

Katy Independent School District

Merchant's Way

2026-2027 Campus Improvement Plan

Mission Statement

The Katy Behavior Learning Center in conjunction with students, staff, and families, will deliver high quality instruction in academics, behavior, and social skills to ensure our students have access to post-secondary opportunities that foster growth and enable students to become productive global citizens.

Vision

Be the Legacy

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Merchants Way (MW) will begin one full year of implementation in the 2026-2027 school year. It merges two previous special education programs - the Behavior Learning Center (BLC) which includes the Super Children with Autism Programs (CAP), Behavior LIFE Skills and the comprehensive high school campuses 18+ programs also known as Katy+. MW will add an elementary Adapted Behavior classroom for this school year. Merchants Way is comprised of 100% students served in special education. It offers 118 staff members from secretarial staff to paraprofessionals to professionals. Students that access the Merchants Way building do so via their Admission, Review, and Dismissal (ARD) committees. The ARD committee is charged with considering the student's least restrictive environment (LRE) and in the case of the BLC, is the most restrictive behavior placement offered in Katy ISD. Since Merchants Way is a program and not a campus, all accountability is reported back to the student's home campus. They are currently 60 students served in the BLC and 101 students served in Katy+ with the addition of 50 students to Katy+ this school year. Paraprofessionals serving students in an instructional capacity are either an Educational Aide II or III. Students served in the BLC are in an instructional arrangement code of 96 with a student to staff ratio average of 5-8:2. 9th grade, however, has larger class sizes and is the biggest overall grade level in terms of enrollment. Staff to student ratios in the CAP setting are variable and depend on the ARD committee's determination on the Autism Supplement. Ratios in this setting depend on specific instructional and non-instructional activities. Students accessing the Katy+ on average have a student to staff ratio of 14-18:4 with 3 of those staff members being instructional paraprofessionals. Merchants Way was unable to retain 16 staff members for the new school year. Staff members have chosen to leave and access other opportunities in Katy ISD. One staff member has chosen to retire. Opening Merchants Way has increased the staffing units to include a nurse, clinic aide, AP secretary, testing facilitator, 9 general education teachers, and two behavior LIFE Skills programs. Most students accessing the BLC are on a modified curriculum with one student on an advanced level and 11 students on an alternate curriculum. The goal for the 26-27 school year is to increase the course offerings for students that do not require a modified curriculum to make academic progress. Students accessing Katy+ do not access any TEKS related curriculum as students have met graduation requirements. Katy+ students are working in at least one of the following areas: independent living, education and training, and/or employment skills.

Discipline data supports that students accessing the BLC typically have physical aggression, verbal aggression, and elopement. A new trend for students accessing the BLC is the matching of placements from outside the district for students in the foster care system. 5 students in the 25-26 school year had matched ARD committee placements from other Texas school districts and were overseen by the Department of Family and Protective Services. Because accountability is reported back to the student's home campus, typical demographic data reported from PEIMS is not readily available.

Demographics Strengths

Students that access the Merchants Way facility come from a variety of demographic backgrounds that create an environment where students are able to come together. The facility serves students of every ethnic background and socioeconomic status. This fosters inclusion and allows for individual background differences to be celebrated. Merchants Way offers students the ability to be unique while also creating opportunities for students to work together to continue growing as individuals.

Student Learning

Student Learning Summary

Students accessing Merchants Way programs have historically entered on a modified or an alternate curriculum as ARD committees have determined that the student's behavioral escalations have created gaps in learning. However, in recent years, there has been an increase in the number of students need programmatic changes for behavior but continued to access their learning on level or even at an accelerated level. Because of the increase in at the very least on level learning, staffing adjustments were made to provide access to grade-level standards without modification of the TEKS. Each core content classroom will house a general educator, special educator, and a paraprofessional to meet the academic and social emotional needs of students. General and special educators will be expected to plan instruction in professional learning community (PLC) format to ensure that all academic needs are planned for and met according to the TEKS and student Individual Education Plans (IEPs).

Student Learning Strengths

Students have more recently accessed the BLC with increased academic skill that in previous years. The addition of the general educator in all core classes has allowed the program to increase how it accepts students with higher cognitive achievement scores as well as continues through the same scope and sequence students would access at their comprehensive campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of rigor of instruction as students access a more coherent sequence of courses.

Root Cause: Students have historically accessed a modified curriculum and have been able to graduate on a 22 credit plan without a need for additional course work.

Problem Statement 2 (Prioritized): Specific classrooms have an increase in physical aggression from students than other classrooms.

Root Cause: Activities lack engagement opportunities throughout the period of learning.

School Processes & Programs

School Processes & Programs Summary

Both BLC and Katy+ teachers access professional learning communities (PLCs) to complete lesson design and plan for upcoming activities while considering data to drive instruction. Staff access professional development through both district and campus avenues with district special education staff on site daily to tweak processes. Leadership is made up of a director and one coordinator with the addition of a coordinator for the 26-27 school year. Dividing the load of staff has been a challenge but should be more digestible with the addition of a new coordinator. Decision making processes are made through the leadership team with committee input, where appropriate. One campus counselor completes the scheduling of the master schedule based on conversations in the leadership team meetings. The organization has a hierarchical structure with the director and coordinators trickling to the rest of the leadership team then to committees. Tightening the structure will allow for a more cohesive distribution of duties without wearing out existing staff. The program does not offer extracurricular activities but does plan on offering co-curricular activities based on student and staff interest. Technology has been fully implemented into the building with student and staff access to Smart TVs and boards as well as student 1:1 devices. The addition of artificial intelligence parameters this school year will also shore up its usage in instruction.

School Processes & Programs Strengths

Initial committees were created in the 25-26 school year to offer voice from staff members. Committees focused on student and staff activities but lacked depth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Specific classrooms have an increase in physical aggression from students than other classrooms.

Root Cause: Activities lack engagement opportunities throughout the period of learning.

Problem Statement 2 (Prioritized): There is a lack of rigor of instruction as students access a more coherent sequence of courses.

Root Cause: Students have historically accessed a modified curriculum and have been able to graduate on a 22 credit plan without a need for additional course work.

Problem Statement 3 (Prioritized): Administrative staff do not access PLCs or instructional planning as designed.

Root Cause: Merchants Way only has two administrators and has not built capacity for other staff members to take the reigns of some responsibility.

Problem Statement 4 (Prioritized): Not all staff at Merchants Way have been able to use their voice for feedback in committees.

Root Cause: Bringing staff together in the middle of the year with already created committees had new staff unable to fully contribute.

Perceptions

Perceptions Summary

The 25-26 school year was about bringing the campus together from a variety of locations in the district. Students and staff came from every comprehensive high school, except Freeman, as Freeman did not have a senior class in the 24-25 school year to consider students for the Katy+ program. The entirety of the old Behavior Transition Program (BTP) moved from the location it has occupied for several years to the Merchants Way facility. The move brought about an increase in staffing units to ensure that the campus was able to continue to meet the needs of students. 16 staff members have chosen to find a new position or retire in the 26-27 school year. Staff feedback was welcomed last year through committees; however, moving staff in January presented challenges with the continuation of committees already established. Focus groups of teachers were created through the committee system to offer feedback. Community partnerships have begun to be established through ongoing Katy+ relationships as well as new agencies.

Perceptions Strengths

Merchants Way has an 87% retention rate for the 26-27 school year. Culture and climate committees were established to not only plan events for the staff and students but to also offer feedback to administrative staff. Most of the BLC staff have participated in some way to the culture and climate committee; however, that only accounts to 17% of staff. Staff have been involved in several activities for both students and staff as created by the culture and climate committee. Ensuring that all staff have appropriate voice in a committee is a goal for next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Administrative staff do not access PLCs or instructional planning as designed.

Root Cause: Merchants Way only has two administrators and has not built capacity for other staff members to take the reigns of some responsibility.

Priority Problem Statements

Problem Statement 1: There is a lack of rigor of instruction as students access a more coherent sequence of courses.

Root Cause 1: Students have historically accessed a modified curriculum and have been able to graduate on a 22 credit plan without a need for additional course work.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Specific classrooms have an increase in physical aggression from students than other classrooms.

Root Cause 2: Activities lack engagement opportunities throughout the period of learning.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Administrative staff do not access PLCs or instructional planning as designed.

Root Cause 3: Merchants Way only has two administrators and has not built capacity for other staff members to take the reigns of some responsibility.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Not all staff at Merchants Way have been able to use their voice for feedback in committees.

Root Cause 4: Bringing staff together in the middle of the year with already created committees had new staff unable to fully contribute.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Graduation plan types
- Foster Care data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- Violence and/or violence prevention records
- School safety data
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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

Performance Objective 1: All staff will engage in high-functioning weekly PLCs to increase student achievement to 80% of major/minor assessments by the end of Q3 as measured by summative assessment data.

High Priority

HB3 Goal

Evaluation Data Sources: PLC weekly meetings
CBAs/assessment data

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will be a 3rd member to each PLC to ensure that teachers have access to resources to plan high-quality reserach based instruction. Strategy's Expected Result/Impact: Increase the high quality reserach-based instruction Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of rigor of instruction as students access a more coherent sequence of courses. Root Cause: Students have historically accessed a modified curriculum and have been able to graduate on a 22 credit plan without a need for additional course work.
School Processes & Programs
Problem Statement 2: There is a lack of rigor of instruction as students access a more coherent sequence of courses. Root Cause: Students have historically accessed a modified curriculum and have been able to graduate on a 22 credit plan without a need for additional course work.

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

Performance Objective 2: Teachers will increase student engagement through hands on learning as evidenced by 80% if the time observed during the observation feedback cycle.

High Priority
HB3 Goal
Evaluation Data Sources: Observation feedback cycle data
PLCs

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs will discuss the scope and sequence as well as the lesson design for the upcoming week to insure the addressing of engagement. Strategy's Expected Result/Impact: Increase the number of engagement opportunities to increase student achievement TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Specific classrooms have an increase in physical aggression from students than other classrooms. Root Cause: Activities lack engagement opportunities throughout the period of learning.
School Processes & Programs
Problem Statement 1: Specific classrooms have an increase in physical aggression from students than other classrooms. Root Cause: Activities lack engagement opportunities throughout the period of learning.

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: Staff involvement in campus initiatives will increase as evidenced by 100% of staff actively participating in an on campus committee.

- High Priority
- Evaluation Data Sources: Agendas
- Surveys
- Staff feedback

Strategy 1 Details	Reviews			
Strategy 1: Admin staff will discuss campus committee initiatives at the BOY PD and allow for feedback and sign ups based on preferences and interests, Strategy's Expected Result/Impact: Increase stakeholder input Staff Responsible for Monitoring: Leadership Cabinet TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: Administrative staff will design sustainable systems for teachers to collaborate such as committees to increase student achievement as evidenced by committee meeting agendas and feedback surveys from staff.

- High Priority**
- Evaluation Data Sources:** Surveys
Committee agendas
Completion of student/staff activities

Strategy 1 Details	Reviews			
Strategy 1: Train staff on committees and allow for staff sign up based on preferences and interest Strategy's Expected Result/Impact: Increase staff buy in which promotes a healthy campus culture Staff Responsible for Monitoring: Leadership Cabinet TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Not all staff at Merchants Way have been able to use their voice for feedback in committees. Root Cause: Bringing staff together in the middle of the year with already created committees had new staff unable to fully contribute.

Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kara Landgrebe	Director
Administrator	Anita McElroy	Assistant Principal
Administrator	Jilianne Ostrowsky	Coordinator for Katy+
Administrator	Sophia Garza	Coordinator for Autism and Behavior Programs
Non-administrative Professional	Paula Donnella	Program Specialist
Non-administrative Professional	Quincy Richerson	Program Specialist BTP
Non-administrative Professional	Kacie Osorio	Counselor
Non-administrative Professional	Kimberly Sampere	Testing Facilitator
Teacher	Layla Ratliff	Department Chair
Teacher	Talya Enge	Teacher