

Katy Independent School District
Morton Ranch High School
2026-2027 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...*to create the future.*

Morton Ranch High School Mavericks are committed to the belief that every student will strive to be great in a supportive, safe learning environment. Mavericks will celebrate cultural and ethnic diversity, and exhibit loyalty, integrity and pride. Maverick graduates will leave as inspired leaders to benefit society and craft the future.

Vision

Be the Legacy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment Team is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and KISD board policy. The intention of this team is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The team is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The Campus Needs Assessment Team is the shared decision-making body made up of the principal, classroom teachers, non-classroom professionals and paraprofessionals, parents, students, and community members. The team meets a minimum of four times per year to discuss issues brought forth by the administration, staff, parents, or community. This team functions under the direction of the principal. Members of the team attend meetings for the term of his/her office, collaborate on the campus needs assessment, root cause analysis of campus issues, monitor the implementation of the Campus Improvement Plan, address additional issues presented by the principal, present issues for discussion and recommend resolutions to the team, and approve all professional development plans for the school.

The principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations, and makes decisions based on those recommendations. Consensus is the ultimate goal of the team. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues. The team reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented.

The Campus Needs Assessment Team consists of the principal, 2 other school leaders, 5 teachers, 3 students, 2 specialized school support professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 8 parents, and 3 community members. Members other than the principal and principal secretary serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. The 26-27 Campus Needs Assessment was conducted with the full CNA team during the February 25th and April 22nd meetings at 3:30 pm. Both meetings were conducted via Microsoft Teams which has increased the attendance and availability of all members of the team. It will be presented to the entire staff in August for further review and feedback.

CNA Member Names and Roles:

Julie Hinson - Principal

Linda Tagen & Elizabeth Morris - Other School Leaders

Rebecca Gruen & Angela Angel - Specialized School Support Professionals

Susanna Campbell & Tiffany White - District-Level Professionals

Monica Guzman & Nadia Vargas Rocha - Paraprofessionals

Taylor Dillingham, Sheila Ordaz, & Tonya Gaines - Community Members

Christine Mendoza, Michael Azie, & Keaton Hinson - Students

Robert Bromgard, Ana Nguyen, Ivan Gonzalez, - Teachers

Heather High, Yadira Chavez, Krystal Ward, Kiera Kindred, Elysia Charles, Ruth Gonzalez, Sabrina Aguilar, & Adelia Soremekun - Parents

During the first meeting on Feb. 25th, Introductions were made. The roles, purpose, and importance for attendance and active participation was explained. The following data was reviewed and led by the Principal: HB3 CCMR goals, the TAPR report, STAAR results, TELPAS data, CCMR data, AP data, discipline data, attendance data, enrollment data, staff survey results, and budget data. The discussions by the committee focused on strengths and potential areas of focus for the 26-27 school year. The committee also reviewed and discussed the focus areas from the 25-26 school year, and the Principal reviewed data and progress on those focus areas. The meeting ended with goals to be accomplished by the committee for the second meeting on April 22nd.

During the second meeting, the CNA team reviewed demographic data and determined that due to significant decreases in discipline data, that focus area identified for the 25-26 school year can be discontinued. The team reviewed student learning data. The team reviewed that Morton Ranch High School received a B-rating on the 2025 State accountability summary report in comparison to the C-rating received in 2024. The Relative Performance rating increased by 3 due to the 16-point increase in CCMR, however, the STAAR performance rating decreased by 1. Closing the Gaps significantly increased from 12 to 66 while Academic Growth decreased by 5. It was determined that MRHS needs to increase the STAAR performance for students in the meets and masters levels. A root cause analysis was conducted. It was decided that the root cause of this issue is the need to differentiate professional goals for teachers in order to increase gains in academic growth for students. It was noted that Morton Ranch High School has a 4-year graduation rate of 91.9% with 77% of students meeting CCMR criteria. It was determined that MRHS needs to increase the percentage of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. It was decided that the root cause of this issue is the need to implement professional development for teachers in instructional strategies, particularly for our AP and dual credit students. The TELPAS rating scored a 0 which is a decrease from 4 which is the total points possible. MRHS received all 4 points in the previous 3 school years in this area. It was determined that MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students. It was decided that the root cause is the need to increase the school to home partnership with parents and guardians, particularly with those of our EB students. School processes and programs were summarized and no focus area was identified. The perceptions summary was reviewed and no focus area was identified.

In closing, MRHS has the following 3 areas of focus for the 26-27 school year:

* MRHS will increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.

- * MRHS will increase the percent of students scoring meets and masters as well as target growth measures in all special programs on STAAR testing.
- * MRHS will increase the TELPAS progress rating for all Emergent Bilingual (EB) students.

Meeting agendas, minutes, and sign-in sheets are located in the Title I CRATE.

Demographics

Demographics Summary

Morton Ranch High School is situated in a working-class community that includes owner-occupied homes, rental homes, and apartment complexes. The school's multi-ethnic student population provides strength to our comprehensive curriculum. MRHS is one of 9 high schools in the Katy Independent School District and opened for the 2004 - 2005 school year.

It serves a variety of income levels that range from low to the middle socioeconomic level. The anticipated enrollment for the 26-27 school year is 2924. The student population is approximately 72.5% economically disadvantaged, 24.3% EB, 18.4% SPED, 4.3% GT, 56.5% Hispanic, 22.6% African American, and 13% White. The MRHS Class of 23-24 had a 91.9% 4-year graduation rate and a 0.6% dropout rate with 77% of the students meeting the College, Career, and Military Readiness (CCMR) standard.

Demographics Strengths

Morton Ranch High School boasts several strengths not only amongst student achievements, but also in the areas of discipline and staffing. During the 2025-2026 school year, the Academic Decathlon Team, Destination Imagination, FBLA, TSA, FCCLA, Choir, Orchestra, Band, Art, Mariachi, and Wrestling all had State qualifiers. One Academic Decathlon member was invited to Nationals. FFA received Grand Champion Rabbits at the Katy ISD Livestock Show. During the 25-26 school year, MRHS employed 209 teachers and will be losing 9 teaching units for the 26-27 school year due to enrollment and increased student/teacher ratios by the district. We are only losing 6 teachers to resignations/retirements as of our completed CNA process. We take pride in the number of teacher promotional advancements and low turnover rate and all of our instructional paraprofessionals are highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.

Root Cause: MRHS teachers need more professional development on instructional strategies for our students in our AP and Dual Credit programs.

Student Learning

Student Learning Summary

Morton Ranch High School received a B-rating on the 2025 State accountability summary report in comparison to the C-rating received in 2024. The Relative Performance rating increased by 3 due to the 16-point increase in CCMR, however, the STAAR performance rating decreased by 1. Closing the Gaps significantly increased from 12 to 66 while Academic Growth decreased by 5. The TELPAS rating scored a 0 which is a decrease from 4 which is the total points possible. MRHS received all 4 points in the previous 3 school years in this area.

Student Learning Strengths

Morton Ranch High School continues to show that our Economically Disadvantaged students outperform our Non-Economically Disadvantaged students. We received distinctions in both Social Studies and Academic Growth. Our Graduation Rate increased by 2 points, and we improved by 7 points in the area of Academic Achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs.

Root Cause: MRHS needs to differentiate professional goals for teachers to increase gains in academic growth for students.

Problem Statement 2 (Prioritized): MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students.

Root Cause: MRHS needs to increase the school to home partnership, particularly with parents and guardians of EB students.

School Processes & Programs

School Processes & Programs Summary

Morton Ranch High School operates with a Leadership Team as a shared decision-making body. This team is composed of campus administration, department chairs, instructional coaches, the lead counselor, testing coordinator, EB specialist, Title I coordinators, and the principal's secretary. The CAT approves the staff development plans for the campus and the instructional coaches plan and implement the professional development. All district extra-curricular activities are available to students with a staff member assigned to those organizations. The master schedule is a collaborative effort led by the associate principal and includes campus administration, department chairs, instructional coaches, and the counseling team.

School Processes & Programs Strengths

Morton Ranch High School successfully implemented a campus-wide restroom policy which increased the safety of our restrooms for students. Data shows that fighting was eliminated completely in the restrooms, and instances of vaping showed significant decreases.

Perceptions

Perceptions Summary

Morton Ranch High School regularly participates in the staff culture and climate survey provided by the district. Approximately 30% of the staff participate in the survey. The campus principal provides anonymous open-ended feedback opportunities to all staff. The feedback is answered on a weekly staff email and frequently results in school improvements in several areas. All assistant principals have their own anonymous feedback opportunities for staff. Morton Ranch High School utilizes eNews, Twitter, Facebook, and Instagram for school celebrations and information. We currently have 3,901 followers on Twitter, 3,495 on Instagram and over 1100 on Facebook. We have several active parent volunteer organizations including PTSA and booster clubs for athletics, theater, band, drill team, choir, and orchestra. The principal hosts a Principal Communication Network (PCN) in order to ensure student-voice is utilized for campus culture and campus improvement purposes. This organization is typically around 50 students from various grades and organizations. Students remain on the PCN until graduation. Students for the PCN are selected by out-going Seniors.

Perceptions Strengths

Morton Ranch High School scores highly on the district staff culture and climate survey with the top two areas being meaningful work and relationships with supervisors. All pillars show favorable results for culture and climate. Our social media presence has contributed to positive improvements in our school community culture. Some of the improvements due to the PCN organization include: addition of skateboard racks, patio covers and patio tables, building repairs, the campus-wide restroom policy, refillable water fountains, composition of the school mission statement, and portrait of a great Maverick teacher.

Priority Problem Statements

Problem Statement 1: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.

Root Cause 1: MRHS teachers need more professional development on instructional strategies for our students in our AP and Dual Credit programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs.

Root Cause 2: MRHS needs to differentiate professional goals for teachers to increase gains in academic growth for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students.

Root Cause 3: MRHS needs to increase the school to home partnership, particularly with parents and guardians of EB students.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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: SI: MRHS will increase the percent of students scoring approaches, meets, and masters and target growth measures on STAAR in all special programs.

High Priority

Evaluation Data Sources: STAAR reports from TEA
District DLA
Campus Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Title I Instructional Staff will assist all students, particularly those at-risk, in order to increase their academic performance in all tested content areas on STAAR by 3% through targeted intervention courses, classroom resources, online resources, technology, and/or tutorials by providing quality professional development, resources, and materials. Strategy's Expected Result/Impact: Students will receive targeted instruction through placement into intervention courses or tutorials during the school day resulting in a 3% increase in academic performance on all STAAR tested content areas. Students will maintain credit for STAAR tested courses. Staff Responsible for Monitoring: Principal, Student Support Principal, Instructional Coaches, Title I Coordinators Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$16,000, Staffing Units - 211 - Title I Part A - \$279,635, Extra Duty Pay - 211 - Title I Part A - \$25,000, Other Contracted Services - 211 - Title I Part A - \$20,000, Reading Materials - 211 - Title I Part A - \$1,000, General Supplies - 211 - Title I Part A - \$15,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: MRHS will build capacity of teachers through quality staff development and technology resources in order to increase achievement scores for all students on STAAR, AP exams, DLAs, CBAs, and other assessment areas to ensure all students can meet state standards. Strategy's Expected Result/Impact: Students will show increases in achievement in data in respective assessment areas. Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A, Prepared Media (Software, Subscriptions for online resources) - 211 - Title I Part A - \$20,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MRHS teachers of emergent bilingual (EB) students will attend professional development to support identified needs of EB students. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. Staff Responsible for Monitoring: EL Facilitator ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. Strategy's Expected Result/Impact: EB students will show an increase in all STAAR content areas. EB students will maintain credit in courses. Staff Responsible for Monitoring: EL Facilitator Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: MRHS will support targeted student groups from feeder junior high data to improve the transition of students from junior high to high school. Strategy's Expected Result/Impact: Decreased ISS and OSS resulting in increased time in classroom Increased academic scores Staff Responsible for Monitoring: Campus Administration MTSS Coordinator Social Worker 9th Grade APs 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: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. Root Cause: MRHS needs to differentiate professional goals for teachers to increase gains in academic growth for students.
Problem Statement 2: MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students. Root Cause: MRHS needs to increase the school to home partnership, particularly with parents and guardians of EB students.

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

Performance Objective 2: HB3: The percent of MRHS students who achieve the CCMR target will increase to 82% by July 2027.

High Priority
HB3 Goal
Evaluation Data Sources: State Accountability
PSAT, SAT, TSI, and AP testing results

Strategy 1 Details		Reviews			
Strategy 1: Emergent Bilingual (EB) and Special Education (SPED) students will meet graduation requirements, TELPAS, and CCMR standards resulting in an increase through differentiated instruction with support from Title I, Title III, and Special Education Staff. Strategy's Expected Result/Impact: EB and SPED students will receive differentiated instruction in all core and elective courses. Staff Responsible for Monitoring: Principal, Student Support Principal, College Career Facilitator, EB Staff, Title I Staff, SPED staff. Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: General Supplies - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Students will increase AP Exam or Dual Credit CCMR criteria by 5% through use of effective technology and instructional supports to ensure a well-rounded education. Strategy's Expected Result/Impact: Students will have increased access to well-trained, campus embedded professors and staff resulting in a 5% increase in students either receiving a 3 or higher on an AP exam or 5% increase in students completing the required dual credit hours. Staff Responsible for Monitoring: Principal, Associate Principal, College Career Facilitator Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 Funding Sources: General Supplies - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Student enrollment will increase in dual credit courses and in AP testing registration through funding of one dual credit and/or one AP test. Strategy's Expected Result/Impact: Students will have increased opportunities to attempt AP exams and dual credit courses. Staff Responsible for Monitoring: College Career Facilitator AP Testing Coordinator Problem Statements: Demographics 1 Funding Sources: AP exam funding - 211 - Title I Part A - \$55,000, Dual Credit course funding - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. Root Cause: MRHS teachers need more professional development on instructional strategies for our students in our AP and Dual Credit programs.

Student Learning

Problem Statement 2: MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students. **Root Cause:** MRHS needs to increase the school to home partnership, particularly with parents and guardians of EB students.

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

Performance Objective 3: Performance Objective 3: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

High Priority

Evaluation Data Sources: TELPAS and STAAR results

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

Performance Objective 4: Strategic Design Goal 3: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

High Priority
Evaluation Data Sources: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: MRHS will increase average daily attendance and overall attendance percentages by 0.5%.

Evaluation Data Sources: Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: MRHS will implement increased supports for students in order to increase attendance. Strategy's Expected Result/Impact: An increase in the overall attendance percentage by at least 0.5% per six weeks grading period. Staff Responsible for Monitoring: Administration Attendance Clerks	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: MRHS will optimize student learning through promoting a positive school culture and community for all students.

Strategy 1 Details	Reviews			
Strategy 1: All students will have increased access to restorative practices and MTSS-B classroom strategies resulting in a decrease in ISS, OSS, and OAC placements. Strategy's Expected Result/Impact: Students will have increase opportunities and access to trained personnel for prevention resulting in increased student learning time in the classroom. Staff Responsible for Monitoring: Principal, student support principal Title I: 2.51, 2.53 Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. Root Cause: MRHS teachers need more professional development on instructional strategies for our students in our AP and Dual Credit programs.

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop intentional strategic relationships which capitalize on the strengths, resources and talents of all stakeholders.

Performance Objective 1: MRHS will provide at least 3 opportunities to engage and support parents and guardians. MRHS will use Campus e-News, flyers, marquis announcements as well as social media to communicate with parents and guardians regarding these opportunities.

Strategy 1 Details	Reviews			
Strategy 1: MRHS will provide at least 3 opportunities to engage all parents and 1 opportunity to engage parents and/or guardians of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Increase participation and communication with parents and guardians of all students. Staff Responsible for Monitoring: Title I Coordinator ESL Facilitator Problem Statements: Student Learning 1, 2 Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$6,500, Contracted Services - 211 - Title I Part A, Reading Materials - 211 - Title I Part A - \$5,000, Printing - 211 - Title I Part A - \$1,500, Other Operating Expenses - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. Root Cause: MRHS needs to differentiate professional goals for teachers to increase gains in academic growth for students.
Problem Statement 2: MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students. Root Cause: MRHS needs to increase the school to home partnership, particularly with parents and guardians of EB students.

Goal 4: Strategic Design Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: MRHS will recruit and support high quality staff members and maintain a high rate of staff retention.

Evaluation Data Sources: Staff Turnover

Strategy 1 Details	Reviews			
Strategy 1: MRHS campus administration will participate in all recruitment opportunities available in order to fill all open positions. Strategy's Expected Result/Impact: 100% of positions at MRHS filled with qualified employees. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MRHS will provide appropriate professional development in order to support teachers in addressing the needs of all students. The appropriate professional development may be provided offsite, on-campus and/or via book-study groups. Strategy's Expected Result/Impact: Increase Teacher retention. Staff Responsible for Monitoring: Principal Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development, in-person, online, book studies, materials and resources. - 211 - Title I Part A - \$2,500	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MRHS will improve systems and processes, specifically in the area of electronic cheating, in order to support staff and improve management with online testing platforms. Strategy's Expected Result/Impact: Increased teacher support Consistency in grading and disciplinary measures Staff Responsible for Monitoring: Grade Level APs Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: MRHS needs to increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.

Root Cause: MRHS teachers need more professional development on instructional strategies for our students in our AP and Dual Credit programs.

Student Learning

Problem Statement 1: MRHS needs to increase the STAAR performance levels for all students, particularly in meets and masters, as well as target growth measures in all special programs. **Root Cause:** MRHS needs to differentiate professional goals for teachers to increase gains in academic growth for students.

State Compensatory

Budget for Morton Ranch High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Morton Ranch High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	5

Title I

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

1.1: Description of CNA Process

The Campus Needs Assessment Team is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and KISD board policy. The intention of this team is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The team is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The Campus Needs Assessment Team is the shared decision-making body made up of the principal, classroom teachers, non-classroom professionals and paraprofessionals, parents, students, and community members. The team meets a minimum of four times per year to discuss issues brought forth by the administration, staff, parents, or community. This team functions under the direction of the principal. Members of the team attend meetings for the term of his/her office, collaborate on the campus needs assessment, root cause analysis of campus issues, monitor the implementation of the Campus Improvement Plan, address additional issues presented by the principal, present issues for discussion and recommend resolutions to the team, and approve all professional development plans for the school.

The principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations, and makes decisions based on those recommendations. Consensus is the ultimate goal of the team. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues. The team reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented.

The Campus Needs Assessment Team consists of the principal, 2 other school leaders, 5 teachers, 3 students, 2 specialized school support professionals, 2 campus-based paraprofessionals, 2 district-level professionals, 8 parents, and 3 community members. Members other than the principal and principal secretary serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district. The 26-27 Campus Needs Assessment was conducted with the full CNA team during the February 25th and April 22nd meetings at 3:30 pm. Both meetings were conducted via Microsoft Teams which has increased the attendance and availability of all members of the team. It will be presented to the entire staff in August for further review and feedback.

CNA Member Names and Roles:

Julie Hinson (replaced by Itanya Heard) - Principal

Linda Tagen & Elizabeth Morris - Other School Leaders

Rebecca Gruen & Angela Angel - Specialized School Support Professionals

Susanna Campbell & Tiffany White - District-Level Professionals

Monica Guzman & Nadia Vargas Rocha - Paraprofessionals

Taylor Dillingham, Sheila Ordaz, & Tonya Gaines - Community Members

Christine Mendoza, Michael Azie, & Keaton Hinson - Students

Robert Bromgard, Ana Nguyen, Ivan Gonzalez, - Teachers

Heather High, Yadira Chavez, Krystal Ward, Kiera Kindred, Elysia Charles, Ruth Gonzalez, Sabrina Aguilar, & Adelia Soremekun - Parents

During the first meeting on Feb. 25th, Introductions were made. The roles, purpose, and importance for attendance and active participation was explained. The following data was reviewed and led by the Principal: HB3 CCMR goals, the TAPR report, STAAR results, TELPAS data, CCMR data, AP data, discipline data, attendance data, enrollment data, staff survey results, and budget data. The discussions by the committee focused on strengths and potential areas of focus for the 26-27 school year. The committee also reviewed and discussed the focus areas from the 25-26 school year, and the Principal reviewed data and progress on those focus areas. The meeting ended with goals to be accomplished by the committee for the second meeting on April 22nd.

During the second meeting, the CNA team reviewed demographic data and determined that due to significant decreases in discipline data, that focus area identified for the 25-26 school year can be discontinued. The team reviewed student learning data. The team reviewed that Morton Ranch High School received a B-rating on the 2025 State accountability summary report in comparison to the C-rating received in 2024. The Relative Performance rating increased by 3 due to the 16-point increase in CCMR, however, the STAAR performance rating decreased by 1. Closing the Gaps significantly increased from 12 to 66 while Academic Growth decreased by 5. It was determined that MRHS needs to increase the STAAR performance for students in the meets and masters levels. It was decided that the root cause of this issue is the need to differentiate professional goals for teachers in order to increase gains in academic growth for students. It was noted that Morton Ranch High School has a 4-year graduation rate of 91.9% with 77% of students meeting CCMR criteria. It was determined that MRHS needs to increase the percentage of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards. It was decided that the root cause of this issue is the need to implement professional development for teachers in instructional strategies, particularly for our AP and dual credit students. The TELPAS rating scored a 0 which is a decrease from 4 which is the total points possible. MRHS received all 4 points in the previous 3 school years in this area. It was determined that MRHS needs to increase the TELPAS progress rating for all Emergent Bilingual (EB) students. It was decided that the root cause is the need to increase the school to home partnership with parents and guardians, particularly with those of our EB students. School processes and programs were summarized and no focus area was identified. The perceptions summary was reviewed and no focus area was identified.

In closing, MRHS has the following 3 areas of focus for the 26-27 school year:

- * MRHS will increase the percent of students who are on track for graduation and meet the college, career, and military readiness (CCMR) standards.
- * MRHS will increase the percent of students scoring meets and masters as well as target growth measures in all special programs on STAAR testing.
- * MRHS will increase the TELPAS progress rating for all Emergent Bilingual (EB) students.

Meeting agendas, minutes, and sign-in sheets are located in the Title I CRATE.

1.2: Location for Evidence of Multiple Meetings Held

The 26-27 Campus Needs Assessment was conducted with the full CNA team during the February 25th and April 22nd meetings at 3:30 pm. Both meetings were conducted via Microsoft Teams which has increased the attendance and availability of all members of the team.

Meeting agendas, 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 26-27 Campus Improvement Plan (CIP) is drafted by the Campus Principal and administrative team during May of 2026 based on the CNA and priority statements from the February 25th and April 22nd CNA meetings at 3:30 pm. The Campus Advisory Team (CAT) will review, provide feedback and make edits during the August 2026 meeting. The CIP will also be reviewed with the entire staff during the August staff meeting on Aug 3rd at 9am. Staff will have the opportunity to provide feedback during that meeting.

Meeting agendas, minutes, and sign-in sheets are located in the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

The Campus Advisory Team (CAT) consists of the principal, 2 other school leaders, 2 specialized school support professionals, 2 district-level professionals, 2 campus paraprofessionals, 3 community members, 3 students, 3 teachers, and 8 parents. Members other than the principal and principal secretary serve a 2-year term. Parents and community members are solicited by sign-up via campus eNews. Faculty members are solicited via campus email and agreed upon by the faculty. District professionals are assigned to campuses by the district.

CNA Member Names and Roles:

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Robert Bromgard, Ana Nguyen, Ivan Gonzalez, - Teachers
Heather High, Yadira Chavez, Krystal Ward, Kiera Kindred, Elysia Charles, Ruth Gonzalez, Sabrina Aguilar, & Adelia Soremekun - Parents

Sign-In Sheets are located in the Title I CRATE.

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

The MRHS CIP is available on the campus website in English and Spanish as a PDF document.

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

Notes are listed in the formative reviews for each goal/strategy in the CIP. Formative reviews are conducted in October, February, and April. Notes for the annual evaluation are in the summative review completed in June. All documentation (sign-in sheets, agendas, etc.) and data analyzed are aligned with the required Schoolwide program evaluation process. The Schoolwide program evaluation is included during the CNA process each year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Caballero	Title I Math Teacher		
Candace Cato	Counselor		
Dory Dube	Title 1 EOC Instructional Coordinator		
Elizabeth Botkin	Title 1 EOC Instructional Coordinator		
Felicia Hood	Title I Coordinator		
Karen Saper	Title I English Teacher		
Kevin Aguilar	Title I Math Teacher		
Linda Tagen	Title I Coordinator		
Shee Besch	Title I English Teacher		
Stephen Simons	Title I Math Teacher		

Campus Advisory Team

Committee Role	Name	Position
Parent	Melissa Gaston	Parent
Parent	Stephanie Lizama	Parent
Classroom Teacher	Jeff Hutchinson	Teacher
Classroom Teacher	Emma Wade	Teacher
Classroom Teacher	Linda Lees	Teacher
Classroom Teacher	Kendra Hart	Teacher
Classroom Teacher	Erin Ward	Teacher
Paraprofessional	Monica Guzman	Paraprofessional
Student	Michael Azie	Student
Student	Keaton Hinson	Student
Paraprofessional	Nadia Vargas Rocha	Paraprofessional
Specialized School Support	Rebecca Gruen	Specialized School Support
Specialized School Support	Angela Angel	Specialized School Support
Community Member	Taylor Dillingham	Community Member
Community Member	Sheila Ordaz	Community Member
Parent	Krystal Ward	Parent
Parent	Kiera Kindred	Parent
District-Level Professional	Susanna Campbell	District-Level Professional
Other School Leader	Elizabeth Morris	Other School Leader
Classroom Teacher	Robert Bromgard	Teacher
Classroom Teacher	Anh Nguyen	Teacher
Other School Leader	Linda Tagen	Other School Leader
District-level Professional	Tiffany White	District-Level Professional
Administrator	Julie Hinson	Principal

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Contracted Services		\$20,000.00
1	1	1	Professional Development		\$16,000.00
1	1	1	Reading Materials		\$1,000.00
1	1	1	Staffing Units		\$279,635.00
1	1	1	General Supplies		\$15,000.00
1	1	1	Extra Duty Pay		\$25,000.00
1	1	2	Prepared Media (Software, Subscriptions for online resources)		\$20,000.00
1	1	2	Professional Development		\$0.00
1	2	1	General Supplies		\$1,000.00
1	2	2	General Supplies		\$1,000.00
1	2	3	Dual Credit course funding		\$5,000.00
1	2	3	AP exam funding		\$55,000.00
3	1	1	Extra Duty Pay		\$6,500.00
3	1	1	Printing		\$1,500.00
3	1	1	Other Operating Expenses		\$1,000.00
3	1	1	Contracted Services		\$0.00
3	1	1	Reading Materials		\$5,000.00
4	1	2	Professional Development, in-person, online, book studies, materials and resources.		\$2,500.00
Sub-Total					\$455,135.00

Addendums



The percent of **Morton Ranch High School** students who achieve the CCMR goal will increase from **61%** to **63%** by July 2029.

Morton Ranch HS: Goals	CCMR		2024	2025	2026	2027	2028	2029
		Scaled Score	68	79	84			
		Actual	61%	77%	82%			
		State Rate	76%	82%	87%			
		Met State Rate	No	No	No			
		Internal Goal	-	61%	77%	82%	83%	83%
		Met Internal Goal	-	Yes	Yes			

Met 2029 Goal in 2025
Met 2029 Goal in 2026

Morton Ranch HS: Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	135	49%	364	59%	91	68%	4	25%	28	75%	-	-	16	69%	70	63%	452	57%	230	53%
		2025 Actual	129	79%	384	72%	75	79%	4	75%	27	85%	1	0%	16	81%	76	63%	461	74%	287	76%
		2026 Target										95%						73%				
		2026 Actual	147	78%	398	77%	66	80%	-	-	26	88%	1	100%	18	72%	102	71%	473	76%	280	78%
		Met Target										N						N				
		2027 Target											95%						81%			