

**Katy Independent School District**  
**Morton Ranch Junior High**  
**2025-2026 Campus Improvement Plan**



# **Mission Statement**

It is the mission of Morton Ranch Junior High to provide a safe environment and ensure high levels of learning for all students.

# **Vision**

It is the vision of Morton Ranch Junior High to empower all students to be academically, emotionally, and socially equipped to graduate high school and achieve more than they believe is possible.

# **Value Statement**

**All means All**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Campus Needs Assessment Overview

Meeting Dates for developing the 2025-2026 Campus Needs Assessment:

- April 7, 2025 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 5, 2025 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

#### CNA Team Members

Print Name	Role
Dr. Frederick Black	Principal
Shayla Tillery	Specialized Instructional Support
Jessica Ayala	Specialized Instructional Support
Kelly Leathers	Other School Leader
Elizabeth Torres	Other School Leader
Kyle Allen Sanchez	District Administrator
Ashley Muzny	District Administrator
Karthick Pichai	Paraprofessional
Jose Gervacio	Paraprofessional
Nabid Rahman	Student
Jacob Milton	Teacher
Ollie Kendrick	Teacher

Print Name	Role
April Thomas	Teacher
Dr. Tricia Tsang	Other School Leader
Yesica Vazquez	Community Member
Debra Askew	Teacher
Monica Rexach	Parent
Cody Leathers	Community Member
Jessica Yanes	Community Member
Natasha Foy	Parent
Lakendrea Jackson	Paraprofessional
William Stubblefield	Other Instructional Leader
Jess Dikdan	Teacher
Terry Roberts	Teacher
Harold Veracoechea	Other Instructional Leader
Jamieson Sermo	Community Member

### Comprehensive Needs Assessment Process

#### CNA Meeting #1

The first Campus Needs Assessment (CNA) took place on April 7th at 5:00pm in the Morton Ranch Junior High's (MRJH) Large Group Instruction Room (LGI) with our Campus Advisory Team (CAT). As the CAT members entered the LGI, Mrs. Leathers asked them to sign in and then directed them to a table. The meeting began at 5:06pm with Mrs. Leathers greeting the team members and explaining that this will be the first of two meetings to determine the needs of Morton Ranch Junior High for 2025-2026. Mrs. Leathers reviewed the agenda and Ms. Kendrick, a teacher representative, read the mission and vision statement for MRJH. Mrs. Leathers asked the CAT members to introduce themselves, their role (administrator, parent, teacher, community member, etc.) and their connection to MRJH. All of the committee members shared this information with the group.

Mrs. Leathers then directed the group to participate in an icebreaker activity from Character Strong. She explained that during our G.A.M.E. Day (Getting All Mavericks to Excel) students either partake in interventions or Character Strong. She went on to say that we will participate in a staff activity found on the Character Strong website. Ms. Thomas, a teacher representative, volunteered to pick a number from the "Travel Tales" activity. The tables shared 2 things and 1 person that they would bring with them to the picture projected on the screen. Members of the CAT shared out and then Mrs. Leathers asked Nabid Rahman, MRJH's Student Representative, and Mr. Pichai, paraprofessional, to repeat the activity by picking a number.

Mrs. Leathers then shared several campus celebrations with pictures from these activities. She started with the RTI At Work Conference that took place in February in Austin which continues our PLC process initiatives. She celebrated MRJH's attendance improvement from this year to last year and how we earned over \$18,000 to put towards our students. Ms. Leathers explained that one of our Title I initiatives uses PBIS Rewards to celebrate the behavioral successes of our students and that we have celebrated our students more this year than in the tenure of the school. She highlighted the committee's efforts for organizing the 2nd Annual Multicultural Night which was a tremendous success at MRJH. She went on to share that 4 MRJH teachers received the Teacher Incentive Allotment. Mrs. Leathers also celebrated the accomplishments of the UIL season. Ms. Leathers reviewed the list of upcoming events for MRJH that celebrates our students and community. The CAT celebrated Ms. Sheppard for being our volunteer of the year and thanked Ms. Sheppard for her continued support of MRJH. Mrs. Leathers then opened it up to the group to share their personal and professional celebrations. Ms. Torres shared that she accepted an Assistant Principal position at Sundown Elementary for the 2025-2026 school year. Mr. Milton shared that he was named Department Chair for the Social Studies department. Ms. Tillery shared the accomplishments of the Robotics Team at their most recent competition.

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

Mrs. Leathers said that in order to determine our campus needs, we must look back to plan forward. She said the first step of the CNA is to select and examine multiple sources of data to get a true picture of MRJH's needs. Mrs. Leathers passed out the Potential Data types handout and explained that the handout features all of the potential data that we could analyze as a CAT. She said that there are sub-categories and she wants the members of the CAT to individually pick 8-10 artifacts to be analyzed at our next meeting. In every folder on the tables were "Cheat Sheets" which explained what each article of evidence is and the information it would give the CNA team. She set a timer for 10 minutes and the CAT members started reviewing the potential data types. After 10 minutes, Mrs. Leathers posted a QR code on the screen and asked the CAT members to digitally select the 8-10 data types to get a clear picture of which artifacts to pull for the next CNA meeting. She said once the CAT members filled out the Google form, they were free to go. She reminded the team of the next meeting on May

5th at 5pm in the LGI and asked the team to put a reminder in their phone. The meeting was adjourned at 5:33pm.

## **CNA Meeting #2**

The second Campus Needs Assessment (CNA) meeting was held on May 5, 2025, at Morton Ranch Junior High in the LGI room. Mrs. Leathers called the meeting to order at 5:05 p.m., welcoming all members to their second CNA meeting.

She began by reviewing the agenda, and Ms. Kendrick followed by reading MRJH's Mission and Vision statements.

To build rapport among participants, Mrs. Leathers introduced the "Four Choices" activity from the Character Strong program, which MRJH teachers use during GAME Day interventions. She read the instructions aloud for the icebreaker and invited Ms. Ayala to choose a number between 1 and 12.

Each group then shared which image best represented their personality and mood, along with their reasoning. Following this, Nabid and Mr. Roberts were asked to select the next two numbers, and the icebreaker was repeated.

Mrs. Leathers concluded the activity by thanking everyone for their participation.

Mrs. Leathers began by explaining that the purpose of the meeting was to identify the campus's needs and to develop the Campus Improvement Plan (CIP) based on the data collected during the previous meeting. She reviewed the four priorities of the Texas Education Agency (TEA) and emphasized that the CNA process falls under Element I of the Every Student Succeeds Act (ESSA), which includes Title I requirements.

Mrs. Leathers reminded the team that the CNA serves as our guiding tool and that we are essentially building a roadmap to student achievement through this process. She then presented the data sets selected during the last CNA meeting. The team had chosen to review the following areas: student discipline, recruitment and retention rates, attendance, at-risk indicators, state and local assessment data, and student mobility/stability rates.

Each table was assigned one of the selected data types to analyze. Mrs. Leathers instructed the groups to create a T-chart that outlined both strengths and weaknesses in their data. She directed participants to the folders on their tables, which contained the data, as well as to the chart paper and markers provided for sharing their findings. A 15-minute timer was set to give groups time for discussion and chart creation.

As the groups began reviewing the data, Mrs. Leathers circulated the room to answer questions. Ms. Jackson asked for clarification on how to identify strengths in the student discipline data. Mrs. Leathers guided her to examine trends over time, particularly changes in the number of incidents as broken down in the data.

Mr. Roberts asked if he could focus specifically on teacher retention, noting that the mobility and stability of the student population is largely

beyond the school's control. Mrs. Leathers acknowledged his point and agreed that while mobility/stability data provides valuable insights into the student population at MRJH, setting a concrete goal related to it in the CIP would be difficult.

After 15 minutes, Mrs. Leathers announced that each group would share their identified strengths and weaknesses with the team. She began the sharing by presenting her assigned data type: At-Risk students.

Mrs. Leathers explained that there are 14 different criteria that can qualify a student as At-Risk. At MRJH, the majority of At-Risk students fall into this category because they either failed a state assessment or are classified as Limited English Proficient (LEP).

One strength identified in the data is that most At-Risk students at MRJH have only one risk factor. For those with two factors, it is typically a combination of failing the state assessment and being LEP.

A noted weakness is that the number of students who failed the state assessment increased compared to the previous year. However, a key strength is that the overall number of At-Risk students at MRJH has decreased.

Mrs. Leathers concluded by suggesting that it might be beneficial for the team to include a goal in the CIP focused on supporting LEP students to help them succeed on the STAAR assessments.

The next group to present was Mr. Roberts and Ms. Dikdan, who discussed teacher retention. Mr. Roberts noted that the total number of teachers at MRJH has increased compared to the previous year. However, they identified a significant weakness: a high rate of teacher turnover due to resignations and retirements.

Dr. Black added that he had recently returned from a Lead4ward training and is working on developing a blueprint to address teacher turnover. Mrs. Leathers reminded the team that one of the goals outlined in the CIP is to implement a three-year mentorship program for new teachers, though development of the program has not yet begun.

Mr. Roberts pointed out that many teachers leave due to challenges with student behavior and interactions with parents. He emphasized that these issues are major factors contributing to the high turnover rate.

Mrs. Leathers acknowledged this insight and suggested that it could be part of the root cause analysis, asking the group to hold onto those ideas for the next activity.

Ms. Torres, Ms. Kendrick, and Nabid were the next group to share their findings on student attendance. They identified several strengths, including a decrease in chronic absenteeism and a current percentage that is below the district average. They also noted that the overall attendance rate tends to be higher in the second semester compared to the first.

In terms of areas for improvement, they highlighted a rise in unexcused absences, a high number of students currently on attendance contracts, and historically low attendance rates in February. They also observed that attendance in August and September has declined compared to previous years.

During the discussion, Nabid asked why February typically has the lowest attendance rate. Ms. Torres suggested it could be due to extended weekends or possibly influenced by broader events, including actions taken by the current presidential administration.

Ms. Jackson shared her findings on student discipline. She identified several strengths, including a decrease in classroom disruptions over the course of the year, a reduction in overall student behavior incidents from Quarter 2 to Quarter 3, and increased compliance with ID-wearing among students.

Areas for improvement included a high number of repeated tardies and a concerning number of incidents involving physical contact. Mr. Veracochea noted that he has observed an increase in physical contact incidents as the year has progressed. Mrs. Leathers added that, following tardies, physical contact is the second most frequent behavioral issue on campus.

The last group to present was Mr. Veracochea and Ms. Ayala, who reported on STAAR data. They highlighted an increase in the number of students achieving the *Masters* performance level in 7th Grade Reading, 8th Grade Reading, Social Studies, and Science. They also noted that Algebra students at MRJH exceeded the district average in all performance categories—*Approaches*, *Meets*, and *Masters*.

However, they identified areas of concern as well. MRJH students struggled in math, with performance declining across all categories and grade levels. Additionally, the percentage of students who achieved *Approaches* or *Meets* on the Reading STAAR decreased at every grade level.

Mr. Milton and Ms. Kendrick took a moment to celebrate the success of their Social Studies students and the hard work that contributed to those results. Mr. Roberts then asked why Math STAAR scores were particularly low. Mrs. Leathers explained that math scores had dropped across both the district and the state. Mr. Veracochea added that the decline might be related to the introduction of new interactive question types, which were implemented for the first time this year.

Mrs. Leathers thanked the groups for sharing their findings and noted that they were already beginning to think about root causes. She explained that the next activity would focus on identifying correlations between the different data sets that were presented. The goal was to take the six data types and develop three overarching goals based on common trends or patterns.

She asked the team to consider whether any of the data sets were connected. Ms. Kendrick pointed out that if students do not attend school regularly, they are less likely to pass the STAAR exam. In response, Mrs. Leathers suggested that the Attendance and STAAR Data groups work together to complete a root cause analysis.

Mr. Roberts remarked that retaining teachers is difficult due to ongoing student behavior issues. Mrs. Leathers agreed and proposed that the Discipline and Retention groups collaborate to identify a root cause.

Finally, the team expressed interest in determining why STAAR Math scores were consistently low across all grade levels. Mrs. Leathers ensured that all team members were assigned to a group to complete the root cause analysis collaboratively.

Mrs. Leathers explained that conducting a root cause analysis would help the team develop action steps and strategies to improve student achievement at MRJH. She introduced the “5 Whys” protocol, in which each group would take their assigned data type—attendance, STAAR scores, or teacher retention—and repeatedly ask “why” up to five times to uncover the underlying cause.

Mrs. Leathers set a 15-minute timer, and the groups began working on their root cause analysis using the chart paper provided. As the activity progressed, she circulated the room to answer any questions.

Ms. Rexach asked whether her group had to ask “why” exactly five times, or if fewer would be acceptable. Mrs. Leathers clarified that if a group could determine a clear root cause in fewer than five questions, that would be perfectly fine.

Mr. Roberts asked if he needed to transfer the information from his group onto the chart paper since he had already written it on the back of his handout. Mrs. Leathers responded that it was not necessary to duplicate the information if it had already been clearly documented.

When the timer went off, Mrs. Leathers asked the groups to share their findings. Ms. Kendrick’s group volunteered to go first, and they determined that students are struggling on the state assessment due to a lack of communication with parents regarding attendance procedures. They identified several key issues, including the need for more emphasis on attendance, clarification on who is responsible for communicating with parents, and the creation of a consistent system to notify parents about high absenteeism.

Nabid added that it is difficult to view attendance data in the Home Access Center (HAC). Ms. Kendrick asked if parents are aware of how to report their child’s absence. Ms. Torres responded that information has been shared in the Maverick Mail (the weekly newsletter), and Mrs. Leathers has sent a video to parents explaining how to report an absence.

Mrs. Leathers expressed concern that Katy ISD misses an opportunity by not having a simple button on their website to report absences. The group wondered if the reporting process involves too many steps, making it difficult for parents to navigate the website.

Ms. Dikdan suggested that a fun way to engage students would be to create a competition between grade levels to see which can have the fewest absences and tardies. Ms. Torres proposed celebrating students on GAME Days every few weeks, instead of only once every six weeks.

Nabid expressed his support for continuing incentives like the No Tardy Party and Perfect Attendance parties, recommending they be kept for

the following year. Mr. Stubblefield shared that at his previous campus, they had an attendance competition board, and suggested that MRJH could designate a person and a space to create a “Move the Maverick” chart to track attendance progress.

Mrs. Leathers thanked everyone for their participation and confirmed that an attendance goal would be added to the CIP for the next year.

The next group presented on the relationship between student discipline and teacher retention. Mr. Roberts explained that it often takes multiple incidents before a student receives a consequence, and emphasized that the consequence should match the infraction. He stressed the importance of alignment between parents and teachers and highlighted the need for students to be held more accountable for their actions. He also noted that, without sufficient support, teachers may feel discouraged by the ongoing discipline issues, which can affect their sense of job satisfaction.

Mr. Roberts reiterated his earlier suggestion for a strong mentorship program to support teachers. Mr. Veracoechea added that, as an Assistant Principal, he is bound by the Katy ISD Discipline Handbook, but supporting teachers remains one of his main goals.

Mr. Roberts then proposed an idea: while MRJH holds grade-level meetings once a quarter, it might be beneficial to host a parent academy at the beginning of the school year to clearly communicate expectations. The group collectively supported this idea, and Dr. Black suggested he could facilitate the parent academy during Ranch Round Up at the start of the school year.

The last group to present was Mr. Veracoechea and Ms. Ayala, who discussed strategies for improving student math scores. They identified several potential issues, including the possibility that students may not be receiving strong initial lessons due to teachers lacking certain instructional skills, the need for teachers to be receptive to feedback, and the importance of creating a robust system of support.

Ms. Foy pointed out that there is a noticeable difference between teachers who have high expectations for their students and those who do not, and she can observe this as a parent. Dr. Black shared that students flock to Ms. Kendrick’s class because she has an engaging warm-up activity every day. He suggested that MRJH could teach all teachers how to create similar engaging activities that capture students' attention from bell to bell.

Mr. Milton raised a concern about when such training would take place, given the many responsibilities teachers already have. Mrs. Leathers proposed offering "Lunch and Learn" sessions and targeted professional development based on individual teacher needs. Mr. Veracoechea emphasized that for the training to be effective, teachers must be open to improvement and possess a flexible mindset.

Dr. Black added that they are reintroducing the Fundamental Five, an initiative from a few years ago, because it led to increased student achievement when these practices were implemented. Mrs. Leathers agreed, saying that incorporating the Fundamental Five would be an excellent use of Title I funds and that the practices are applicable to all teachers, regardless of subject area.

Mrs. Leathers concluded by thanking all the groups for their valuable contributions.

Mrs. Leathers expressed that the feedback from the groups was invaluable and that there were many ideas that could be implemented in the CIP for 2025-2026. She mentioned that although she will be part of the CIP process, she will be moving to another campus next year. Mrs. Leathers thanked all the members of the CNA meeting, and the meeting was adjourned at 6:37 pm.

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

<b>Attendance</b>	<b>Strengths:</b> Chronic absence rate decreased and is below the district average, attendance is strongest between January and March
	<b>Problems:</b> High numbers of students on attendance contracts (AIPs), most absences are unexcused, February attendance is historically lower than other months, August and September attendance was lower than the previous year
<b>State and Local Assessment Data</b>	<b>Strengths:</b> 100% of our Algebra I students passed EOC, improvement at the Masters Level for 7th and 8th grade Reading STAAR, improvement of the Meets and Masters Level for Social Studies STAAR, and an increase in the Masters Level, of 8th grade Science STAAR
	<b>Problems:</b> Grades 6-8 STAAR Math decreased in all performance categories, decrease in STAAR Reading in the Approaches and Meets performance categories in grades 6-8
<b>At Risk Data (Demographics)</b>	<b>Strengths:</b> Decrease in the number of the overall At Risk students from 23/24 to 24/25, most MRJH students have only 1 At Risk indicator
	<b>Problems:</b> Increased in the number of students who failed state assessment from the previous year, most students who are Limited English Proficient (LEP) failed a STAAR exam (FSA)
<b>Recruitment and Retention of Teachers</b>	<b>Strengths:</b> From 2020-2023 the total number of teachers has increased
	<b>Problems:</b> High rate of teacher turnover – 22% of teachers were new to MRJH, increased the number of resignations/ retirements from the previous year
<b>Student Disciplinary Data</b>	<b>Strengths:</b> Decrease in behavior incidents between December and March, less classroom disturbances than previous years
	<b>Problems:</b> Repeated tardies and physical contact have the highest number of incidents at MRJH

## Area of Improvement

### MRJH students in grades 6-8 are struggling/not passing on state assessments

**Problem Statement:** Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing.

**Root Cause:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.

**Problem Statement:** 36.7% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery.

**Root Cause:** Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.

**Problem Statement:** Too few of our students are Meeting the state standard in Math performance. 2024 STAAR results indicate that 35% of our students met expectations.

**Root Cause:** Teachers need assistance with materials, training, and time to help students close gaps between math concepts. Quality differentiation must be mastered by teachers so they will know how to best help their students.

**Problem Statement:** Too few of our students are Meeting the state standard in Reading performance. The 2024 STAAR results indicate that 46% of our student body Met expectations.

**Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.

## Disciplinary Infractions

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

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

**Problem Statement:** Students struggle with meeting classroom expectations in which they miss instructional minutes due to disciplinary infractions.

**Root Cause:** Students are not explicitly taught the expectations or expectations are not consistently enforced by teachers. Additionally, parents need to understand and support the classroom, school, and community expectations of MRJH.

## High Rate of Teacher Turnover

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

**Root Cause:** MRJH does not have a clear and consistent plan to ensure new and veteran staff are aware of the campus practices and policies as there has been so much turnover in teachers, administration, and support staff.

### **Student Attendance**

**Problem Statement:** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education.

**Root Cause:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

# Demographics

## Demographics Summary

### Student Demographics

Our campus serves a student body of 647 male and 568 female students. Current enrollment includes 407 6th graders, 384 7th graders, and 424 8th graders. We are projected to receive approximately 375 incoming 5th graders from five feeder elementary schools.

We are proud to have a richly diverse student population, consisting of 62.02% Hispanic, 21.07% Black/African American, 9.14% White, 3.79% Asian, 3.37% Two or More Races, 0.41% American Indian/Alaskan Native, and 0.16% Native Hawaiian or Pacific Islander students.

Our students are served through various programs including Economically Disadvantaged, At Risk, Limited English Proficient (LEP), Special Education (SPED), Section 504, and Gifted and Talented (GT).

The percentage of students identified as Economically Disadvantaged has increased by 15.37% over the past five years. As of 2024, 79% of our student population falls into this category. Our At Risk population currently includes 787 students, or 64.77% of the student body—a 5.05% decrease from 2024.

The number of Limited English Proficient students has slightly decreased from 457 in 2024 to 455 in 2025. Currently, 36.63% of our students are identified as LEP, marking a 2.6% decrease year over year.

A notable area of growth is in Special Education services. Currently, 25.93% of our students receive specially designed instruction, representing an 8.62% increase from 2024 to 2025. Section 504 students make up approximately 4% of the student body, with a slight increase from the previous year.

We currently have 53 students enrolled in the Gifted and Talented program, accounting for 4.36% of our population.

Our current attendance rate is 95.03%, just below the district target, but it reflects a positive growth of 0.37% from the previous year.

Our Junior High serves several middle to lower middle class neighborhoods, trailer park communities, apartment complexes, and extended stay hotels. We have a diverse mixture of parents educated beyond high school, those working in skilled trades, and many working multiple jobs. English and Spanish are the predominant languages spoken, but we do have students who speak Arabic and African dialects.

### Staff Demographics

According to the 2023–2024 Texas Academic Performance Report (TAPR), MRJH employs a total of 129.2 staff members. This includes 90.3 teachers, 11.5 professional support staff, 9 campus administrators (school leadership), 18.5 educational aides, 1 full-time librarian, and 4 counselors.

Of the total staff, 85.7% are classified as professional employees. This includes 69.8% teachers, 8.9% professional support staff, and 7% school leadership.

Demographically, 59.1% of our staff identify as members of minority groups: 32.9% African American, 18.5% Hispanic, 43.1% White, and 5.6% Asian.

Regarding educational attainment, 62.6% of our teachers hold a bachelor's degree, while 37.4% have earned a master's degree.

In terms of teaching experience:

- 17.4% are beginning teachers
- 24.1% have 1–5 years of experience
- 23% have 6–10 years of experience
- 28.6% have 11–20 years of experience
- 6.9% have 21–30 years of experience

The average teacher salary at MRJH is \$66,615—below the district average but above the state average.

### **Katy ISD Demographics**

Katy ISD is a very large school district servicing over 96,000 students. The enrollment at MRJH has shifted throughout the years with new Junior Highs being built in our area. Additionally, we now house all of our Newcomer students instead of sending them to another campus as done in previous years.

We also have several district special education programs that are offered on our campus; the RISE program for behavior (Reteach, Inspire, Support and Educate), ASIP (Autism Support Intervention Program), J-CAP (Junior Children's Autism Program), and Life Skills. If these programs are not offered at a student's home campus, they are transferred to our campus and placed in one of these programs.

### **Demographics Strengths**

1. MRJH serves a culturally rich community with 62% Hispanic, 21% Black/African American, and other ethnic groups represented. Multiple home languages, including Spanish, Arabic, and African dialects, foster a global learning environment.
2. The campus offers services for Economically Disadvantaged (79%), At Risk (64.77%), LEP (36.63%), SPED (25.93%), Section 504 (4%),

- and GT (4.36%) students—demonstrating strong support for varied learning needs.
3. MRJH hosts district SPED programs such as RISE, ASIP, J-CAP, and Life Skills, making it a central support hub for specialized instruction.
  4. Nearly 60% of staff identify as minorities, providing representation that reflects the student body. Over 37% hold a master's degree, and 58.6% have more than six years of experience.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing.

**Root Cause:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in creating a language rich classroom.

**Problem Statement 2 (Prioritized):** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education.

**Root Cause:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

**Problem Statement 3:** 36.7% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery.

**Root Cause:** Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.

# Student Learning

## Student Learning Summary

The STAAR test was taken by students in April and May of 2025. 6th, 7th, and 8th graders all took Reading and Math/EOC STAAR exams. Additionally, the 8th grade students took a Science and Social Studies STAAR. All STAAR exams were administered online. Students prepared for their online STAAR tests throughout the year by taking online CBAs, practicing with the Interim assessments, and being exposed to new question types. We are still waiting for our official results that will be available on June 3, 2025.

## Interim Assessments

### Reading

Students in grades 6–8 took Reading Interim assessments in both the fall and spring of this school year to help project STAAR performance. The first Reading Interim was administered on November 19, 2024, and the second on January 27, 2025. Both assessments were conducted on the Cambium testing platform.

In the first testing window, 6th Grade RLA results showed 73% of students approaching grade level, 60% meeting grade level expectations, and 41% mastering the assessment. In the second window, all performance categories declined, with 65% approaching, 44% meeting, and 24% mastering grade level. In both windows, results fell below district averages.

For 7th Grade RLA, the first window showed 69.2% of students approaching grade level, 55.8% meeting, and 41.9% mastering. The second window revealed declines across all categories: 50% approaching, 37% meeting, and 21% mastering grade level standards. Again, all percentages were below district averages.

8th Grade RLA results followed a similar pattern. In the first window, 78% of students approached grade level, 60% met expectations, and 41% mastered grade level content. In the second window, performance declined to 64% approaching, 45% meeting, and 31% mastering. Both sets of results were also below the district average.

It is important to note that Katy ISD experienced a decline in average scores across all performance categories from Window 1 to Window 2.

### Math

Students in grades 6–8 completed a District Learning Assessment (DLA) in both November and March using the district testing platform, Aware.

### 6th Grade Academic Math:

In the first DLA, students averaged 44%, with 71% approaching grade level, 26% meeting expectations, and 3% mastering grade level.

Unfortunately, scores declined on the second DLA, with an average of 38%, 45% approaching, 16% meeting, and 3% mastering grade level.

### **6th Grade KAP/GT Math:**

Students averaged 64% on the first DLA, with 95% approaching, 67% meeting, and 23% mastering grade level. On the second DLA, scores dipped to an average of 50%, with 76% approaching, 48% meeting, and 6% mastering grade level.

### **7th Grade Academic Math:**

The first DLA showed an average score of 40%, with 43% approaching grade level, 21% meeting, and 2% mastering. The second DLA reflected further decline, with an average of 36%, 34% approaching, 17% meeting, and no students mastering grade level.

### **7th Grade KAP/GT Math:**

Students performed consistently across both DLAs. On the first assessment, 99% approached grade level, 81% met expectations, and 45% mastered grade level. The second DLA showed similar results with 98% approaching, 80% meeting, and 45% mastering.

### **8th Grade Academic Math:**

In the first DLA, 78% of students approached grade level, 47% met expectations, and 16% mastered grade level. The second DLA showed a decrease in performance, with 62% approaching, 44% meeting, and 10% mastering.

### **Algebra I:**

Students took a DLA in December and an Interim assessment in February. On the DLA, 92% of students approached grade level, 70% met expectations, and 43% mastered the content. The February Interim showed significant improvement: 95% approached grade level, 88% met, and 80% mastered grade level.

### **Science and Social Studies**

This year, 8th grade students took a Science DLA in November and a Science Interim Assessment in February. On the DLA, the average score was 67%, with 85% of students approaching grade level, 72% meeting expectations, and 41% mastering the content. Scores declined on the Interim, with 66% approaching, 44% meeting, and 29% mastering grade level standards.

8th grade students also completed a Social Studies DLA in November and an Interim assessment in February. On the DLA, the average score was 55%, with 60% of students approaching grade level, 30% meeting expectations, and 11% mastering. While the approaching percentage decreased slightly to 52% on the Interim, both meeting and mastering scores improved to 34% and 28%, respectively.

### **STAAR 2024**

All students in grades 6–8 participated in the Reading and Math STAAR assessments this spring, with 8th-grade students also completing the Science and Social Studies exams. These were administered through the Cambium platform and included newly introduced interactive item

types that were scored for the first time.

### **6th grade Reading**

This year 68% of students reached the "approaches" level, a 4-point drop from 2023 and below both district and state performance. Additionally, 41% met grade level expectations, also a 4-point decline from the previous year. The mastery rate held steady at 14%, though it remained below the district and state averages.

### **7th grade Reading**

73% of students scored at the "approaches" level, which is 4 points lower than last year and one point below the state average. This result also trails behind the district. However, 22% of students reached the mastery level—a 7-point gain from 2023—surpassing the state average, though still below the district benchmark.

### **8th grade Reading**

75% of students achieved the "approaches" level, marking an 8-point decrease from the prior year and falling short of both district and state levels. On a positive note, 50% met expectations, a slight increase of 1 point from 2023. Mastery scores improved by 5 points, rising from 18% to 23%, but still did not meet district or state averages.

### **6th grade Math**

61% of students were at the "approaches" level, representing an 8-point decrease from last year and lower than both district and state averages. Only 23% met grade level expectations, down 7 points, while the mastery level fell to 4%, a 5-point decline.

### **7th grade Math**

This group of students experienced the most significant decline, with just 39% reaching the "approaches" level—a drop of 21 points. Only 14% met expectations, reflecting a 50% decrease from 2023. The percentage of students mastering the content held steady at 2%, but remains well below comparative averages.

### **8th grade Math**

78% of students reached the "approaches" level, down 6 points from last year. While this result is higher than the state average, it still lags behind the district. Meanwhile, 46% met expectations, a 10-point drop from 2023. The mastery level declined to 16%, which matches the state average but falls short of the district's performance.

### **Algebra I**

The student performance was strong. All students reached the "approaches" level, exceeding both state and district averages. Additionally, 95% met expectations, a 1-point improvement over last year. Notably, 76% achieved mastery, a 9-point increase from 2023, and significantly

higher than state and district rates.

### **8th grade Science**

77% of students reached the "approaches" level, an 11-point decrease from the previous year. While this surpasses the state average, it remains below the district's. Similarly, 50% met expectations, down by the same margin. However, mastery scores rose to 19%, up from 13% in 2023, exceeding the state average but still behind the district.

### **8th grade Social Studies STAAR**

63% of students were at the "approaches" level, unchanged from last year. This score is above the state average, though still below the district's. The percentage meeting expectations rose by 7 points to 37%, while mastery increased from 13% to 19%, a 6-point improvement. Both are above state averages but continue to fall short of district performance.

### **Texas Accountability Rating**

Due to ongoing legislation, Morton Ranch Junior High recently received their accountability rating from TEA. Morton Ranch Junior High has once again been recognized by the Texas Education Agency (TEA) as a 2023 "B" rated campus — a strong rating that mirrors the campus' 2022 performance, showcases above-average achievement and reflects the meaningful teaching and learning happening across MRJH every day.

### **Student Learning Strengths**

- **Exceptional Algebra I EOC Performance:** 100% Approaches, 95% Meets, and 76% Masters — all above state and district averages.
- **Growth in Reading STAAR Masters:** 7th grade increased Masters by 7%; 8th grade increased by 5% — both above state averages.
- **Improved 8th Grade Social Studies STAAR Results:** 7-point gain in Meets and 6-point gain in Masters — now above state averages.
- **Consistent High Achievement in 7th Grade KAP/GT Math:** Over 98% Approaches, 80% Meets, and 45% Masters on both DLAs.
- **Maintained TEA "B" Rating:** Reflects consistent performance and quality instruction campus-wide.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Too few of our students are Meeting the state standard in Reading and Math performance. The 2024 STAAR results indicate that 46% of our student body Met expectations for Reading. 2024 STAAR results indicate that 35% of our students met expectations for Math.

**Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.

## School Processes & Programs

### School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Junior High is guided by the Texas Essential Knowledge Skills (TEKS), by the Katy ISD curricular Unit Plans, by the Katy ISD curricular tools, by the result of formal and informal assessments, and the resources of Lead4ward. Over the past three years, MRJH has participated in the PLC at Work processes with Solution Tree. We promote social emotional learning and student achievement through problem solving, critical thinking, metacognition, collaboration, and literacy. District Unit Plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary, and sample performance tasks. Instructional guidance is offered with linguistic accommodations, sentence stems, and resources. These Unit Plans are available online on Canvas.

Our campus schedule is unique within Katy ISD, as all students participate in either an intervention course or study hall instead of a traditional Advisory period. Due to the high number of students requiring intervention or accelerated instruction under House Bill 1416, this flexible structure allows us to offer targeted small-group support in Reading and/or Math.

Morton Ranch Junior High is also the only campus in the district where teachers receive both a daily collaborative planning time and a conference period. Teachers are expected to meet with their teams daily to design engaging lessons focused on Readiness TEKS and to create authentic learning experiences. Interventionists and SPED teachers join these planning sessions to help tailor instruction and support student needs.

Collaborative teams use a “Designing Learning Template” (DLT) to take a deep dive into the TEKS for upcoming instruction. Teams also analyze data from Campus-Based Assessments (CBAs), District Learning Assessments (DLAs), and STAAR Interims. Assessment plays a critical role in our instructional planning, guiding discussions around instructional strategies, best practices, and instructional impact.

Our master schedule is designed to provide entire departments with common planning time. This enables department chairs and administrators to hold productive meetings, ensure vertical alignment, and reflect on student learning across grade levels.

Professional development is a vital part of the MAV way, and we take pride in the training our staff has received throughout the year. Since 2021, the administration has partnered with Solution Tree to strengthen and enhance the effectiveness of our Professional Learning Communities (PLCs).

Staff members have been trained on key PLC protocols, including establishing team norms, developing Designing Learning Templates (DLTs) to guide instruction, utilizing a standardized lesson plan format, engaging in team-building strategies, and creating common formative

assessments. Our Solution Tree consultant met regularly with the Maverick Guiding Coalition to ensure purposeful review of team data and alignment with PLC at Work principles.

In the fall, MRJH sent 10 teachers, administrators, and instructional coaches to the PLC at Work Summit. Additionally, six members of the Leadership Team attended the RTI at Work Summit in February to begin the next phase of our PLC journey.

Student progress is also measured through our Multi-Tiered Systems of Support (MTSS) services. Students can be placed in the MTSS program for academics and/or behavior. In Katy ISD, students are automatically enrolled in MTSS if they have failed a STAAR exam. However, our campus will place students in MTSS if they are failing a course, need intervention and/or academic support, or if they are struggling with behavior. The teachers must input accommodations for these students in eStar every six weeks to monitor any growth or changes. The MTSS team meets bi-weekly to discuss the students in the program and measure their successes. The MTSS team that consists of our Social Worker, Student Support Counselor, MTSS Coordinator(s), EL Facilitator, SPED Department Chair, and Student Support Administrator review the feedback from teachers and discuss strategies to help students succeed. We have seen an influx in behavior referrals and we continued to support General Education students with Behavior Intervention Plans. MRJH has worked closely with the district in this initiative and were part of a MTSS-Behavior cohort in 2023-2024.

Recruitment and retention of teachers at the Ranch is a matter we take very seriously and have worked very hard at filling open positions with highly qualified teachers. We actively pursue candidates through the Katy ISD Job Fair, personal connections, and with Department based interview committees. The Instructional Leadership Team has scrutinized and revised our interview questions to make the most of our time while getting thorough answers from our potential hires. In fact, this year we revised our interview questions to ensure the interview committee asked content specific questions to see the breadth of the candidate's knowledge. In August 2024, the District hosted all new Teachers to Katy ISD for two days at the Taylor High School and the ESC. One day was dedicated to learning "The Katy Way" and the other focused on content. The New Crew Mentor Team met with all new staff on campus and led a half day training about Morton Ranch Junior High and what it means to be a Maverick. We focused on what is important to our campus, team building, and what the first day of school can look like with their students. The New Crew also hosts monthly meetings on a variety of topics such as classroom management, social emotional health of teachers, practical information, and effective teaching strategies. All of our 0-1 teachers also are placed with a Mentor who meets with them monthly. Their meetings are logged through Google Forms which is monitored by the Campus Administrative Liaison (CAL). The District Mentor Team also hosted Zoom meetings four times throughout the year for 0-1 teachers about mental health and teacher burnout. The New Crew team has received positive feedback and it is our goal to create a safe space for our new staff members to share their experiences at MRJH.

In the area of technology, all classrooms are equipped with a SmartBoard, laptop computer, and desktop monitor. This year, Katy ISD became a 1:1 district and purchased Chromebooks for all of the students in grades 3-12. All of the MRJH Campus Based Assessments and STAAR exams are taken on the Chromebooks and our students became very familiar with educational technology. Our campus also has active Twitter

and other social media accounts that show our stakeholders the MAV way everyday!

The PBIS team trained our staff about using PBIS Rewards and 100% of our teachers are in our PBIS system. Students earn points by showing the MAV way; making good choices, achieving results, valuing others, and striving for success. Teachers are able and encouraged to give out points to their students based on these behaviors. Every Friday, the PBIS Team sells items to students at the PBIS store. Since we work with middle school students, our students want items where they are given more freedom. Therefore, students can purchase passes with their points for outside lunch, skip the lunch line, lunch with their teacher, leave a minute early, hat pass, and outside basketball. We also have incentives at the end of the month for students to purchase candy or chips. The PBIS team hosted larger events such as the six weeks No Tardy Party and Perfect Attendance incentives at lunches. The students participate in Character Strong lessons each week during GAME Day interventions. These lessons focus on social emotional health, building relationships, and study skills.

### **School Processes & Programs Strengths**

- MRJH has fully implemented PLC practices with support from Solution Tree. Daily collaborative planning allows teams to use common protocols like DLTs and data analysis to align instruction and improve student learning.
- The campus schedule offers both daily conference and planning periods for teachers and replaces Advisory with targeted intervention or study hall, allowing small-group support aligned with HB 1416.
- MRJH uses MTSS to provide academic and behavioral support, with regular team meetings, structured documentation in eStar, and participation in the district's MTSS-Behavior cohort.
- Through the New Crew mentor program, monthly meetings, and revised interview practices, MRJH supports and retains high-quality teachers while ensuring smooth onboarding.
- All staff implement PBIS Rewards, reinforcing positive behavior through incentives. Weekly Character Strong lessons build students' SEL skills and relationships, enhancing school culture.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students struggle with social skills and social-emotional health.

**Root Cause:** Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.

**Problem Statement 2:** Students struggle with meeting classroom expectations in which they miss instructional minutes due to disciplinary infractions.

**Root Cause:** Students are not explicitly taught the expectations or expectations are not consistently enforced by teachers. Additionally, parents need to understand and support the classroom, school, and community expectations of MRJH.

# Perceptions

## Perceptions Summary

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

We use a variety of methods to communicate with parents. Parents and community members receive a weekly newsletter, the Maverick Mail, to share the calendar events, important messages, and celebrations. Our website is maintained to ensure that the most current information is available to our parents. We also maintain a campus Facebook, Instagram and Twitter page, which has been useful in sharing the narrative of our school as well as the sharing information. Staff members constantly emailed parents and communicated via their Canvas pages.

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

The climate of the school can be described as inviting and friendly. Staff members and students consistently praise the family atmosphere of the campus. Our campus motto is "All Means All" and the teachers and administrative staff are intentional about teaching students what this motto means via the MAV Matrix, and what it looks like on our campus. Students and staff are encouraged to demonstrate the MAV Way each day.

MAV Way for Student and Staff:

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

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

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

## Perceptions Strengths

Based on feedback gathered from multiple sources, the following were identified as campus strengths:

- Dedicated, committed staff who take pride in student success

- Staff expertise and willingness to grow professionally
- Family atmosphere among students and staff
- Strong relationships between students and staff
- Strong, collaborative working relationships
- Student-driven decision making
- Supportive Parents

### **Problem Statements Identifying Perceptions Needs**

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

**Root Cause:** MRJH needs to be have a clear and consistent plan for ongoing support that allows teachers and staff to be aware of campus policies and expectations.

# Priority Problem Statements

**Problem Statement 1:** Too few of our students are Meeting the state standard in Reading and Math performance. The 2024 STAAR results indicate that 46% of our student body Met expectations for Reading. 2024 STAAR results indicate that 35% of our students met expectations for Math.

**Root Cause 1:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.

**Problem Statement 1 Areas:** Student Learning

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

**Root Cause 2:** Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing.

**Root Cause 3:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in creating a language rich classroom.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education.

**Root Cause 4:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** MRJH consistently has a large percentage of new staff members each year.

**Root Cause 5:** MRJH needs to have a clear and consistent plan for ongoing support that allows teachers and staff to be aware of campus policies and expectations.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

# Goals

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** By May 2026, MRJH students will perform 3% greater in the Meets Performance Category on the Overall Math and Reading STAAR in grades 6-8.





**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, Saturday Tutorials, and summer learning to address gaps in learning. This includes teacher attending professional development, purchasing materials, supplies, and curricular tools for teachers to provide during interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Amplify Online Subscription - 211 - Title I Part A - \$21,400</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MRJH will host a events throughout the school year in which parents will be invited to attend to learn about how to support their student. Teachers will provide strategies to help parents support their student's learning at home. All events will be communicated to parents through weekly newsletter, Blackboard communications, marquee, and flyers.</p> <p><b>Strategy's Expected Result/Impact:</b> Having parents involved with their students curriculum is crucial. If we are able to introduce strategies on how parents can impact their child's learning at home will yield positive results in the performance of math CBAs, interims, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administration, Title I Coordinator, Instructional Coordinators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff members will engage in professional learning to enhance the PLC process and help teachers plan for response to intervention, extension activities, and "first teach." This also includes purchasing materials and technology for math and reading to develop well rounded students.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Teachers, Administration</p> <p><b>Title I:</b> 2.51, 2.52, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff members use the principles of the Fundamental 5 in their classrooms to enhance student engagement, achievement, and academic progress, especially student at risk. This also includes purchasing materials and technology for staff members to use.</p> <p><b>Strategy's Expected Result/Impact:</b> Additionally, staff members receive ongoing professional development, coaching, and collaborative planning time to refine their instructional practices and analyze student data, ensuring strategies are targeted and effective. This comprehensive approach supports improved student outcomes, particularly for those identified as academically at risk.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coordinator, Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Lead Your School Services - 211 - Title I Part A - \$47,500, Lead Your School PowerWalks Online Subscription - 211 - Title I Part A - \$2,500</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 1 Problem Statements:**


Demographics
<p><b>Problem Statement 1:</b> Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. <b>Root Cause:</b> Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in creating a language rich classroom.</p>
Student Learning
<p><b>Problem Statement 1:</b> Too few of our students are Meeting the state standard in Reading and Math performance. The 2024 STAAR results indicate that 46% of our student body Met expectations for Reading. 2024 STAAR results indicate that 35% of our students met expectations for Math. <b>Root Cause:</b> Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.</p>
Perceptions
<p><b>Problem Statement 1:</b> MRJH consistently has a large percentage of new staff members each year. <b>Root Cause:</b> MRJH needs to be have a clear and consistent plan for ongoing support that allows teachers and staff to be aware of campus policies and expectations.</p>

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** MRJH will retain 95% of students enrolled in High School Credit courses for the 2025-2026 school year.

**Evaluation Data Sources:** Texas Academic Performance Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students enrolled in high school credit courses, especially students at risk, will be closely monitored at progress reports to identify who is failing and to create a tutorial schedule for them to follow that will help them pass the marking period.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will be able to earn high school credit and teachers will help the student complete the necessary assignments to pass the marking period.</p> <p><b>Staff Responsible for Monitoring:</b> High school credit course teachers, Administration, Counselors</p> <p><b>Title I:</b> 2.51, 2.53, 2.531</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Feb	Apr	June







**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education. <b>Root Cause:</b> MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.</p>

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p> <p><b>Title I:</b> 2.53, 2.531</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students struggle with social skills and social-emotional health. <b>Root Cause:</b> Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.</p>

**Goal 2:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** MRJH will decrease the number of Level 3 discipline infractions from the previous year by 5% by May 2026.

**High Priority**

**Evaluation Data Sources:** Discipline data on Katy Dashboards and eSchool

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MRJH students will participate in the PBIS program to promote appropriate school wide behaviors.  <b>Strategy's Expected Result/Impact:</b> Increased compliance of school rules and decrease the amount of referrals. This will keep students in the classroom and they will not lose minutes of instruction due to discipline.  <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coordinators, Counselors</p> <p><b>Title I:</b>                      2.53, 2.531, 2.533                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> PBIS Rewards Software - 211 - Title I Part A - \$3,550</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in character education lessons to improve social emotional health and behavior through quality staff development and purchasing resources to all MRJH staff members who provide these services to develop well rounded students. This also includes professional development for the Leadership Team to develop well rounded students and promote student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be taught how to be a productive student in the classroom which will cut down on the amount of classroom referrals. Additionally, teachers will be trained on specific strategies to use with students in order for them to be successful in the classroom both academically and behaviorally.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coordinators, Counselors</p> <p><b>Title I:</b> 2.53, 2.531, 2.533 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> CHAMPS Training - 211 - Title I Part A - \$16,000, TASSP Reimbursements - 211 - Title I Part A - \$1,460.20, Lead Your School Training - 211 - Title I Part A - \$50,000</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> MRJH will host a series of events throughout the school year in which parents will be invited to attend to learn about how to support their student's social/emotional health. Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents need more resources to help understand their student's social/emotional health. By hosting events where these resources are brought to MRJH, will provide parents with strategies to support their student.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Instructional Coordinators</p> <p><b>Title I:</b> 2.53, 2.531 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education. **Root Cause:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

### School Processes & Programs





**Problem Statement 1:** Students struggle with social skills and social-emotional health. **Root Cause:** Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.

**Goal 2:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 2:** By May 2026, MRJH will improve the overall Average Daily Attendance rate by 0.2%

**High Priority**

**Evaluation Data Sources:** RaaWee

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who have Perfect Attendance and No Tardies will be celebrated once a six-weeks.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance and punctuality by promoting a positive school culture through regular recognition and celebration of Perfect Attendance and No Tardies.  <b>Staff Responsible for Monitoring:</b> Student Support Administrator, Student Support Team</p> <p><b>Title I:</b>                      2.53, 2.531, 2.533  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Leadership Team will implement the interventions recommended by RaaWee within 10 school days from the date they are assigned.  <b>Strategy's Expected Result/Impact:</b> Timely implementation of targeted interventions will lead to improved student attendance by addressing issues quickly and efficiently, reducing chronic absenteeism, and supporting student success.  <b>Staff Responsible for Monitoring:</b> Student Support Administrator, Student Support Team</p> <p><b>Title I:</b>                      2.531, 2.533  <b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 2:** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education. **Root Cause:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

### School Processes & Programs

**Problem Statement 1:** Students struggle with social skills and social-emotional health. **Root Cause:** Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.

**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.





**Performance Objective 1:** By May of 2026, 5% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

**High Priority**

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will receive professional development and resources to improve language acquisition for our Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will learn how to best teach our Emergent Bilingual students with training and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Instructional Coordinators, EL Facilitator</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emerging bilingual students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning from Title I and Title III funded intervention teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Instructional Coordinators, EL Facilitator</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. <b>Root Cause:</b> Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in creating a language rich classroom.</p>
Student Learning
<p><b>Problem Statement 1:</b> Too few of our students are Meeting the state standard in Reading and Math performance. The 2024 STAAR results indicate that 46% of our student body Met expectations for Reading. 2024 STAAR results indicate that 35% of our students met expectations for Math. <b>Root Cause:</b> Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.</p>


**Goal 4:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

**High Priority**

**Evaluation Data Sources:** Texas Academic Performance Report,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MRJH will create a mentorship team that focuses on personalized mentorship programs, ongoing professional development opportunities tailored to individual needs, and initiatives to enhance job satisfaction and work-life balance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will want to continue working at MRJH and not look at other job opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Mentorship Team</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June







**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> MRJH consistently has a large percentage of new staff members each year. <b>Root Cause:</b> MRJH needs to be have a clear and consistent plan for ongoing support that allows teachers and staff to be aware of campus policies and expectations.</p>

**Goal 4:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 2:** By May 2026, MRJH will develop a plan to transition the current 8th grade class into their appropriate feeder schools.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MRJH and MRHS will partner to have the current 8th grade class exposed to the MRHS procedures and practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Ease the transition from junior high to high school.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Counselors</p> <p><b>Title I:</b> 2.53, 2.532</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students struggle with social skills and social-emotional health. <b>Root Cause:</b> Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.</p>

**Goal 4:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 3:** By May 2026, MRJH will develop a plan to transition the incoming 6th grade class into MRJH.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MRJH will partner with the appropriate feeder schools to introduce the incoming 6th grade class through Ranch Round-up.</p> <p><b>Strategy's Expected Result/Impact:</b> Ease the transition from elementary school to junior high.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administration, Coordinators</p> <p><b>Title I:</b> 2.51, 2.531</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students struggle with social skills and social-emotional health. <b>Root Cause:</b> Teachers need more training to effectively model and teach coping and self-regulation skills. Many feel unprepared to address students' social-emotional needs, and inconsistent SEL strategies across the campus limit student access to these tools.</p>

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

#### Campus Needs Assessment Overview

Meeting Dates for developing the 2025-2026 Campus Needs Assessment:

- April 7, 2025 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 5, 2025 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

#### CNA Team Members

Print Name	Role
Dr. Frederick Black	Principal
Shayla Tillery	Specialized Instructional Support
Jessica Ayala	Specialized Instructional Support
Kelly Leathers	Other School Leader
Elizabeth Torres	Other School Leader
Kyle Allen Sanchez	District Administrator
Ashley Muzny	District Administrator
Karthick Pichai	Paraprofessional
Jose Gervacio	Paraprofessional
Nabid Rahman	Student
Jacob Milton	Teacher

Print Name	Role
Ollie Kendrick	Teacher
April Thomas	Teacher
Dr. Tricia Tsang	Other School Leader
Yesica Vazquez	Community Member
Debra Askew	Teacher
Monica Rexach	Parent
Cody Leathers	Community Member
Jessica Yanes	Community Member
Natasha Foy	Parent
Lakendrea Jackson	Paraprofessional
William Stubblefield	Other Instructional Leader
Jess Dikdan	Teacher
Terry Roberts	Teacher
Harold Veracoechea	Other Instructional Leader
Jamieson Sermo	Community Member

### Comprehensive Needs Assessment Process

#### **CNA Meeting #1**

The first Campus Needs Assessment (CNA) took place on April 7th at 5:00pm in the Morton Ranch Junior High's (MRJH) Large Group Instruction Room (LGI) with our Campus Advisory Team (CAT). As the CAT members entered the LGI, Mrs. Leathers asked them to sign in and then directed them to a table. The meeting began at 5:06pm with Mrs. Leathers greeting the team members and explaining that this will be the first of two meetings to determine the needs of Morton Ranch Junior High for 2025-2026. Mrs. Leathers reviewed the agenda and Ms. Kendrick, a teacher representative, read the mission and vision statement for MRJH. Mrs. Leathers asked the CAT members to introduce themselves, their role (administrator, parent, teacher, community member, etc.) and their connection to MRJH. All of the committee members

shared this information with the group.

Mrs. Leathers then directed the group to participate in an icebreaker activity from Character Strong. She explained that during our G.A.M.E. Day (Getting All Mavericks to Excel) students either partake in interventions or Character Strong. She went on to say that we will participate in a staff activity found on the Character Strong website. Ms. Thomas, a teacher representative, volunteered to pick a number from the "Travel Tales" activity. The tables shared 2 things and 1 person that they would bring with them to the picture projected on the screen. Members of the CAT shared out and then Mrs. Leathers asked Nabid Rahman, MRJH's Student Representative, and Mr. Pichai, paraprofessional, to repeat the activity by picking a number.

Mrs. Leathers then shared several campus celebrations with pictures from these activities. She started with the RTI At Work Conference that took place in February in Austin which continues our PLC process initiatives. She celebrated MRJH's attendance improvement from this year to last year and how we earned over \$18,000 to put towards our students. Ms. Leathers explained that one of our Title I initiatives uses PBIS Rewards to celebrate the behavioral successes of our students and that we have celebrated our students more this year than in the tenure of the school. She highlighted the committee's efforts for organizing the 2nd Annual Multicultural Night which was a tremendous success at MRJH. She went on to share that 4 MRJH teachers received the Teacher Incentive Allotment. Mrs. Leathers also celebrated the accomplishments of the UIL season. Ms. Leathers reviewed the list of upcoming events for MRJH that celebrates our students and community. The CAT celebrated Ms. Sheppard for being our volunteer of the year and thanked Ms. Sheppard for her continued support of MRJH. Mrs. Leathers then opened it up to the group to share their personal and professional celebrations. Ms. Torres shared that she accepted an Assistant Principal position at Sundown Elementary for the 2025-2026 school year. Mr. Milton shared that he was named Department Chair for the Social Studies department. Ms. Tillery shared the accomplishments of the Robotics Team at their most recent competition.

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

Mrs. Leathers said that in order to determine our campus needs, we must look back to plan forward. She said the first step of the CNA is to select and examine multiple sources of data to get a true picture of MRJH's needs. Mrs. Leathers passed out the Potential Data types handout and explained that the handout features all of the potential data that we could analyze as a CAT. She said that there are sub-categories and she wants the members of the CAT to individually pick 8-10 artifacts to be analyzed at our next meeting. In every folder on the tables were "Cheat Sheets" which explained what each article of evidence is and the information it would give the CNA team. She set a timer for 10 minutes and the CAT members started reviewing the potential data types. After 10 minutes, Mrs. Leathers posted a QR code on the screen and asked the CAT members to digitally select the 8-10 data types to get a clear picture of which artifacts to pull for the next CNA

meeting. She said once the CAT members filled out the Google form, they were free to go. She reminded the team of the next meeting on May 5th at 5pm in the LGI and asked the team to put a reminder in their phone. The meeting was adjourned at 5:33pm.

## **CNA Meeting #2**

The second Campus Needs Assessment (CNA) meeting was held on May 5, 2025, at Morton Ranch Junior High in the LGI room. Mrs. Leathers called the meeting to order at 5:05 p.m., welcoming all members to their second CNA meeting.

She began by reviewing the agenda, and Ms. Kendrick followed by reading MRJH's Mission and Vision statements.

To build rapport among participants, Mrs. Leathers introduced the "Four Choices" activity from the Character Strong program, which MRJH teachers use during GAME Day interventions. She read the instructions aloud for the icebreaker and invited Ms. Ayala to choose a number between 1 and 12.

Each group then shared which image best represented their personality and mood, along with their reasoning. Following this, Nabid and Mr. Roberts were asked to select the next two numbers, and the icebreaker was repeated.

Mrs. Leathers concluded the activity by thanking everyone for their participation.

Mrs. Leathers began by explaining that the purpose of the meeting was to identify the campus's needs and to develop the Campus Improvement Plan (CIP) based on the data collected during the previous meeting. She reviewed the four priorities of the Texas Education Agency (TEA) and emphasized that the CNA process falls under Element I of the Every Student Succeeds Act (ESSA), which includes Title I requirements.

Mrs. Leathers reminded the team that the CNA serves as our guiding tool and that we are essentially building a roadmap to student achievement through this process. She then presented the data sets selected during the last CNA meeting. The team had chosen to review the following areas: student discipline, recruitment and retention rates, attendance, at-risk indicators, state and local assessment data, and student mobility/stability rates.

Each table was assigned one of the selected data types to analyze. Mrs. Leathers instructed the groups to create a T-chart that outlined both strengths and weaknesses in their data. She directed participants to the folders on their tables, which contained the data, as well as to the chart paper and markers provided for sharing their findings. A 15-minute timer was set to give groups time for discussion and chart creation.

As the groups began reviewing the data, Mrs. Leathers circulated the room to answer questions. Ms. Jackson asked for clarification on how to identify strengths in the student discipline data. Mrs. Leathers guided her to examine trends over time, particularly changes in the number of incidents as broken down in the data.

Mr. Roberts asked if he could focus specifically on teacher retention, noting that the mobility and stability of the student population is largely beyond the school's control. Mrs. Leathers acknowledged his point and agreed that while mobility/stability data provides valuable insights into the student population at MRJH, setting a concrete goal related to it in the CIP would be difficult.

After 15 minutes, Mrs. Leathers announced that each group would share their identified strengths and weaknesses with the team. She began the sharing by presenting her assigned data type: At-Risk students.

Mrs. Leathers explained that there are 14 different criteria that can qualify a student as At-Risk. At MRJH, the majority of At-Risk students fall into this category because they either failed a state assessment or are classified as Limited English Proficient (LEP).

One strength identified in the data is that most At-Risk students at MRJH have only one risk factor. For those with two factors, it is typically a combination of failing the state assessment and being LEP.

A noted weakness is that the number of students who failed the state assessment increased compared to the previous year. However, a key strength is that the overall number of At-Risk students at MRJH has decreased.

Mrs. Leathers concluded by suggesting that it might be beneficial for the team to include a goal in the CIP focused on supporting LEP students to help them succeed on the STAAR assessments.

The next group to present was Mr. Roberts and Ms. Dikdan, who discussed teacher retention. Mr. Roberts noted that the total number of teachers at MRJH has increased compared to the previous year. However, they identified a significant weakness: a high rate of teacher turnover due to resignations and retirements.

Dr. Black added that he had recently returned from a Lead4ward training and is working on developing a blueprint to address teacher turnover. Mrs. Leathers reminded the team that one of the goals outlined in the CIP is to implement a three-year mentorship program for new teachers, though development of the program has not yet begun.

Mr. Roberts pointed out that many teachers leave due to challenges with student behavior and interactions with parents. He emphasized that these issues are major factors contributing to the high turnover rate.

Mrs. Leathers acknowledged this insight and suggested that it could be part of the root cause analysis, asking the group to hold onto those ideas for the next activity.

Ms. Torres, Ms. Kendrick, and Nabid were the next group to share their findings on student attendance. They identified several strengths, including a decrease in chronic absenteeism and a current percentage that is below the district average. They also noted that the overall attendance rate tends to be higher in the second semester compared to the first.

In terms of areas for improvement, they highlighted a rise in unexcused absences, a high number of students currently on attendance contracts, and historically low attendance rates in February. They also observed that attendance in August and September has declined compared to previous years.

During the discussion, Nabid asked why February typically has the lowest attendance rate. Ms. Torres suggested it could be due to extended weekends or possibly influenced by broader events, including actions taken by the current presidential administration.

Ms. Jackson shared her findings on student discipline. She identified several strengths, including a decrease in classroom disruptions over the course of the year, a reduction in overall student behavior incidents from Quarter 2 to Quarter 3, and increased compliance with ID-wearing among students.

Areas for improvement included a high number of repeated tardies and a concerning number of incidents involving physical contact. Mr. Veracochea noted that he has observed an increase in physical contact incidents as the year has progressed. Mrs. Leathers added that, following tardies, physical contact is the second most frequent behavioral issue on campus.

The last group to present was Mr. Veracochea and Ms. Ayala, who reported on STAAR data. They highlighted an increase in the number of students achieving the *Masters* performance level in 7th Grade Reading, 8th Grade Reading, Social Studies, and Science. They also noted that Algebra students at MRJH exceeded the district average in all performance categories—*Approaches*, *Meets*, and *Masters*.

However, they identified areas of concern as well. MRJH students struggled in math, with performance declining across all categories and grade levels. Additionally, the percentage of students who achieved *Approaches* or *Meets* on the Reading STAAR decreased at every grade level.

Mr. Milton and Ms. Kendrick took a moment to celebrate the success of their Social Studies students and the hard work that contributed to those results. Mr. Roberts then asked why Math STAAR scores were particularly low. Mrs. Leathers explained that math scores had dropped across both the district and the state. Mr. Veracochea added that the decline might be related to the introduction of new interactive question types, which were implemented for the first time this year.

Mrs. Leathers thanked the groups for sharing their findings and noted that they were already beginning to think about root causes. She explained that the next activity would focus on identifying correlations between the different data sets that were presented. The goal was to take the six data types and develop three overarching goals based on common trends or patterns.

She asked the team to consider whether any of the data sets were connected. Ms. Kendrick pointed out that if students do not attend school regularly, they are less likely to pass the STAAR exam. In response, Mrs. Leathers suggested that the Attendance and STAAR Data groups work together to complete a root cause analysis.

Mr. Roberts remarked that retaining teachers is difficult due to ongoing student behavior issues. Mrs. Leathers agreed and proposed that the Discipline and Retention groups collaborate to identify a root cause.

Finally, the team expressed interest in determining why STAAR Math scores were consistently low across all grade levels. Mrs. Leathers ensured that all team members were assigned to a group to complete the root cause analysis collaboratively.

Mrs. Leathers explained that conducting a root cause analysis would help the team develop action steps and strategies to improve student achievement at MRJH. She introduced the “5 Whys” protocol, in which each group would take their assigned data type—attendance, STAAR scores, or teacher retention—and repeatedly ask “why” up to five times to uncover the underlying cause.

Mrs. Leathers set a 15-minute timer, and the groups began working on their root cause analysis using the chart paper provided. As the activity progressed, she circulated the room to answer any questions.

Ms. Rexach asked whether her group had to ask “why” exactly five times, or if fewer would be acceptable. Mrs. Leathers clarified that if a group could determine a clear root cause in fewer than five questions, that would be perfectly fine.

Mr. Roberts asked if he needed to transfer the information from his group onto the chart paper since he had already written it on the back of his handout. Mrs. Leathers responded that it was not necessary to duplicate the information if it had already been clearly documented.

When the timer went off, Mrs. Leathers asked the groups to share their findings. Ms. Kendrick’s group volunteered to go first, and they determined that students are struggling on the state assessment due to a lack of communication with parents regarding attendance procedures. They identified several key issues, including the need for more emphasis on attendance, clarification on who is responsible for communicating with parents, and the creation of a consistent system to notify parents about high absenteeism.

Nabid added that it is difficult to view attendance data in the Home Access Center (HAC). Ms. Kendrick asked if parents are aware of how to report their child’s absence. Ms. Torres responded that information has been shared in the Maverick Mail (the weekly newsletter), and Mrs. Leathers has sent a video to parents explaining how to report an absence.

Mrs. Leathers expressed concern that Katy ISD misses an opportunity by not having a simple button on their website to report absences. The group wondered if the reporting process involves too many steps, making it difficult for parents to navigate the website.

Ms. Dikdan suggested that a fun way to engage students would be to create a competition between grade levels to see which can have the fewest absences and tardies. Ms. Torres proposed celebrating students on GAME Days every few weeks, instead of only once every six weeks.

Nabid expressed his support for continuing incentives like the No Tardy Party and Perfect Attendance parties, recommending they be kept for

the following year. Mr. Stubblefield shared that at his previous campus, they had an attendance competition board, and suggested that MRJH could designate a person and a space to create a “Move the Maverick” chart to track attendance progress.

Mrs. Leathers thanked everyone for their participation and confirmed that an attendance goal would be added to the CIP for the next year.

The next group presented on the relationship between student discipline and teacher retention. Mr. Roberts explained that it often takes multiple incidents before a student receives a consequence, and emphasized that the consequence should match the infraction. He stressed the importance of alignment between parents and teachers and highlighted the need for students to be held more accountable for their actions. He also noted that, without sufficient support, teachers may feel discouraged by the ongoing discipline issues, which can affect their sense of job satisfaction.

Mr. Roberts reiterated his earlier suggestion for a strong mentorship program to support teachers. Mr. Veracoechea added that, as an Assistant Principal, he is bound by the Katy ISD Discipline Handbook, but supporting teachers remains one of his main goals.

Mr. Roberts then proposed an idea: while MRJH holds grade-level meetings once a quarter, it might be beneficial to host a parent academy at the beginning of the school year to clearly communicate expectations. The group collectively supported this idea, and Dr. Black suggested he could facilitate the parent academy during Ranch Round Up at the start of the school year.

The last group to present was Mr. Veracoechea and Ms. Ayala, who discussed strategies for improving student math scores. They identified several potential issues, including the possibility that students may not be receiving strong initial lessons due to teachers lacking certain instructional skills, the need for teachers to be receptive to feedback, and the importance of creating a robust system of support.

Ms. Foy pointed out that there is a noticeable difference between teachers who have high expectations for their students and those who do not, and she can observe this as a parent. Dr. Black shared that students flock to Ms. Kendrick’s class because she has an engaging warm-up activity every day. He suggested that MRJH could teach all teachers how to create similar engaging activities that capture students' attention from bell to bell.

Mr. Milton raised a concern about when such training would take place, given the many responsibilities teachers already have. Mrs. Leathers proposed offering "Lunch and Learn" sessions and targeted professional development based on individual teacher needs. Mr. Veracoechea emphasized that for the training to be effective, teachers must be open to improvement and possess a flexible mindset.

Dr. Black added that they are reintroducing the Fundamental Five, an initiative from a few years ago, because it led to increased student achievement when these practices were implemented. Mrs. Leathers agreed, saying that incorporating the Fundamental Five would be an excellent use of Title I funds and that the practices are applicable to all teachers, regardless of subject area.

Mrs. Leathers concluded by thanking all the groups for their valuable contributions.

Mrs. Leathers expressed that the feedback from the groups was invaluable and that there were many ideas that could be implemented in the CIP for 2025-2026. She mentioned that although she will be part of the CIP process, she will be moving to another campus next year. Mrs. Leathers thanked all the members of the CNA meeting, and the meeting was adjourned at 6:37 pm.

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

<b>Attendance</b>	<b>Strengths:</b> Chronic absence rate decreased and is below the district average, attendance is strongest between January and March
	<b>Problems:</b> High numbers of students on attendance contracts (AIPs), most absences are unexcused, February attendance is historically lower than other months, August and September attendance was lower than the previous year
<b>State and Local Assessment Data</b>	<b>Strengths:</b> 100% of our Algebra I students passed EOC, improvement at the Masters Level for 7th and 8th grade Reading STAAR, improvement of the Meets and Masters Level for Social Studies STAAR, and an increase in the Masters Level, of 8th grade Science STAAR
	<b>Problems:</b> Grades 6-8 STAAR Math decreased in all performance categories, decrease in STAAR Reading in the Approaches and Meets performance categories in grades 6-8
<b>At Risk Data (Demographics)</b>	<b>Strengths:</b> Decrease in the number of the overall At Risk students from 23/24 to 24/25, most MRJH students have only 1 At Risk indicator
	<b>Problems:</b> Increased in the number of students who failed state assessment from the previous year, most students who are Limited English Proficient (LEP) failed a STAAR exam (FSA)
<b>Recruitment and Retention of Teachers</b>	<b>Strengths:</b> From 2020-2023 the total number of teachers has increased
	<b>Problems:</b> High rate of teacher turnover – 22% of teachers were new to MRJH, increased the number of resignations/ retirements from the previous year
<b>Student Disciplinary Data</b>	<b>Strengths:</b> Decrease in behavior incidents between December and March, less classroom disturbances than previous years
	<b>Problems:</b> Repeated tardies and physical contact have the highest number of incidents at MRJH

## Area of Improvement

### MRJH students in grades 6-8 are struggling/not passing on state assessments

**Problem Statement:** Data consistently reveals that our Emergent Bilingual students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing.

**Root Cause:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.

**Problem Statement:** 36.7% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery.

**Root Cause:** Katy is becoming increasingly diverse and it is reflected in our school. We need more training and resources to meet the needs of our increasingly diverse student population.

**Problem Statement:** Too few of our students are Meeting the state standard in Math performance. 2024 STAAR results indicate that 35% of our students met expectations.

**Root Cause:** Teachers need assistance with materials, training, and time to help students close gaps between math concepts. Quality differentiation must be mastered by teachers so they will know how to best help their students.

**Problem Statement:** Too few of our students are Meeting the state standard in Reading performance. The 2024 STAAR results indicate that 46% of our student body Met expectations.

**Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction. Using the Fundamental 5 practices with fidelity will help teachers structure lessons and classroom experiences to help students write purposefully and use academic vocabulary.

## Disciplinary Infractions

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

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

**Problem Statement:** Students struggle with meeting classroom expectations in which they miss instructional minutes due to disciplinary infractions.

**Root Cause:** Students are not explicitly taught the expectations or expectations are not consistently enforced by teachers. Additionally, parents need to understand and support the classroom, school, and community expectations of MRJH.

## High Rate of Teacher Turnover

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

**Root Cause:** MRJH does not have a clear and consistent plan to ensure new and veteran staff are aware of the campus practices and policies as there has been so much turnover in teachers, administration, and support staff.

### **Student Attendance**

**Problem Statement:** The average attendance rate at MRJH remains below the Katy ISD district average, impacting students' learning, retention of information, and overall consistency in their education.

**Root Cause:** MRJH stakeholders--including staff, teachers, parents, community members, and district representatives--must emphasize the importance of attendance through clear communication, parent meetings on campus, and student incentive programs.

### **1.2: Location for Evidence of Multiple Meetings Held**

Meeting Dates for developing the 2025-2026 Campus Needs Assessment:

- April 7, 2025 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 5, 2025 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

Meeting agenda, minutes and sign in sheet are located in the Title I crate.

## **2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)**

### **2.2: Stakeholders 1114(b)(2)**

<b>Print Name</b>	<b>Role</b>
Dr. Frederick Black	Principal
Shayla Tillery	Specialized Instructional Support
Jessica Ayala	Specialized Instructional Support
Kelly Leathers	Other School Leader
Elizabeth Torres	Other School Leader

Print Name	Role
Kyle Allen Sanchez	District Administrator
Ashley Muzny	District Administrator
Karthick Pichai	Paraprofessional
Jose Gervacio	Paraprofessional
Nabid Rahman	Student
Jacob Milton	Teacher
Ollie Kendrick	Teacher
April Thomas	Teacher
Dr. Tricia Tsang	Other School Leader
Yesica Vazquez	Community Member
Debra Askew	Teacher
Monica Rexach	Parent
Cody Leathers	Community Member
Jessica Yanes	Community Member
Natasha Foy	Parent
Lakendrea Jackson	Paraprofessional
William Stubblefield	Other Instructional Leader
Jess Dikdan	Teacher
Terry Roberts	Teacher
Harold Veracoechea	Other Instructional Leader

Print Name	Role
Jamieson Sermo	Community Member

Sign in Sheets are located in the Title I crate.

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

Parents and families can access our Campus Improvement Plan through our school website.

### **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

Any strategy in which Title I funds are listed as a funding source has Title I elements tied to it.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Thomas	6th Grade RLA Teacher		
Jamieson Sermo	Instructional Coordinator		
Kelly Leathers	Instructional Coordinator		
Kyle Haberer	Instructional Coordinator		

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Amplify Online Subscription		\$21,400.00
1	1	4	Lead Your School PowerWalks Online Subscription		\$2,500.00
1	1	4	Lead Your School Services		\$47,500.00
2	1	1	PBIS Rewards Software		\$3,550.00
2	1	2	Lead Your School Training		\$50,000.00
2	1	2	CHAMPS Training		\$16,000.00
2	1	2	TASSP Reimbursements		\$1,460.20
<b>Sub-Total</b>					<b>\$142,410.20</b>