

Katy Independent School District

Morton Ranch Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Morton Ranch Elementary School's Mission Statement

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

Our Promises to Our Students are as follows:

We promise to read to you daily.

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

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

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

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

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

We promise to give you honest feedback about your learning.

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

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

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

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

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

9/5/2016

Vision

Be the Legacy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment School Profile

Morton Ranch Elementary is a campus in Katy ISD that opened its doors in 2008. MRE is projected to serve 936 students in grades Pre-K-5th during the 2026-2027 school year, The campus is an elementary school.

List of Stakeholders and roles:

Principal	Lori Maurer	Parent
Other School Leader	Kelley Martinez	Parent
Other school leader	Yenny Papa	District Representative
Teacher	Miranda Wilson	District Representative
Teacher	Megan Kingery	Community/Business
Paraprofessional	Erin Sweeney-Cullen (replaced by Tammy Soza)	Community/Business
Paraprofessional	LaDonna Kramer	Specialized School Support
Specialized School Support	Ashley Warren (replaced by Roxanna Horak)	

Comprehensive Needs Assessment Process

Morton Ranch Elementary’ s needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data:

- District goals
- Campus goals
- HB3 Reading and Math goals for PreK - 3
- Performance objectives with summative review from 2024-2025
- CIP from 2024-2025
- CAT meeting, Team Leader meeting data
- TAPR report

- Student achievement domain
- Effective Schools Framework data
- Additional Targeted Support Identification data
- STAAR released test questions
- TELPAS results, TELPAS Alt results
- MAP Data
- Interim and CBA data
- Amira data
- Dream Box Math data
- Grades that measure student performance on TEKS
- Race/ethnicity data
- Specials programs data
- Eco dis data
- SPED data
- At Risk data
- 504 data
- GT data
- Dyslexia data
- MTSS data
- Attendance data
- Discipline data
- School safety data
- PLC data/Processes for teaching and learning
- Staff survey data
- Parent survey data
- Teacher/Student ratio
- Staff meeting information
- PD needs assessment data
- T-TESS evaluation data
- SLO data
- Parent engagement rates
- Community surveys
- Budget expenditure data
- Study of best practices

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 4, 2026, and again on June 1, 2026, to develop the CNA. The meetings were held in the Large Group Area starting at 3:45 p.m. on both dates. We plan to meet again on October 19, 2026, to review and revise the CNA and CIP as needed.

At the first meeting on May 4, 2026, Principal Maurer began the meeting by announcing some celebrations and upcoming events at Morton Ranch since our last meeting. Next, we moved on to the Parent, Student, Teacher Compact and any revisions that might be necessary. She displayed the Compact on the Smart Board and went over it line by line. Mrs. Maurer reviewed the "Student-Parent-Teacher Compact" and a copy was given to all members of the team. She shared the following explanation of the importance of this Compact: **The school-parent compact is a written agreement between teachers and parents and provides**

an opportunity to create a partnership in our school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence. Mrs. Maurer then led the committee through looking for any clarifications or possible changes that should be made to this document. Question posed by Mrs. Maurer: Should technology be included now in the Compact? The committee discussed and it agreed that because Katy ISD has a one-to-one device program, it was now necessary to add a part about technology to the Compact. Suggestions (below) were made and accepted by the committee (exact wording to still come).

As a student, I will...use technology in a way that helps further deepen my content understanding and I will abide by Katy ISD's acceptable use and standards.

As a parent, I will... model the use of technology in front of my child(ern) and help ensure they are on media that is appropriate.

As a teacher, I will plan purposeful lessons that balance hands on learning with digital learning and actively review Go Guardian to monitor student use.

Mrs. Maurer then moved on to the Title I budget with a PowerPoint breaking down the budget information for our campus (PowerPoint is attached to the Crate location.) Overview for the 2026-2027 school year was reviewed by Mrs. Maurer. The projected budget is about \$70,000. Some of the upcoming expenses include Earphones needed due to Amira and Assessments, A speaker in August for staff, Teachers to PD of the Summer (Get Your Teach On). Mrs. Maurer opened the floor for concern and questions about the proposed budget. There were no concerns posed at this time. One question was asked by parent representative in attendance: Would it be possible to add more money for technology if the need arises? Mrs. Maurer responded that yes, that would be able to happen if there is a campus need. Next, we moved on to the Comprehensive Needs Assessment (CNA) process. She explained what the CNA means at our school and why it is so important to have parent, community, and teacher input into its revisions for each new year. We went over the data available in the following areas: Demographics, Student learning, Processes and Programs, and Perceptions. At 4:40 PM, groups were formed, and information was reviewed for each section with the key question of "What data do we need to answer questions on the pages/section." At 5:00, the groups came back together as a whole and shared the following information:

Demographics - Katy ISD dashboard, Lori pulled up her dashboard and went over what MRE looks like today, School report card, Information from Katy ISD alternative program, Zip codes in our schools to provide community info

Student Learning - STAAR scores and all other information can be found "in house," Our Instructional Coordinator is our main person to get this Data for the team, MRE does have support programs with MTSS/ tutoring

Processes and Programs - We will revamp our Culture and Climate survey to ensure more parent feedback and from a wider audience. When parents submit the survey, they will include the student's homeroom teacher and the student's "House." Then House points will be given for those who fill out the survey, upcoming Counselor connection time can also be a time to get the survey done, Coffee with the Principal is another time to reach an audience to complete this survey.

Feedback: We can make it a classroom competition by grade and house color and ensure that the student's name is not a part of it to keep the survey more valid.

Perceptions - Student Attendance and parent attendance, we will get this data from the parent survey (Concern that was posed: Do parents still not know if breakfast is free)?

Current ways of sharing: MRE E-News. Will teachers include message in DOJO and continue to share on E-News and morning announcements

At the second meeting on June 1, 2026, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026 but focused most of the meeting on the problems that were identified from the data. Principal Maurer led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came

to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

A Root Cause Analysis was conducted by our CNA committee, and we identified the following to be our Priority Problems to be addressed in the 2026-2027 school year:

1. Too few of our students are MEETING the state standard in Math & Reading performance. While preliminary Spring 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading.

Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

2. Student discipline referrals continue to indicate a need for improvement in student self-management, conflict resolution, and appropriate behavioral decision-making. While campus systems such as CHAMPS, the House System, behavior rubrics, and MTSS-B supports are in place, there are a significant number of referrals with behaviors that interfere with student instruction.

Root Cause: Implementation of behavior support systems is not always consistent across classrooms and settings. Teachers need support in maintaining high expectations, implementing behavior interventions with fidelity, utilizing classroom management strategies, and providing social-emotional learning opportunities that help students develop self-regulation, problem-solving, and conflict-resolution skills.

3. Student tardiness continues to be a concern at MRE. A significant number of students continue to arrive late to school, resulting in missed instructional time, disruptions to routines, and decreased opportunities for students to begin the day successfully. Chronic tardiness impacts student achievement, attendance habits, and overall school engagement, making punctuality an ongoing campus priority.

Root Cause: Families continue to face arrival challenges, including transportation issues, family schedules, and morning routines. Additionally, there is a need for increased awareness among students and families regarding the connection between punctuality, academic success, and student responsibility. Consistent communication, accountability measures, incentives, and family partnerships are needed.

These priority problem statements (and other problems identified through the CNA process) will serve to guide the development of our 2026-2027 Campus Improvement Plan.

Three Areas of Focus for Next Year:

1. Student Academic Achievement in Reading/Language Arts and Math (MEETS or above)
2. Student Discipline (lower the amount of Physical aggression referrals)
3. Student Tardies (lower tardy percentage)

Demographics

Demographics Summary

MRE ended the 2025-2026 school year with 979 students (down from the prior year). We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

MRE demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases mainly in the Hispanic and African-American populations and in the percent of our students who are Economically Disadvantaged, now at 66%. The At-Risk population has also increased in the last five years (now at 67%). Our Bilingual population maintained from last year to this year; we are still at 37% Bilingual. An area in which our district has experienced recent tremendous growth is Special Education; here at MRE, our Special Education population is currently 33% of our enrollment. Our attendance rate, while high (95%), is the same from the previous school year. We have been school-wide Title One for fifteen years. (5 Year Demographic Summary table below.)

The MRE staff is made up of 122 campus employees (2024-2025 TAPR). We have 80 teachers, 4 administrators, 8 professional support personnel, and 30 educational paraprofessionals. 76% of our staff are professional staff (66% teachers, 7% professional support, and 3% administration). 70% of our entire staff represents minority populations; staff ethnicities are as follows: 15% African American, 45% Hispanic, 30% White, 6% Asian, and 3% Two or More Races. While we are increasingly diverse, we still do not mirror our student population.

Considering highest degrees held, 74% of our teachers hold Bachelors, 24% hold Masters degrees, and 2% hold Doctorate degrees. By years of experience in education, 10% of our teachers are Beginners, 21% have taught 1-5 years, 20% have taught 6-10 years, 34% have taught 11-20 years, and 15% have taught for more than 20 years. We average 11 years of teaching experience, matching the average in Katy ISD (11 years) and in Texas (11. years). The average MRE teacher salary is \$68, 509 commensurate with district and state averages.

Our elementary school serves several middle-class neighborhoods and two trailer park communities. MRE has a mixture of parents educated beyond high school and those working in skilled trades, with many working multiple jobs. English and Spanish are the predominant languages in our community, although others include Urdu and African dialects.

Katy ISD is a large, fast-growth school district; we have new schools opening almost every year. Our enrollment shifts slightly each time a school opens nearby. MRE currently serves the bilingual students of two neighboring monolingual campuses. Our enrollment is affected when students exit the bilingual program, returning to their home schools. We also house several district special education programs on our campus: the Bilingual Early Childhood Special Education program, the Young Children with Autism Program, the Bilingual Young Children with Autism Program, and the Life Skills program.

We have noticed a sharp uptick in behavioral and mental-health related issues among our students, and we anticipate continuing to fill academic gaps in many of our students in the upcoming school year. Student behavior trends indicate an increase in disciplinary incidents during the 2025–2026 school year. The campus recorded 416 behavior incidents, an increase of 91 incidents compared to the 325 incidents reported in 2024–2025. Of the total incidents, 214 (51%) involved physical contact between students, suggesting a continued need to strengthen students' self-regulation, conflict resolution, and interpersonal skills. These behavior trends highlight the importance of ongoing social-emotional learning, consistent behavior expectations, and targeted intervention supports to promote a safe and positive learning environment.

Past 5 Year Demographic Summary:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Enrollment #	1188	1173	1035	979	959
Race/Ethnicity					
Hispanic	61	62	59	59	59
African American	22	21	22	21	22
White	9	9	11	11	10
Asian	4	4	5	5	5
Two or More Races	3	3	3	4	5
Pac. Islander	<1	<1	<1	<1	<1
American Indian	<1	<1	<1	<1	<1
Student Group %					
At Risk	68	74	63	70	67
Eco Dis.	70	68	71	69	66
LEP	52	54	50	53	52
Bilingual	40	43	32	37	37
SPED	15	19	23	28	33
ESL	11	4	3	15	16
GT	2	2	2	2	3

Demographics Strengths

Morton Ranch Elementary continues to demonstrate many strengths that positively impact student success and campus culture.

1. Strong Family and Community Engagement

Family and community involvement remains one of MRE's greatest strengths. Parent participation in campus events continues to grow, with events such as our Title I Family Engagement Nights, Celebrations of Learning, Career Day, GT Expo, and other campus activities drawing large numbers of families. Our PTA remains highly active and supportive, organizing successful events such as the Glow Run, Denim & Diamonds Dance, volunteer initiatives, and numerous opportunities that enhance the educational experience for our students. MRE families are invested in their children's success and consistently partner with the school to support both academic achievement and the development of the whole child.

2. Diverse and Inclusive School Community

Morton Ranch Elementary is proud to serve a diverse student population that reflects the rich cultural and linguistic diversity of our community. Our students learn alongside peers from a variety of backgrounds, helping them develop respect, empathy, and collaboration skills that will benefit them throughout their lives. Through programs such as our House System, International Night, multilingual supports, and school-wide celebrations, we intentionally foster an environment where every student and family feels welcomed, valued, and respected. We believe our diversity is one of our greatest strengths and contributes to a positive and inclusive school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students receiving Special Education services perform below other student groups in RLA, Mathematics, and Science as measured by classroom, district, and STAAR assessments. The % of students receiving Special Education services at Morton Ranch Elementary has increased from 28% to 33% of the student population, making this subgroup a significant factor in overall campus achievement.

Root Cause: Teachers and paraprofessionals need continued support in differentiating instruction, implementing accommodations and IEPs with fidelity, and utilizing effective strategies to meet the needs of students receiving SpEd services. Increased collaboration between Gen Ed and SpEd staff is needed to ensure students receive consistent support and access to grade-level curriculum.

Problem Statement 2: Emergent Bilingual students comprise 37% of the student population at MRE. While many Emergent Bilingual students are demonstrating growth, achievement data indicates a need to strengthen language acquisition and academic achievement across content. Ensuring that all students have access to instruction that supports both language development and grade-level learning remains a campus priority.

Root Cause: Teachers need ongoing PD and support in implementing language acquisition strategies, including QSSSA, academic discourse, vocabulary development, and scaffolding techniques that support Emergent Bilingual students. As our student population continues to be linguistically diverse, staff must consistently utilize instructional practices that provide access to rigorous, grade-level content.

Problem Statement 3: STAAR data indicate that White students at Morton Ranch Elementary did not demonstrate the desired level of academic growth in the Approaches, Meets, and Masters performance categories. This student group represents a portion of our campus population, increasing achievement and growth across all performance levels remains a priority to ensure every student reaches their full academic potential.

Root Cause: Teachers need support in using data to identify student learning needs, differentiate instruction, and provide targeted interventions that move students from Approaches to Meets and from Meets to Masters performance. Additionally, consistent implementation of rigorous, TEKS-aligned instruction and effective small-group practices is needed to ensure all students demonstrate academic growth.

Problem Statement 4 (Prioritized): The number of discipline referrals increased in the 2025-2026 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Compared to the 2024-2025 school year there were 91 more behavior incidents (416 vs. 325). 214 incidents involved Physical contact (51%).

Root Cause: Students need additional support and consistent reinforcement in self-regulation, conflict resolution, and appropriate peer interactions to reduce behavior incidents involving physical contact.

Student Learning

Student Learning Summary

As a campus leadership team, we continuously collect and analyze data related to student achievement, school culture, family engagement, attendance, and the effectiveness of campus systems and processes. Throughout the 2025-2026 school year, administrators, the instructional coach, instructional coordinator, and teachers regularly participated in data analysis meetings, Kid Chats, MTSS meetings, and Data Room discussions to monitor student progress and identify areas of need. These collaborative conversations focused on reviewing student performance data, identifying learning gaps aligned to the TEKS, monitoring intervention effectiveness, and developing action plans to improve student outcomes.

The campus leadership team also met regularly with district departments, including Assessment and Accountability, the Office of Other Languages, Special Education, and Curriculum and Instruction, to review student performance and ensure that supports were in place for all student groups. Particular attention was given to the performance of student subpopulations, including Emergent Bilingual, Special Education, Hispanic, African American, White, and economically disadvantaged students. Data from these meetings were used to guide instructional decisions, intervention planning, professional development, and resource allocation.

Additionally, the Campus Advisory Team (CAT) and Campus Needs Assessment Team met throughout the school year to review campus data, evaluate progress toward campus goals, and identify priorities for the 2026-2027 school year. Through these collaborative discussions, stakeholders worked together to develop recommendations and strategies to address the academic, behavioral, and operational needs of the campus. *Campus Advisory Team (CAT) meetings for the 2026-2027 school year are scheduled for October, January, March, and May.*

All Texas public schools are evaluated annually through the state accountability system and receive ratings based on multiple performance indicators. Preliminary STAAR and MAP data from the 2025-2026 school year compared to the 2024-2025 school year is reflected in the charts below:

	STAAR 3rd Reading						STAAR 3rd Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	77	49	30	52	-4	Katy ISD	81	62	36	60	-2
	STAAR 4th Reading						STAAR 4th Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	78	50	27	52	2	Katy ISD	83	65	36	62	-1
	STAAR 5th Reading						STAAR 5th Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	83	61	36	60	6	Katy ISD	87	72	50	70	2
	STAAR 3rd Math						STAAR 3rd Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	76	51	21	49	2	Katy ISD	75	54	31	53	-2
	STAAR 4th Math						STAAR 4th Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	73	57	24	51	1	Katy ISD	76	60	35	57	-1
	STAAR 5th Math						STAAR 5th Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2025		Approaches	Meets	Masters	AMM Avg	Diff from 2025
MRE	83	56	22	54	10	Katy ISD	82	61	33	59	-1

**2025-2026 MAP ACHIEVEMENT
SCIENCE
MRE PROFILE**

District Summary	EOY Performance Level Predictions					BOY Achievement Overview							MOY Achievement Overview							EOY Achievement Overview						
	Tested Students	Approaches	Meets	Masters	AMM Average	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile
25-26 District	7,183	75%	49%	23%	49	208	73	9%	8%	15%	29%	39%	213	77	9%	8%	14%	24%	46%	215	77	9%	9%	13%	25%	44%
MRE Grade 5	134	70%	40%	13%	41	206	70	12%	8%	32%	32%	39%	210	69	12%	7%	15%	32%	34%	212	73	13%	4%	19%	30%	34%



**2025-2026 MAP ACHIEVEMENT
READING
MRE PROFILE (ENGLISH)**

District Summary	EOY Performance Level Predictions					BOY Achievement Overview							MOY Achievement Overview							EOY Achievement Overview						
	Tested Students	Approaches	Meets	Masters	AMM Average	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RIT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile
25-26 District	37,522	85%	62%	33%	60	189	66	13%	13%	17%	26%	31%	189	67	11%	14%	17%	25%	33%	192	65	14%	13%	17%	26%	30%
Kindergarten	122	-	-	-	-	-	-	-	-	-	-	-	143	36	31%	27%	16%	13%	14%	149	38	34%	17%	20%	16%	13%
Grade 1	152	-	-	-	-	151	42	36%	18%	16%	16%	15%	166	54	5%	24%	30%	15%	26%	167	50	22%	20%	20%	21%	18%
Grade 2	116	86%	58%	17%	54	171	50	13%	21%	26%	24%	16%	180	60	16%	13%	22%	24%	24%	186	60	14%	15%	22%	27%	22%
Grade 3	124	77%	58%	23%	59	188	66	18%	10%	15%	36%	22%	194	63	17%	10%	19%	30%	25%	196	61	20%	11%	18%	29%	22%
Grade 4	140	76%	46%	24%	49	197	59	20%	13%	18%	24%	25%	203	59	11%	22%	18%	21%	28%	203	58	18%	17%	18%	26%	21%
Grade 5	132	81%	56%	29%	55	205	60	21%	10%	23%	29%	17%	209	63	13%	17%	17%	39%	15%	211	62	13%	14%	20%	35%	17%



**2025-2026 MAP ACHIEVEMENT
READING
MRE PROFILE (SPANISH)**

District Summary	EOY Performance Level Predictions					BOY Achievement Overview							MOY Achievement Overview							EOY Achievement Overview						
	Tested Students	Approaches	Meets	Masters	AMH Average	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile
25-26 District	4,422	71%	49%	31%	50	185	74	9%	12%	15%	22%	42%	171	68	12%	13%	17%	23%	35%	187	67	13%	13%	19%	21%	35%
Kindergarten	42	-	-	-	-	-	-	-	-	-	-	-	145	59	18%	13%	20%	20%	30%	155	62	5%	21%	21%	38%	14%
Grade 1	58	-	-	-	-	153	60	13%	21%	16%	15%	35%	164	72	13%	7%	20%	24%	35%	171	64	16%	7%	24%	28%	26%
Grade 2	42	-	-	-	-	176	79	9%	14%	7%	27%	43%	190	89	0%	0%	0%	25%	75%	189	68	12%	12%	19%	19%	38%
Grade 3	40	75%	50%	40%	55	194	79	6%	6%	8%	33%	47%	194	65	0%	20%	20%	20%	40%	201	83	8%	8%	15%	15%	55%
Grade 4	55	62%	44%	20%	42	197	70	10%	10%	17%	26%	36%	199	58	0%	0%	100%	0%	0%	202	69	16%	9%	18%	22%	35%
Grade 5	1	100%	100%	100%	100	206	73	3%	23%	17%	17%	40%	222	92	0%	0%	0%	0%	100%	219	85	0%	0%	0%	0%	100%



**2025-2026 MAP ACHIEVEMENT
MATHEMATICS
MRE PROFILE**

District Summary	EOY Performance Level Predictions					BOY Achievement Overview							MOY Achievement Overview							EOY Achievement Overview						
	Tested Students	Approaches	Meets	Masters	AMH Average	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile	Average RT Score	Median Percentile	1st - 20th Percentile	21st - 40th Percentile	41st - 60th Percentile	61st - 80th Percentile	>80th Percentile
25-26 District	37,468	80%	58%	28%	55	191	65	10%	14%	20%	27%	29%	194	69	9%	12%	18%	27%	34%	202	74	10%	10%	15%	25%	40%
Kindergarten	122	-	-	-	-	-	-	-	-	-	-	-	153	57	13%	22%	20%	23%	22%	160	57	15%	13%	25%	24%	23%
Grade 1	152	-	-	-	-	160	55	17%	13%	27%	25%	18%	170	58	9%	17%	28%	27%	18%	177	57	12%	15%	26%	23%	24%
Grade 2	116	70%	31%	3%	35	173	50	19%	23%	18%	24%	17%	183	57	14%	20%	19%	24%	23%	189	59	16%	15%	21%	30%	19%
Grade 3	124	73%	52%	20%	48	187	59	11%	21%	22%	28%	18%	197	67	12%	12%	21%	32%	24%	205	72	9%	15%	15%	26%	35%
Grade 4	140	69%	54%	28%	50	201	62	10%	13%	24%	30%	23%	210	65	12%	14%	17%	30%	28%	217	75	14%	14%	11%	16%	44%
Grade 5	134	84%	70%	43%	66	210	62	8%	16%	25%	30%	21%	219	72	10%	9%	17%	32%	31%	227	82	10%	7%	10%	22%	51%

Student Learning Strengths

Student success at Morton Ranch Elementary is the result of a campus-wide commitment to meeting the academic, behavioral, and social-emotional needs of every student. Our teachers strive to provide high-quality Tier 1 instruction aligned to the TEKS, while participating in ongoing professional development focused on best instructional practices, student engagement, academic discourse, and language acquisition strategies. Through collaborative planning, data analysis, Kid Chats, and the use of our Data Room, teachers regularly monitor student progress and adjust instruction to meet individual student needs.

When students require additional support, MRE provides a comprehensive system of interventions throughout the school day. Students receive targeted support through MTSS, small-group instruction, intervention blocks, and specialized services based on identified academic and behavioral needs. Through Title I, State Compensatory Education, Special Education, and other campus resources, interventionists, academic support teachers, and specialists provide both push-in and pull-out services to support student success.

For our Emergent Bilingual students, teachers implement language acquisition strategies such as QSSSA, academic discourse, vocabulary development, and instructional scaffolds to ensure equitable access to grade-level content. Students receiving Special Education services are supported through collaborative teaching models, accommodations, and specially designed instruction aligned to their individual learning needs. Gifted and Talented students participate in Challenge services that provide enrichment opportunities and promote critical thinking and problem-solving skills.

In addition to academic interventions, students have access to before- and after-school tutorials, counseling services, mentoring opportunities, and enrichment programs designed to support the whole child. Our science labs continue to provide engaging, hands-on learning experiences that foster inquiry and exploration, while our library program promotes a culture of literacy through reading challenges, book clubs, author studies, and campus-wide reading initiatives. At Morton Ranch Elementary, we remain committed to creating learning experiences that inspire curiosity, growth, and success for every student.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading.

Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Elementary is guided by the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum documents and unit plans, district assessments, campus data, and research-based instructional practices. Teachers utilize district resources, curriculum frameworks, and instructional materials to ensure alignment with state standards and district expectations. Our campus remains committed to developing 21st Century skills, including critical thinking, communication, collaboration, creativity, problem-solving, and responsible citizenship.

With approximately 33% of our students identified as Emergent Bilingual and 33% receiving Special Education services, our campus remains focused on providing rigorous, accessible instruction that meets the diverse needs of all learners. During the 2025-2026 school year, Morton Ranch Elementary partnered closely with the Office of Other Languages to strengthen instructional practices through the implementation of QSSSA (Question, Signal, Stem, Share, Assess). Professional development, classroom observations, and feedback cycles focused on increasing academic discourse, language development, student engagement, and opportunities for structured student conversations. Teachers continue to utilize sentence stems, visuals, vocabulary-rich instruction, and scaffolds that support both language acquisition and content mastery.

Assessment continues to play a significant role in instructional decision-making at MRE. Teachers utilize multiple sources of data including STAAR, Interim Assessments, Katy Learning Assessments (KLAs), HMH Growth Measures, Amira, MAP, TELPAS, classroom assessments, and progress monitoring tools. Through Data Digs, Kid Chats, MTSS meetings, and our campus Data Room, teachers and administrators regularly analyze student performance, identify learning gaps aligned to the TEKS, and develop targeted instructional plans to support student growth. Focus TEKS are identified and monitored throughout the year to ensure vertical alignment and instructional consistency across grade levels.

Weekly Professional Learning Community (PLC) meetings are facilitated by the instructional coach and instructional coordinator. These collaborative meetings focus on lesson planning, data analysis, intervention planning, instructional strategies, and professional learning. Academic support teachers, interventionists, and special education staff participate in planning and collaboration opportunities to ensure continuity of support for students. Additionally, professional development is provided throughout the year through staff meetings, district trainings, instructional coaching cycles, and campus-based learning opportunities.

Student progress is monitored continuously through classroom performance, assessment data, intervention programs, and MTSS processes. Academic and behavioral MTSS meetings are held regularly to review student progress and determine appropriate interventions and supports. Participants include classroom teachers, interventionists, special education staff, counselors, administrators, instructional support personnel, and campus leadership. Questions regarding student growth, intervention effectiveness, accommodations, parent communication, and next instructional steps guide these discussions. Small-group instruction remains a primary intervention strategy utilized during the instructional day to address both remediation and enrichment needs.

Morton Ranch Elementary remains committed to recruiting, developing, and retaining highly qualified staff members. The campus actively recruits teachers through district job fairs, university partnerships, and professional networks. New staff members receive campus-based onboarding, mentoring, and ongoing support through the New Mavs Academy program. Mentors, instructional coaches, administrators, and teacher leaders work collaboratively to provide job-embedded professional learning and support throughout the school year.

As our student population continues to become more linguistically diverse, the campus remains committed to increasing the number of ESL-certified teachers and providing ongoing professional learning related to language acquisition, differentiation, and culturally responsive instructional practices. Teachers are encouraged to pursue ESL certification and participate in district and campus professional development opportunities that support the success of Emergent Bilingual students.

Technology integration continues to be a strength at Morton Ranch Elementary. All classrooms are equipped with instructional technology resources, including SMART Panels, classroom computers, iPads, and Chromebooks. The campus maintains a 1:1 device environment, providing students with access to digital tools that support learning, collaboration, and engagement. Teachers regularly incorporate technology into instruction to enhance student learning and prepare students for success in a technology-rich world.

Morton Ranch Elementary continues to support positive student behavior through the implementation of CHAMPS, MTSS-B, the House System, and Purposeful People. These systems promote positive relationships, character development, student engagement, and school connectedness. Through consistent expectations, behavior supports, recognition

systems, and social-emotional learning opportunities, the campus strives to create a safe, welcoming, and supportive environment where all students can thrive academically, socially, and emotionally.

School Processes & Programs Strengths

Morton Ranch Elementary continues to demonstrate numerous process and programmatic strengths that support student achievement, staff development, and a positive school culture.

Collaborative Planning and Professional Learning Communities (PLCs)

Grade-level teams participate in weekly Professional Learning Community (PLC) meetings facilitated by the instructional coach, instructional coordinator, and administrators. During these collaborative planning sessions, teachers analyze student data, identify TEKS-based learning gaps, plan rigorous instruction, develop small-group interventions, and share effective instructional practices. The addition of our Data Room and ongoing Data Digs has strengthened teachers' ability to make informed instructional decisions and monitor student progress throughout the year.

Mentoring and New Teacher Support

Morton Ranch Elementary remains committed to supporting all new staff members through a comprehensive mentoring program. Every teacher new to MRE is paired with a mentor and participates in New Mavs Academy, a year-long support system designed to provide job-embedded learning, instructional guidance, and campus-specific training. New staff members also receive district and campus onboarding, ensuring they are equipped for success from the beginning of the school year.

Multi-Tiered Systems of Support (MTSS)

The MTSS process continues to be a strength of our campus. Through regularly scheduled Kid Chats, MTSS meetings, and progress monitoring, staff collaborate to identify student needs and provide targeted academic and behavioral interventions. Data-driven decision-making ensures that students receive timely support, and intervention effectiveness is continuously monitored to improve outcomes for all learners.

Master Schedule and Intervention Systems

The campus master schedule is intentionally designed to maximize instructional time while allowing for intervention, enrichment, and collaborative support opportunities. Dedicated intervention blocks provide students with targeted instruction based on academic needs, while maintaining access to grade-level curriculum. The schedule also supports collaborative teaching models for Emergent Bilingual and Special Education students, ensuring services are delivered effectively throughout the instructional day.

Safety and Security

Student and staff safety remains a top priority at Morton Ranch Elementary. Regular safety drills, door checks, and safety audits are conducted throughout the year in collaboration with district safety personnel. Staff members receive ongoing training regarding emergency procedures, and students are routinely taught safety expectations to ensure preparedness in a variety of situations.

Leadership and Campus Committees

Teacher-led committees continue to strengthen campus culture and engagement. Committees focused on staff morale, family engagement, special events, safety, and campus traditions provide opportunities for staff leadership and collaboration. These teams help create a positive environment that supports both students and staff.

Management and Communication Systems

The administrative team works collaboratively to support teachers, students, and families. Grade levels are assigned to assistant principals who provide consistent support with instructional, behavioral, and parent-related concerns. This structure promotes effective communication, timely problem-solving, and strong relationships across the campus.

Technology Integration

Technology is integrated throughout all content areas to enhance teaching and learning. Students utilize Chromebooks, iPads, online instructional platforms, and digital resources to support literacy, mathematics, science, and problem-solving skills. Teachers regularly incorporate technology into instruction, assessment, and communication, creating engaging learning experiences and preparing students for success in an increasingly digital world.

CHAMPS, House System, and Positive Behavior Supports

Morton Ranch Elementary continues to implement CHAMPS, MTSS-B, the House System, and PurposeFull People to promote positive behavior, character development, and student engagement. These systems provide clear expectations, consistent behavioral supports, and opportunities for students to build leadership skills and positive relationships. Through these initiatives, students are recognized for demonstrating responsibility, kindness, perseverance, and respect.

Campus Traditions and School Culture

MRE continues to foster a strong sense of community through meaningful traditions and celebrations. Events such as Meet the Teacher Night, Campfire Chats, Cookies with Santa, Career Day, International Night, GT Expo, Field Days, House Celebrations, 5th Grade Activities, and our Marvelous Maverick Ceremonies provide opportunities to celebrate student success and strengthen family engagement. Staff traditions and celebrations also contribute to a positive work environment where employees feel valued and connected.

Professional Development and Staff Growth

Professional learning remains a priority at Morton Ranch Elementary. Staff members participate in district training opportunities, instructional coaching cycles, campus professional development, and collaborative learning experiences throughout the year. The campus continues to leverage internal expertise through teacher-led professional development sessions, allowing staff members to share successful practices and build leadership capacity. Professional development is aligned to campus needs and focuses on improving instructional practices, student engagement, language acquisition strategies, behavior supports, and student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student discipline referrals continue to indicate a need for improvement in student self-management, conflict resolution, and appropriate behavioral decision-making. While campus systems such as CHAMPS, the House System, behavior rubrics, and MTSS-B supports are in place, a significant number of referrals with behaviors that interfere with student instruction.

Root Cause: Implementation of behavior support systems is not always consistent across classrooms and settings. Teachers need support in maintaining high expectations, implementing behavior interventions with fidelity, utilizing classroom management strategies, and providing social-emotional learning opportunities that help students develop self-regulation, problem-solving, and conflict-resolution skills.

Perceptions

Perceptions Summary

The perception of Morton Ranch Elementary among students, staff, parents, and community members remains overwhelmingly positive. MRE has established a strong reputation for providing a safe, welcoming, and supportive learning environment where students are challenged academically and cared for personally. Families consistently express appreciation for the dedication of our staff and the positive relationships that exist throughout the school community. Parent and family involvement continues to be a significant strength, with participation in campus events, volunteer opportunities, PTA activities, and family engagement nights remaining high.

With an attendance rate consistently near 95%, students demonstrate a strong desire to attend school and participate in the opportunities available to them. Morton Ranch Elementary works intentionally to create a family-friendly environment where parents are viewed as valued partners in their children's education. Communication with families occurs through multiple platforms, including Class Dojo, weekly newsletters, grade-level communications, social media, the campus website, parent meetings, and family engagement events. Whenever possible, communication is provided in both English and Spanish to ensure accessibility for all families.

Morton Ranch Elementary continues to celebrate the diversity of its students, families, and staff. With a student population representing a variety of cultures, languages, and backgrounds, the campus is committed to creating an inclusive environment where every student feels welcomed, respected, and valued. Programs such as International Night, the House System, Emergent Bilingual supports, and various cultural celebrations help foster understanding, belonging, and appreciation for the unique strengths each student brings to our campus.

One of the core beliefs at MRE is that students learn best in an environment where relationships are strong, differences are respected, and mistakes are viewed as opportunities for growth. The campus continues to implement CHAMPS, MTSS-B, PurposeFull People, and the House System to support student behavior, leadership development, character education, and school connectedness. Through the House System, students participate in collaborative activities, service opportunities, academic competitions, and celebrations that build school spirit and foster a sense of belonging. These systems help reinforce the campus values of making good decisions, acting responsibly, valuing hard work, and showing kindness.

Teachers and staff continue to receive training and support related to classroom management, positive behavior supports, student engagement, and social-emotional learning. The campus focuses on creating classroom environments where students feel safe, respected, and engaged in learning. Positive relationships between students and staff remain a hallmark of the Morton Ranch Elementary experience and contribute to the overall success of the school.

Staff morale and campus culture remain strengths of the organization. Through the efforts of the Sunshine Committee, staff members are recognized and celebrated throughout the year with various appreciation events and opportunities that foster connection and collaboration. The campus culture is built on teamwork, support, and a shared commitment to student success.

Morton Ranch Elementary continues to attract and retain highly qualified educators who are dedicated to serving students and families. New staff members are supported through mentoring, New Mavs Academy, campus onboarding, and ongoing professional learning opportunities. Teachers report feeling supported by campus leadership and valued as members of the MRE family.

Annual parent survey data continue to indicate high levels of satisfaction with the educational experience provided at Morton Ranch Elementary. Parents consistently praise the dedication of teachers, the positive school culture, and the communication provided by the campus. Stakeholders remain actively engaged in the school's mission, vision, and goals through participation in the PTA, Campus Advisory Team, volunteer programs, family engagement events, and ongoing collaboration with school staff. The strong partnerships between home and school continue to contribute significantly to student success and the positive perception of Morton Ranch Elementary within the community.

Perceptions Strengths

Morton Ranch Elementary continues to demonstrate strong family and community involvement that positively impacts student success and school culture. Our staff consistently supports family engagement events such as International Night, Career Day, GT Expo, Campfire Chats, Cookies with Santa, the Glow Run, Denim & Diamonds, Celebration of Learning, and other PTA-sponsored activities. Families are welcomed as partners in the educational process, and volunteer opportunities continue to provide meaningful ways for parents and community members to support students and staff. Our PTA remains highly active and plays a vital role in enhancing the student experience through fundraising, volunteerism, and campus-wide events.

As a Title I campus, Morton Ranch Elementary remains committed to strengthening the home-school connection through family engagement opportunities, curriculum nights, and ongoing communication. Families are provided opportunities to learn about curriculum, academic expectations, and ways to support learning at home. The campus also benefits from strong partnerships with local businesses, community organizations, mentors, and volunteers who contribute resources, support, and positive role models for our students. Parent survey data and informal feedback continue to indicate that families feel welcomed, respected, and valued as members of the MRE community.

Another significant strength of Morton Ranch Elementary is our commitment to supporting the social-emotional well-being of every student. Through CHAMPS, PurposeFul People, MTSS-B, classroom community circles, counseling services, and the House System, students are provided opportunities to develop leadership skills, build positive relationships, and strengthen character traits such as responsibility, perseverance, respect, and kindness. The House System continues to foster school pride, belonging, teamwork, and positive student engagement across all grade levels. At MRE, we believe that educating the whole child is essential, and we remain committed to supporting students both academically and socially so they can thrive in school and beyond.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tardies continue to be a concern at MRE. During the 25-26 school year, students accumulated 4,451 tardies, resulting in lost instruction and disruptions to routines. Frequent tardiness limits students' opportunities to participate in morning instruction, establish positive learning habits, and begin the school day successfully. Chronic tardiness can negatively impact academic achievement.

Root Cause: Families continue to face arrival challenges, including transportation issues, family schedules, and morning routines. Additionally, there is a need for increased awareness among students and families regarding the connection between punctuality, academic success, and student responsibility. Consistent communication, accountability measures, incentives, and family partnerships are needed.

Problem Statement 2: Student attendance continues to be a concern at MRE. The attendance rate decreased from 95.5% during the 24-25 school year to 94.8% during the 25-26 school year. Increased student absences have resulted in missed instructional opportunities and reduced continuity of learning. Chronic absenteeism impacts student academic achievement, engagement, and overall success.

Root Cause: Inconsistent student attendance is influenced by family scheduling challenges, illness-related absences, and a need for increased awareness of the connection between regular attendance and academic success.

Priority Problem Statements

Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading.

Root Cause 1: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2:

Student discipline referrals continue to indicate a need for improvement in student self-management, conflict resolution, and appropriate behavioral decision-making. While campus systems such as CHAMPS, the House System, behavior rubrics, and MTSS-B supports are in place, a significant number of referrals with behaviors that interfere with student instruction.

Root Cause 2: Implementation of behavior support systems is not always consistent across classrooms and settings. Teachers need support in maintaining high expectations, implementing behavior interventions with fidelity, utilizing classroom management strategies, and providing social-emotional learning opportunities that help students develop self-regulation, problem-solving, and conflict-resolution skills.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Tardies continue to be a concern at MRE. During the 25-26 school year, students accumulated 4,451 tardies, resulting in lost instruction and disruptions to routines. Frequent tardiness limits students' opportunities to participate in morning instruction, establish positive learning habits, and begin the school day successfully. Chronic tardiness can negatively impact academic achievement.

Root Cause 3: Families continue to face arrival challenges, including transportation issues, family schedules, and morning routines. Additionally, there is a need for increased awareness among students and families regarding the connection between punctuality, academic success, and student responsibility. Consistent communication, accountability measures, incentives, and family partnerships are needed.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The number of discipline referrals increased in the 2025-2026 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Compared to the 2024-2025 school year there were 91 more behavior incidents (416 vs. 325). 214 incidents involved Physical contact (51%).

Root Cause 4: Students need additional support and consistent reinforcement in self-regulation, conflict resolution, and appropriate peer interactions to reduce behavior incidents involving physical contact.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: HB3: The percent of Morton Ranch Elementary 3rd grade students who achieve Meets and Above in Reading on STAAR will increase to 51% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, teacher and student supplies, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$9,500	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in Student Achievement and increase in Approaches, Meets and Masters on STAAR Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$104,129.25	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting. Strategy's Expected Result/Impact: Build public awareness of HB3 Goals and Progress Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Plans are posted on the campus and district websites within the Campus Improvement Plans. Strategy's Expected Result/Impact: Provide access to HB3 plans to all Stakeholders Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading. **Root Cause:** Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

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

Performance Objective 2: HB3:The percent of Morton Ranch Elementary 3rd grade students who achieve Meets and above on STAAR in Math will increase to 52% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, teacher and student supplies, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$9,500				

Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters on STAAR Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$104,129.25	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting. Strategy's Expected Result/Impact: Build public awareness of HB3 goals and progress Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Plans are posted on the campus and district websites within the Campus Improvement Plans. Strategy's Expected Result/Impact: Provide access to HB3 plans to all stakeholders Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading. Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

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

Performance Objective 3: The percent of students demonstrating Meets and Masters on STAAR Science will increase by 5% as compared to the Spring 2026 STAAR.

HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, teacher and student supplies, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1				

Strategy 2 Details		Reviews			
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters on STAAR Science Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$93,329.25		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading. Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

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

Performance Objective 4: The average of Approaches, Meets, and Masters on STAAR in Math and Reading will increase to 53% in 3rd, 4th, and 5th grade.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, teacher and student supplies, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education. Strategy's Expected Result/Impact: Increase in Student Achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters on STAAR Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$99,329.25	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting. Strategy's Expected Result/Impact: Build public awareness of HB3 goals and progress Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Plans are posted on the campus and district websites within the Campus Improvement Plans. Strategy's Expected Result/Impact: Provide access to HB3 plans to all Stakeholders Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading. **Root Cause:** Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

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

Performance Objective 5: By May, 2027 each grade level will unpack the TEKS before each unit, and internalize lessons that will be observed by the Leadership Team on a weekly basis during planning.

Evaluation Data Sources: PLC Observations with Feedback ("Look For's" Planning Rubric), planning agendas, TEKS Analysis, and through observation and feedback of instruction.

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided training and modeling of effective planning expectations and classroom expectations by October, 2026. Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The MRE Leadership Team will communicate expectations and a copy of the Monitoring Tool to teachers by October, 2026. Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The MRE Leadership Team will conduct weekly grade-level Learning Walks and attend weekly team planning meetings (PLC's) using the monitoring tool to track data and provide feedback to teachers. The MRE Leadership Team will review Learning Walk and Planning data weekly. Teachers will be provided with immediate feedback and determine whether or not additional coaching/modeling is needed. Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: MRE will increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Fitness Gram, Class Observations, Formative and Summative Fitness Skill Assessments

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. https://docs.google.com/document/d/1ZTmgw9hAzm1hVvFbZOjuWzIHTkAiq0EX5fISVTtY0Jk/edit Staff Responsible for Monitoring: Principal, Physical Education Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations in Physical Education class. Staff Responsible for Monitoring: Principal, Physical Education Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: MRE will increase parent and family engagement by 10% annually by offering a variety of activities and events supporting the whole child..

Evaluation Data Sources: Parent Sign-in Sheets, Number of Parents Volunteer Hours, Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Curriculum Night, and through special events such as our Volunteer Kick-Off Rally. MRE will make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online. Strategy's Expected Result/Impact: Increase in volunteer base and parental involvement Staff Responsible for Monitoring: Title One Facilitator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs. Strategy's Expected Result/Impact: Increased PreK/Kindergarten registration Staff Responsible for Monitoring: Assistant Principals, Counselors TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide a smooth transition for 5th graders going to 6th grade by inviting JH counselors to MRE to teach about course selection, through visits from the Fine Arts departments, and through other exchanges (ie: library visits, etc.) Strategy's Expected Result/Impact: Increased interest in and awareness of available JH programming, increased registration in Pre-AP classes at JH Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide parent engagement activities to parents/guardians of English learners that is supplemental to the services provided to all parents. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Advertise and provide event flyers for Title III: Family STEAM Night. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Advertise and provide event flyer for Title III Series - Parent Engagement: Enhancing Educational Supports for EB students. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.53	Formative			Summative
	Oct	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: The CAT, teachers, administrators, staff members, parents, and community members will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: None Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math, Reading & Science performance. Preliminary 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading. Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

Goal 3: 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: MRE will provide students and staff a SAFE environment in which to grow, work, and learn.

Evaluation Data Sources: District Safety Audit (passing score)

Strategy 1 Details		Reviews			
Strategy 1: Utilize tiered levels of identification and intervention (i.e., Speak Up, Bullying Investigation Procedures, Threat Assessment Process, MTSS Behavioral collaboratives, small group/individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward selves and others. The campus leadership team will coordinate implementation of violence and bullying preventive strategies, consistent documentation, and individualized responses to match needs of the student/situation. Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations Staff Responsible for Monitoring: Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Decrease in discipline referrals, reduced bullying accusations and investigations, improved attendance by all students. Strong classroom management and promotion of mental health will result in well-rounded students and adults. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Decrease in office referrals by 25% as compared to the 2026-2027 school year with the use of CHAMPS Expectations and the MRE PBIS "House System" for classroom management. Strategy's Expected Result/Impact: A decrease in discipline referrals because of physical contact infractions and other classroom/cafeteria/recess infractions. This will also reduce lost instructional time because of teachers having to call for administrator assistance with student behavior concerns. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Professional Development will be provided to teachers and staff by the MRE school counselors AND outside sources specific to the social and emotional well-being of all students and their specific needs. Strategy's Expected Result/Impact: Reduction in the loss of instructional time due to student ability to regulate their emotions and be able to navigate social situations/scenarios. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Decrease the number of students who are tardy each day by 10% as compared to the 2024-2025 school year. Strategy's Expected Result/Impact: Reduction in the loss of instructional time due to students being late to school or being absent from school. Staff Responsible for Monitoring: Principal and Assistant Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: MRE will Increase student engagement and adherence to campus-wide behavioral expectations by implementing a structured PBIS system to reinforce positive behavior and provide incentives. MRE will clearly outline and communicate the campus-wide behavioral expectations for all students and ensure that these expectations are age-appropriate and easily understood. Dojo points will be given to students for demonstrating expected behaviors. For example, a student might receive a Dojo point for showing respect, responsibility, or cooperation. MRE has a "Dojo Store" where students can exchange their points for items or experiences. Students can also be rewarded with "House" points for going above and beyond the MRE expected behaviors. Strategy's Expected Result/Impact: A decrease in discipline referrals because of physical contact infractions and other classroom/cafeteria/recess infractions. This will also reduce lost instructional time because of teachers having to call for administrator assistance with student behavior concerns. Staff Responsible for Monitoring: Assistant Principals Problem Statements: Demographics 4 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The number of discipline referrals increased in the 2025-2026 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Compared to the 2024-2025 school year there were 91 more behavior incidents (416 vs. 325). 214 incidents involved Physical contact (51%). Root Cause: Students need additional support and consistent reinforcement in self-regulation, conflict resolution, and appropriate peer interactions to reduce behavior incidents involving physical contact.
School Processes & Programs
Problem Statement 1: Student discipline referrals continue to indicate a need for improvement in student self-management, conflict resolution, and appropriate behavioral decision-making. While campus systems such as CHAMPS, the House System, behavior rubrics, and MTSS-B supports are in place, a significant number of referrals with behaviors that interfere with student instruction. Root Cause: Implementation of behavior support systems is not always consistent across classrooms and settings. Teachers need support in maintaining high expectations, implementing behavior interventions with fidelity, utilizing classroom management strategies, and providing social-emotional learning opportunities that help students develop self-regulation, problem-solving, and conflict-resolution skills.
Perceptions
Problem Statement 1: Tardies continue to be a concern at MRE. During the 25-26 school year, students accumulated 4,451 tardies, resulting in lost instruction and disruptions to routines. Frequent tardiness limits students' opportunities to participate in morning instruction, establish positive learning habits, and begin the school day successfully. Chronic tardiness can negatively impact academic achievement. Root Cause: Families continue to face arrival challenges, including transportation issues, family schedules, and morning routines. Additionally, there is a need for increased awareness among students and families regarding the connection between punctuality, academic success, and student responsibility. Consistent communication, accountability measures, incentives, and family partnerships are needed.

Goal 3: 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: Morton Ranch Elementary needs to increase meaningful family participation in campus evening events, particularly events designed to support student academic achievement, mental health, and overall well-being. While the campus provides multiple opportunities for families to engage with the school, participation is inconsistent across events and does not always reflect the needs of the entire MRE community. Barriers such as family schedules, communication, language, transportation, and families' understanding of how participation supports student success may contribute to limited engagement. Increasing intentional and accessible opportunities for family involvement will strengthen school-family partnerships and provide families with resources and strategies to support students academically, socially, and emotionally.

Evaluation Data Sources: Parent Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Morton Ranch Elementary will utilize Title I funds to provide intentional family engagement opportunities throughout the 2026-2027 school year that strengthen partnerships between families, staff, and community stakeholders. The campus will host Title I family nights focused on academic achievement, mental health, social-emotional well-being, and strategies families can use at home to support student success. Events may include literacy and math activities, academic resources, mental health and wellness information, social-emotional learning strategies, community resources, and opportunities for families to engage directly with teachers and campus staff. To increase participation, MRE will provide communication in multiple formats and languages (SMORE, DOJO, Grade-Level Newsletters), offer engaging and interactive activities, coordinate family nights with other high-interest campus events when appropriate, and utilize community partners to provide additional resources and support. Family participation, feedback, and event attendance will be monitored throughout the year to evaluate effectiveness and guide future family engagement opportunities. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, Morton Ranch Elementary will increase family participation in Title I and campus-sponsored family engagement events, as measured by event sign-in sheets, participation data, and family feedback surveys. MRE will provide a minimum of four family engagement opportunities focused on supporting student academic achievement, mental health, social-emotional well-being, and family-school partnerships, with the goal of increasing overall family participation compared to the 2025-2026 school year. Staff Responsible for Monitoring: Principal, Title I Facilitator Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Part A - \$17,885	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: The MRE Leadership team will collaborate to interview and select high quality teaching candidates and paraprofessionals for hire.

Evaluation Data Sources: Talent Ed Requisitions, New Hire Credentials

Strategy 1 Details	Reviews			
Strategy 1: The MRE Leadership team will participate in the Katy ISD Job Fair in Summer of 2026 and Spring of 2027. Strategy's Expected Result/Impact: The hiring of highly qualified teachers and staff. Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All emergent bilingual students (ELs) with parent approval for ESL program participation minimally receive Reading/Language Arts (RLA) instruction by teachers who are certified in ESL, along with RLA certification for the appropriate grade levels. Strategy's Expected Result/Impact: This will result in an increase in TELPAS scores, and student exiting the ESL program Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MRE has a Mentor Program for all first-year teachers and a "Buddy" Program for all staff new to MRE. Teachers meet after school one time per month to engage in professional development. PDR often involves discussions with colleagues and supervisors, fostering a collaborative environment where teachers can share best practices, challenges, and solutions. Strategy's Expected Result/Impact: The retention of highly qualified teachers and staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: MRE will provide the necessary training and classes to have all teachers complete their ESL certification within the first year of teaching. Strategy's Expected Result/Impact: Obtained ESL Certification Staff Responsible for Monitoring: ESL Teacher, Administration, KISD OOL Team Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Teachers will be informed of the English language proficiency levels of the English learners in their classrooms, and Professional Learning Communities will actively utilize the ELPS to provide meaningful opportunities for ELs to develop social skills and Academic English proficiency in listening, speaking, reading, and writing.

Evaluation Data Sources: Team Planning agendas, lesson plan reviews

Strategy 1 Details	Reviews			
Strategy 1: During weekly team planning (PLC) sessions, the NEW ELPs will be consulted and integrated into lesson plans. Strategy's Expected Result/Impact: An increase in TELPAS scores and increased classroom engagement by EL students Staff Responsible for Monitoring: Principal, AP's and Instructional Coaches, EB Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers of emergent bilingual students (ELs) will participate in professional development that will address instruction that is sheltered and culturally responsive. Strategy's Expected Result/Impact: Increase in academic performance of EL students and an increase in communication and social interaction between ELs and non-EL students. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs.

Title I

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

1.1: Description of CNA Process

Comprehensive Needs Assessment School Profile

Morton Ranch Elementary is a campus in Katy ISD that opened its doors in 2008. MRE is projected to serve 936 students in grades Pre-K-5th during the 2026-2027 school year, The campus is an elementary school.

List of Stakeholders and roles:

Principal	Lori Maurer	Parent
Other School Leader	Kelley Martinez (replaced by Miranda Wilson)	Parent
Other school leader	Yenny Papa	District Representative
Teacher	Miranda Wilson (replaced by Ana Loeschen)	District Representative
Teacher	Megan Kingery	Community/Business
Paraprofessional	Tammy Soza (replaced by Jackie Maley)	Community/Business
Paraprofessional	LaDonna Kramer	Specialized School Support
Specialized School Support	Roxanna Horak (replaced by Karen Perez)	

Comprehensive Needs Assessment Process

Morton Ranch Elementary' s needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data:

- District goals
- Campus goals
- HB3 Reading and Math goals for PreK - 3
- Performance objectives with summative review from 2024-2025

- CIP from 2024-2025
- CAT meeting, Team Leader meeting data
- TAPR report
- Student achievement domain
- Effective Schools Framework data
- Additional Targeted Support Identification data
- STAAR released test questions
- TELPAS results, TELPAS Alt results
- MAP Data
- Interim and CBA data
- Amira data
- Dream Box Math data
- Grades that measure student performance on TEKS
- Race/ethnicity data
- Specials programs data
- Eco dis data
- SPED data
- At Risk data
- 504 data
- GT data
- Dyslexia data
- MTSS data
- Attendance data
- Discipline data
- School safety data
- PLC data/Processes for teaching and learning
- Staff survey data
- Parent survey data
- Teacher/Student ratio
- Staff meeting information
- PD needs assessment data
- T-TESS evaluation data
- SLO data
- Parent engagement rates
- Community surveys
- Budget expenditure data
- Study of best practices

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 4, 2026, and again on June 1, 2026, to develop the CNA. The meetings were held in the Large Group Area starting at 3:45 p.m. on both dates. We plan to meet again on October 19, 2026, to review and revise the CNA and CIP as needed.

At the first meeting on May 4, 2026, Principal Maurer began the meeting by announcing some celebrations and upcoming events at Morton Ranch since our last

meeting. Next, we moved on to the Parent, Student, Teacher Compact and any revisions that might be necessary. She displayed the Compact on the Smart Board and went over it line by line. Mrs. Maurer reviewed the "Student-Parent-Teacher Compact" and a copy was given to all members of the team. She shared the following explanation of the importance of this Compact: **The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create a partnership in our school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence.** Mrs. Maurer then led the committee through looking for any clarifications or possible changes that should be made to this document. Question posed by Mrs. Maurer: Should technology be included now in the Compact? The committee discussed and it agreed that because Katy ISD has a one-to-one device program, it was now necessary to add a part about technology to the Compact. Suggestions (below) were made and accepted by the committee (exact wording to still come).

As a student, I will...use technology in a way that helps further deepen my content understanding and I will abide by Katy ISD's acceptable use and standards.

As a parent, I will... model the use of technology in front of my child(ern) and help ensure they are on media that is appropriate.

As a teacher, I will plan purposeful lessons that balance hands on learning with digital learning and actively review Go Guardian to monitor student use.

Mrs. Maurer then moved on to the Title I budget with a PowerPoint breaking down the budget information for our campus (PowerPoint is attached to the Crate location.) Overview for the 2026-2027 school year was reviewed by Mrs. Maurer. The projected budget is about \$70,000. Some of the upcoming expenses include Earphones needed due to Amira and Assessments, A speaker in August for staff, Teachers to PD of the Summer (Get Your Teach On). Mrs. Maurer opened the floor for concern and questions about the proposed budget. There were no concerns posed at this time. One question was asked by parent representative in attendance: Would it be possible to add more money for technology if the need arises? Mrs. Maurer responded that yes, that would be able to happen if there is a campus need. Next, we moved on to the Comprehensive Needs Assessment (CNA) process. She explained what the CNA means at our school and why it is so important to have parent, community, and teacher input into its revisions for each new year. We went over the data available in the following areas: Demographics, Student learning, Processes and Programs, and Perceptions. At 4:40 PM, groups were formed, and information was reviewed for each section with the key question of "What data do we need to answer questions on the pages/section." At 5:00, the groups came back together as a whole and shared the following information:

Demographics - Katy ISD dashboard, Lori pulled up her dashboard and went over what MRE looks like today, School report card, Information from Katy ISD alternative program, Zip codes in our schools to provide community info

Student Learning - STAAR scores and all other information can be found "in house," Our Instructional Coordinator is our main person to get this Data for the team, MRE does have support programs with MTSS/ tutoring

Processes and Programs - We will revamp our Culture and Climate survey to ensure more parent feedback and from a wider audience. When parents submit the survey, they will include the student's homeroom teacher and the student's "House." Then House points will be given for those who fill out the survey, upcoming Counselor connection time can also be a time to get the survey done, Coffee with the Principal is another time to reach an audience to complete this survey.

Feedback: We can make it a classroom competition by grade and house color and ensure that the student's name is not a part of it to keep the survey more valid.

Perceptions - Student Attendance and parent attendance, we will get this data from the parent survey (Concern that was posed: Do parents still not know if breakfast is free)?

Current ways of sharing: MRE E-News. Will teachers include message in DOJO and continue to share on E-News and morning announcements

At the second meeting on June 1, 2026, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026 but focused most of the meeting on the problems that were identified from the data. Principal Maurer led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

A Root Cause Analysis was conducted by our CNA committee, and we identified the following to be our Priority Problems to be addressed in the 2026-2027 school year:

1. Too few of our students are MEETING the state standard in Math & Reading performance. While preliminary Spring 2026 STAAR results indicate that 78% of our students APPROACHED grade level on the STAAR test, less than 55% are MEETING the standard in Reading/Language Arts and less than 60% are MEETING the standard in Math. In addition, less than 30% are MASTERING the state standard in Math/Reading.

Root Cause: Teachers need assistance (professional development, collaboration w/ others and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading and math instruction. They will require assistance in teaching problem-solving at higher levels of complexity.

2. Student discipline referrals continue to indicate a need for improvement in student self-management, conflict resolution, and appropriate behavioral decision-making. While campus systems such as CHAMPS, the House System, behavior rubrics, and MTSS-B supports are in place, there are a significant number of referrals with behaviors that interfere with student instruction.

Root Cause: Implementation of behavior support systems is not always consistent across classrooms and settings. Teachers need support in maintaining high expectations, implementing behavior interventions with fidelity, utilizing classroom management strategies, and providing social-emotional learning opportunities that help students develop self-regulation, problem-solving, and conflict-resolution skills.

3. Student tardiness continues to be a concern at MRE. A significant number of students continue to arrive late to school, resulting in missed instructional time, disruptions to routines, and decreased opportunities for students to begin the day successfully. Chronic tardiness impacts student achievement, attendance habits, and overall school engagement, making punctuality an ongoing campus priority.

Root Cause: Families continue to face arrival challenges, including transportation issues, family schedules, and morning routines. Additionally, there is a need for increased awareness among students and families regarding the connection between punctuality, academic success, and student responsibility. Consistent communication, accountability measures, incentives, and family partnerships are needed.

These priority problem statements (and other problems identified through the CNA process) will serve to guide the development of our 2026-2027 Campus Improvement Plan.

Three Areas of Focus for Next Year:

1. Student Academic Achievement in Reading/Language Arts and Math (MEETS or above)
2. Student Discipline (lower the amount of Physical aggression referrals)
3. Student Tardies (lower tardy percentage)

1.2: Location for Evidence of Multiple Meetings Held

The Campus Leadership Team met on May 4, 2026, and June 1, 2026, to review campus data and collaboratively develop the Comprehensive Needs Assessment (CNA). Both meetings were held at 3:45 p.m. in the Large Group Area and virtually through Microsoft Teams to ensure stakeholder participation.

The meeting agenda, minutes, and sign in sheets are located in the Title I crate.

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

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The team will reconvene on October 19, 2026 at 3:45 p.m, to review the CNA and Campus Improvement Plan (CIP), evaluate progress toward campus goals, and make any necessary revisions based on current data and identified campus needs.

The meeting agenda, minutes, and sign in sheets are located in the Title I crate.

2.2: Stakeholders 1114(b)(2)

List of Stakeholders and roles:

Principal	Lori Maurer	Parent
Other School Leader	Kelley Martinez (replaced by Miranda Wilson)	Parent
Other school leader	Yenny Papa	District Representative
Teacher	Miranda Wilson (Replaced by Ana Loeschen)	District Representative
Teacher	Megan Kingery	Community/Business
Paraprofessional	Tammy Soza (replaced by Jackie Maley)	Community/Business
Paraprofessional	LaDonna Kramer	Specialized School Support
Specialized School Support	Roxanna Horak (replaced by Karen Perez)	

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

A PDF of the Morton Ranch Elementary Campus Improvement Plan is available to parents in both English and Spanish. It can be accessed on the Campus Website, and a hard copy is available upon request at the front office.

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.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The effectiveness of Title I strategies included in the Morton Ranch Elementary Campus Improvement Plan (CIP) is evaluated through an ongoing cycle of data analysis, progress monitoring, and stakeholder feedback. Throughout the school year, campus administrators, instructional leaders, and the Campus Leadership Team regularly review student achievement data, attendance data, behavior data, progress monitoring results, and other performance indicators to assess the impact of Title I-funded initiatives on student outcomes.

In addition, feedback from teachers, staff, parents, and other stakeholders is considered when evaluating the effectiveness of implemented strategies and determining areas for improvement. Data discussions occur during PLCs, Kid Chats, MTSS meetings, Campus Leadership Team meetings, and Campus Advisory Team (CAT) meetings to ensure that instructional decisions and interventions are responsive to student needs. These quarterly updates are made in Plan4Learning in October, January, and April each school year.

At the conclusion of the school year, a comprehensive Summative Year-End Review is conducted to evaluate progress toward campus goals and determine the overall effectiveness of Title I-funded strategies. Findings from this review are used to identify strengths, address areas of need, and inform the development of the next year's Campus Needs Assessment (CNA) and Campus Improvement Plan. This continuous improvement process ensures that Title I resources are strategically allocated and effectively utilized to support student achievement and schoolwide success.

All documentation, data analysis, and program evaluations are aligned with the requirements of the Title I Schoolwide Program and are incorporated into the annual Campus Needs Assessment process.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$9,500.00
1	1	2			\$104,129.25
1	2	1			\$9,500.00
1	2	2			\$104,129.25
1	3	2			\$93,329.25
1	4	1			\$6,000.00
1	4	2			\$99,329.25
3	2	1			\$17,885.00
Sub-Total					\$443,802.00



The Percent of **Morton Ranch** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Morton Ranch: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%	54%	50%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	49%	55%	51%	52%	53%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Morton Ranch: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	47	53%	77	42%	17	59%	0		9	67%	1	0%	2	0%	33	9%	98	46%	64	41%
		2025 Actual	28	50%	97	60%	15	27%	1	0%	6	67%	0		8	50%	36	14%	102	47%	80	54%
		2026 Target						37%										24%				
		2026 Actual	26	54%	72	42%	13	62%	0		7	71%	0		6	83%	33	18%	85	42%	66	45%
		Met Target						Y										N				
		2027 Target						72%										28%				

The Percent of **Morton Ranch** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 41% to 46% by July 2029.

Morton Ranch: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	41%	54%	51%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	42%	55%	52%	53%	54%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Morton Ranch: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	47	45%	78	37%	17	47%	0		9	56%	1	0%	2	0%	33	21%	99	35%	65	32%
		2025 Actual	28	43%	97	58%	15	47%	1	100%	6	50%	0		8	50%	36	25%	102	45%	80	50%
		2026 Target						57%										35%				
		2026 Actual	26	38%	72	51%	13	62%	0		7	57%	0		6	67%	33	24%	85	48%	66	53%
		Met Target						Y										N				
		2027 Target						72%										34%				