- Strong, collaborative working relationships

- Student-driven decision making
- Supportive Parents

Based on a survey completed by our parents, the following strengths emerged as trends:

- Communication is clear
- MRJH is a safe place to learn
- Friendly office, welcoming atmosphere, helpful staff
- Respectful of all cultures and diversity

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although a Family Engagement Committee developed a plan of action for the 18-19 school year, a number of staff members must be involved in implementing the plan and changing the beliefs about family engagement. **Root Cause**: Teachers view family engagement as one way communication and not as an intentional partnership that is focused on learning and supporting students at home.

Problem Statement 2: Approximately 25% of the staff are new to MRJH. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause**: Staff members who have been on campus for quite some time continue to struggle through the change process.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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.
- Gifted and talented 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: July 24, 2017

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

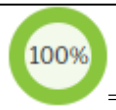
Performance Objective 1: By June 2019, MRJH student achievement on campus-based, district-based, and STAAR assessments will increase at least 5%-15% in all subject areas for all student groups.

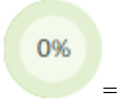
Evaluation Data Source(s) 1: STAAR Scores, DLA Scores, Grades, Student Work, PLC Minutes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Special Education teachers and general education teachers will utilize supplemental aids in Science and Social Studies for each unit of study. Core teachers will be trained on how to utilize Science and Social Studies supplemental aids effectively in the general education classroom.	Special education case managers, core teachers and instructional coaches	This will enhance general education teachers' ability to better serve their special education students.				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1					
2) Special education teachers will research then create 1 to 2 supplemental aids for each unit of study in Science and Social Studies.	Special education case managers/ teachers.	This will enhance general education teachers' ability to better serve their special education students.				
	Problem Statements: Student Academic Achievement 3					
3) Content area general education teachers will create their own supplemental aids for each unit.	Content area general education teachers and instructional coaches.	The collaboration between SPED educators, general educators, and instructional coaches will benefit special education students by enabling them to access the curriculum in science and social studies.				
	Problem Statements: Student Academic Achievement 3					

4) All social studies teachers will use evidence-based strategies to intentionally teach academic vocabulary, incorporate structured writing activities into each unit of study, and re-teach/reinforce low scoring TEKS with engaging new strategies and purposeful grouping.	Department Chair Instructional Coach Admin Liaison	Multiple and varied exposures to the academic language in social studies will actively engage student in the content and enable them to comprehend what they are learning. Structured writing activities will help students gain a much deeper understanding of the content objective. MRJH students will show growth on low scoring TEKS on common assessments an district level assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
5) In the area of Language Arts, teachers will learn and implement multiple reading strategies designed to improve student reading comprehension. In the area of writing, teachers will collaboratively learn and implement multiple writing strategies that will improve students' ability to generate a focused, cohesive piece of writing with appropriate voice and elaboration.	Department Chair Instructional Coach Admin Liaison	Student achievement will increase in all student groups.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
6) Special Education case managers will review historical STAAR data in Science and Social Studies to drive instruction during targeted intervention groups and work with targeted student groups on academic vocabulary and test strategies.	Department Chairs Student Support Administrator	Special education teachers will be prepared to deliver personalized interventions. SPED students will make progress in Science and Social Studies, and will ultimately hit the growth targets of 20% in Science and 10% in Social Studies. The systematic collaboration will help us monitor progress and serve our special education students effectively.				
	Problem Statements: Student Academic Achievement 3					



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Although students have shown growth in various content areas, overall there still seems to be limited or stagnant progress in reading, writing, science, and social studies achievement. **Root Cause 1**: High yield academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.
Problem Statement 2: Although the advanced performance of students increased , students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. **Root Cause 2**: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.

Problem Statement 3: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs. **Root Cause 3**: Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

School Processes & Programs

Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. **Root Cause 1**: An implementation plan, follow through, and monitoring system needs to be developed.

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

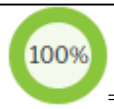
Performance Objective 1: Teachers will create and analyze assessments that match the level of the TEKs as they are written and implement a goal-setting process that involves students analyzing their assessment data so they are active participants in the learning process.

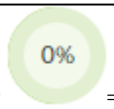
Evaluation Data Source(s) 1: Performance on formative and summative assessments, lesson plans and active participation in PLCs, student goal setting folders

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will meet in PLCs to create a variety of formative assessments, such as exit tickets, verbal summarization, short answer format, choice menus, tiered activities and pre-assessments that allow for differentiation of how students will demonstrate mastery.	Department Chair Instructional Coach Admin Liaison	Overall, students will demonstrate a 4 percent increase on the STAAR assessment and student growth will be evident in all student groups.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
2) In the area of science, teachers will Increase the use of formative assessments to provide smaller intervals to gauge student comprehension.	Classroom Teachers ICs Asst. Principal	Overall, students will demonstrate a 4 percent increase on the STAAR science, and a 3 percent increase among ESL, SPED and African American students.				
	Problem Statements: Student Academic Achievement 1					
3) In the area of math, teachers will utilize pre-assessments in all grade levels to individualize instruction for all students.	Department Chair Instructional Coach Admin Liasion	All students will show growth because their individual needs are being met.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
4) In the area of math, teachers will conduct research and develop a common understanding of pre-assessments and how they should be used to increase student achievement.	Department Chair Instructional Coach Admin Liaison	Teachers will increase their knowledge and effectiveness in using pre-assessments to direct learning.				
	Problem Statements: School Processes & Programs 1					
5) In the area of math, teachers will use the Lead4Ward Scaffolding document to develop open-ended questions to determine student readiness and areas of need prior to developing and delivering instruction.	Department Chair Instructional Coach Admin Liaison	Teachers will know how to tailor instruction to the needs of students and how to develop lessons that directly target student strengths and areas of need.				
	Problem Statements: Student Academic Achievement 1, 2, 3					

6) In the area of math, students will use data from pre-assessments to track their progress and personalize their learning path through differentiated activities and methods of delivery.	Department Chair Instructional Coach Admin Liaison	Students will be able to develop personal goals and monitor their academic growth. Student ownership in the learning process will increase.				
	Problem Statements: Student Academic Achievement 1, 2, 3					



= Accomplished = Continue/Modify 

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School Processes & Programs
Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. **Root Cause 1**: An implementation plan, follow through, and monitoring system needs to be developed.

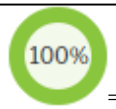
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

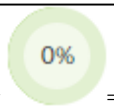
Performance Objective 1: Teachers will participate in activities designed to meet individual and teacher professional learning needs, improve instructional practice, increase feedback, support professional growth, and strengthen collegial relationships and school culture.

Evaluation Data Source(s) 1: Agendas, Minutes from meetings, student work, observations, teacher reflection, teacher feedback, Energage Workplace Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The Language Arts department will engage in targeted work with a consultant from HCDE for an in-depth learning experience geared toward improving instruction in reading and writing.	Instructional Coach Admin Liaison Principal	Improved instructional practice and increased student achievement for all learners.				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 192 - Special Project - 6250.00					
2) Social Studies PLCs will analyze student work for reflection, feedback, and growth. They will analyze student work for reflection, feedback, and growth and will revise and improve the lesson delivery of future lessons.	Department Chair Instructional Coach Admin Liaison	Improved instructional practice and increased student achievement for all learners.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
3) Implement a feedback system that allows staff to give feedback on instructional and managerial practices, systems and structures	Principal	Giving staff the opportunity to give feedback will help tell the story of our school culture and identify strengths and areas of improvement."				
	Problem Statements: Perceptions 2					



= Accomplished = Continue/Modify 

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Problem Statement 2: Although the advanced performance of students increased , students in the PreAP and GT programs are not consistently performing at the advanced level on all assessments. **Root Cause 2**: Teachers have not analyzed the TEKS at the depth and complexity needed to increase the rigor in their lessons as well as implementing differentiation in process and product for advanced learners.

Problem Statement 3: Students who receive SPED and/or ELL services are under-performing in comparison to students not served by those programs. **Root Cause 3**: Inconsistent implementation of impact strategies that meet the unique needs of students in special education and English Language Learners.

School Processes & Programs

Problem Statement 1: Professional learning does not always translate into immediate action in the classroom. A process for evaluating the professional learning and the effectiveness of PLC teams is not evident. **Root Cause 1**: An implementation plan, follow through, and monitoring system needs to be developed.

Perceptions

Problem Statement 2: Approximately 25% of the staff are new to MRJH. The culture and the climate of the school is currently being reshaped and redesigned, which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause 2**: Staff members who have been on campus for quite some time continue to struggle through the change process.

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

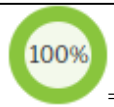
Performance Objective 1: MRJH will coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans, address social and emotional needs, academic support, character education, and positive behavioral and social interactions

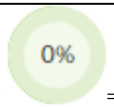
Evaluation Data Source(s) 1: Naviance reports; Character Strong implementation feedback, Counseling notes, Surveys, PBIS data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will receive four programs that align with ASCA model academic, career and socio-emotional domains.	Counseling Team	The expected result of these programs is to promote academic, career and social & emotional growth among students.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 192 - Special Project - 3000.00					
2) 95% of all MRJH students will complete the Strengths Explorer Assessment in Naviance during social studies classes. This will be measured by accessing Naviance reports that will be reviewed for accuracy.	Counseling Team	Completing the Strengths Explorer will provide students with their top three themes and the career pathways associated, which serves to initiate thought and conversation surrounding career and college readiness.				
	Problem Statements: School Processes & Programs 2					
3) In an effort to address motivation and accountability, as well as develop/strengthen planning skills, 90% of all MRJH students will complete the short & long term academic and personal goals in Naviance during advisory classes. This will be measured by accessing Naviance reports that will be reviewed for completion and accuracy.	Counseling Team	Increased motivation, accountability and student agency				
	Problem Statements: School Processes & Programs 2					
4) There will be 15% increase will be observed from pre to post-test data that is self-reported by students regarding healthy school culture. Counselors will create a healthy school culture survey accessible to students in Naviance.	Counseling Team	Pre-test data will used be to address and improve upon school culture through Advisory lessons and guidance curriculum.				
	Problem Statements: School Processes & Programs 2					
5) Staff will consistently use positive behavior incentives to (i.e. 'No Tardy Party', popsicle parties, H.O.T. period rewards, classroom incentives) increase positive behavior throughout the 2018-2019 school year to address student tardies.	AP Secretary Grade Level Assistant Principals PBIS committee	By May 2019, student tardies to each class will decrease by at least 5 percent by each grade level.				
	Problem Statements: School Processes & Programs 3 Funding Sources: 192 - Special Project - 3000.00					

6) The fine arts department will work to better ensure students are placed in the fine arts elective that best suits their strengths and interests in order to maintain no more than a 5% decrease in students for any single fine arts program.	Department Chair Fine Arts Teachers	Emphasis on improving public understanding of what our programs are about and how we can serve students will help us to accomplish the district fine arts goal of more vertical progression for students within a single fine arts discipline.				



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: A review of our advisory program found that there were a number of inconsistencies in what was occurring in classrooms during advisory time, which resulted in time being wasted during the instructional day. **Root Cause 2**: Teachers lack the resources and understanding needed to ensure purposeful use of advisory time.
Problem Statement 3: Although there is a PBIS structure in place, consistency in reinforcing behavior through a positive approach continues to be an area of growth for the campus. **Root Cause 3**: Teachers have a limited understanding of the tenets of PBIS and it's impact on improving instruction and campus culture and climate.

State Compensatory

Budget for Morton Ranch Junior High:

Account Code	Account Title	Budget
6100 Payroll Costs		
192-11-6117-420-XXX-11-XXX	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$16,000.00
192-11-6127-420-XXX-11-XXX	6127 Extra Duty Pay/Paraprofessional - Locally Defined	$6,000.00
	6100 Subtotal:	**$22,000.00**
6200 Professional and Contracted Services		
192-13-6299-420-XXX-11-XXX	6299 Miscellaneous Contracted Services	$3,000.00
	6200 Subtotal:	**$3,000.00**
6300 Supplies and Services		
192-13-6329-420-XXX-11-XXX	6329 Reading Materials	$500.00
192-11-6398-420-XXX-11-XXX	6398 Computer Supplies/Software - Locally Defined	$4,000.00
192-11-6399-420-XXX-11-XXX	6399 General Supplies	$12,000.00
192-13-6399-420-XXX-11-XXX	6399 General Supplies	$500.00
192-61-6399-420-XXX-99-XXX	6399 General Supplies	$2,000.00
	6300 Subtotal:	**$19,000.00**
6400 Other Operating Costs		
192-11-6494-420-XXX-11-XXX	6494 Reclassified Transportation Expenses	$9,000.00
192-13-6414-420-XXX-11-XXX	6499 Miscellaneous Operating Costs	$2,500.00
192-61-6499-420-XXX-99-XXX	6499 Miscellaneous Operating Costs	$958.00
	6400 Subtotal:	**$12,458.00**

Personnel for Morton Ranch Junior High:

Name	Position	Program	FTE
Alejandro Sierra	Teacher	Math Lab	
Diane Reed	Teacher	Reading Elective	
Kathryn Wright	Teacher	Reading Elective	
Kris Wade	Teacher	Reading Elective	
Regina Respert-Elrod	Teacher	Math Lab	
Terri Clarke	Teacher	Math Lab	

Campus Funding Summary

192 - Special Project					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	HCDE Consultant		$6,250.00
4	1	1	Character Strong Curriculum		$3,000.00
4	1	5	PBIS Incentives		$3,000.00
				Sub-Total	$12,250.00
				Grand Total	$12,250.00

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
MORTON RANCH J H (101914049) - KATY ISD

Accountability Rating

Met Standard

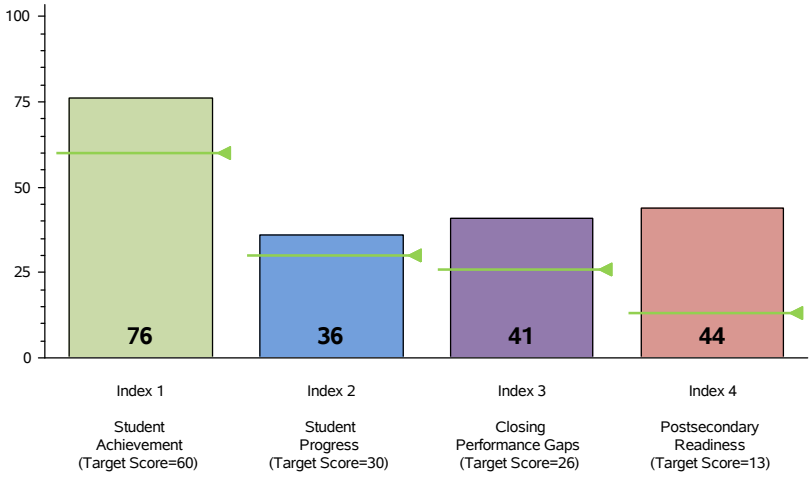
Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,560	3,374	76
2 - Student Progress	575	1,600	36
3 - Closing Performance Gaps	1,227	3,000	41
4 - Postsecondary Readiness			
STAAR Score	44.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		44

Campus Demographics

Campus Type	Middle School
Campus Size	1,201 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	63.7
Percent English Language Learners	11.6
Mobility Rate	12.5
Percent Served by Special Education	12.6
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

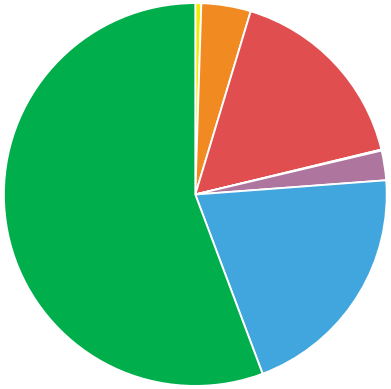
Number and Percentage of Indicators Met

Performance Rates	30 out of 39 = 77%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
Total	**48 out of 57 = 84%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html

49 - Morton Ranch Junior High

Student Profile



Race/Ethnicity	#	%
White	246	20.48%
Hispanic	669	55.70%
Asian	50	4.16%
Black/African American	199	16.57%
Two or More Races	30	2.50%
Am Indian/Alaskan Native	6	0.50%
Native Hawaiian Pacific Islander	1	0.08%

Student Statistics

Total Enrollment	1,201
At-Risk	47.96%
Low Income	64.36%
Limited English Proficient	11.57%
Special Education	12.57%
Career Technology Educat..	19.98%
Bilingual	0.00%
ESL	11.16%
Gifted/Talented	3.41%
Title I	0.75%
Attendance Rate	96.14%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.