

Katy Independent School District

Morton Ranch Junior High

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

All means All

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus Needs Assessment Overview

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

- April 24, 2026 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 11, 2026 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

CNA Team Members

Print Name	Role
Tanya Heard replaced by Eric Smith	Principal
Shayla Tillery	Specialized Instructional Support
Jessica Ayala	Specialized Instructional Support
Jamieson Sermo	Other School Leader
Kyle Haberer replaed by Enjolie Espinoza	Other School Leader
Viviann Muldune	District Administrator
Ashley Muzny	District Administrator
Melissa Lykes	Paraprofessional
Martha Solis-Dwikat	Paraprofessional
Ollie Kendrick	Teacher
April Thomas	Teacher
Dr. Tricia Tsang replaced by Kiara Thompson	Other School Leader

Print Name	Role
Natalie Skinner	Parent
Audrey Lemes	Community Member
Jessica Yanes	Community Member
Stephanie Lizama	Parent
Leslie Dulock replaced by Wade Kirkpatrick	Other School Leader
Dr. Mallory Mayes	Specialized Instructional Support
Heather Mills	Specialized Instructional Support
Mohanie Ramlal	Specialized Instructional Support
Dr. Tracey Malachi	Community Member

Comprehensive Needs Assessment Process

CNA Meeting #1

The first Campus Needs Assessment (CNA) took place on April 27th at 5:00pm in the Morton Ranch Junior High's (MRJH) Large Group Instruction Room (LGI) with our Campus Advisory Team (CAT). As the CAT members entered the LGI, Mr. Sermo asked them to sign in and then directed them to a table. The meeting began at 5:06pm with Mr. Sermo greeting the team members and explaining that this will be the first of two meetings to determine the needs of Morton Ranch Junior High for 2025-2026. Mr. Sermo reviewed the agenda and Dr. Malachi, a community ambassador, read the mission and vision statement for MRJH. Mr. Sermo asked the CAT members to introduce themselves, their role (administrator, parent, teacher, community member, etc.) and their connection to MRJH. All of the committee members shared this information with the group.

Mr. Sermo then directed the group to participate in an icebreaker activity from Character Strong. He explained that during our Monday Advisory period (6th period class) students participate in Character Strong lessons. He went on to say that we will participate in a staff activity found on the Character Strong website. Ms. Heard, the principal, volunteered to pick a number from the "Travel Tales" activity. The tables shared 2 things and 1 person that they would bring with them to the picture projected on the screen. Members of the CAT shared out and then Mr. Sermo asked the group to volunteer to pick another number to repeat the activity.

Mr. Sermo then shared several campus celebrations with pictures from these activities. He started with the CHAMPS initiative this school year and how the campus has worked in conjunction with Mr. Jacob Edwards, a representative from Safe and Civil Schools. The purpose of the initiative is to lower level one office referrals and improve on campus discipline. He continued by acknowledging that one of our

Title I initiatives uses PBIS Rewards to celebrate the behavioral successes of our students and that we have celebrated our students and staff members this year. Additionally, Mr. Sermo mentioned that we recently celebrated the academic success of students by hosting a “Games and Goodies” for students who made the Honor Roll for the 5th six weeks. Furthermore, he highlighted the committee’s efforts for organizing the Annual Multicultural Night which was a tremendous success at MRJH. Mr. Sermo also celebrated the accomplishments of the UIL season. Mr. Sermo reviewed the list of upcoming events for MRJH that celebrates our students and community. Ms. Heard, the principal, mentioned that we are hosting the High School graduating class to the Junior High to “clap them out” on the last week of school. Additionally, she mentioned that we will be doing an 8th grade clap out on the last day of school to celebrate our rising 9th graders going off to High School. Mr. Sermo then opened it up to the group to share their personal and professional celebrations. Ms. Skinner, a parent, shared that her 6th grade student made the Honor Roll last six weeks and truly enjoyed the “Games and Goodies” celebration that was hosted.

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

Mr. Sermo said that in order to determine our campus needs, we must look back in order to plan forward. He said the first step of the CNA is to select and examine multiple sources of data to get a true picture of MRJH’s needs. Mr. Sermo had laid out packets of the Potential Data types handout and explained that the handout features all of the potential data that we could analyze as a CAT. He instructed the CAT members that there are sub-categories and she wants the members of the CAT to individually pick 8-10 artifacts to be analyzed at our next meeting. In every folder on the tables were “Cheat Sheets” which explained what each article of evidence is and the information it would give the CNA team. He set a timer for 10 minutes and the CAT members started reviewing the potential data types. After 10 minutes, Mr. Sermo posted a QR code on the screen and asked the CAT members to digitally select the 8-10 data types to get a clear picture of which artifacts to pull for the next CNA meeting. He said once the CAT members filled out the Google form, they were free to go. He reminded the team of the next meeting on May 11th at 5pm in the LGI and asked the team to put a reminder in their phone. The meeting was adjourned at 5:33pm.

CNA Meeting #2

The second Campus Needs Assessment (CNA) meeting was held on May 11, 2026, at Morton Ranch Junior High in the LGI room. Mr. Sermo started the meeting at 5:02 p.m., welcoming all members to their second CNA meeting.

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

To build rapport among participants, Mr. Sermo introduced the "This or That" activity from the Character Strong program, which MRJH teachers use during Monday's advisory. He read the instructions aloud for the icebreaker and invited Ms. Kendrick to choose a number between 1 and 5.

Each participant then shared which number best represented their choice by holding up a finger that went along with the prompt. The prompt was "Team Summer or Team Winter". Following this, participants went around the room sharing their choice. Ms. Skinner noted that she is between two choices because she enjoys summer time, but misses the snow and cold at times. Dr. Mayes mentioned that Summer was her choice because of not having school.

Mr. Sermo concluded the activity by thanking everyone for their participation.

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

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

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

As the groups began reviewing the data, Mr. Sermo circulated the room to answer questions. Ms. Lizama asked for clarification on how to identify strengths in the student STAAR data. Mr. Sermo guided her to examine trends over time, particularly changes in the percentage of students who did not meet expectations.

After 15 minutes, Mr. Sermo announced that each group would share their identified strengths and weaknesses with the team.

The first group to present was Dr. Malachi and Ms. Skinner, who discussed student attendance. They identified several strengths, including a decrease in chronic absenteeism and a current percentage that is below the district average. They also noted that the overall attendance rate tends to be higher in the second semester compared to the first. They also observed that attendance percentages were higher in the first

semester compared to the second semester and noted that the student incentives for attendance have been effective.

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

During the discussion, Ms. Skinner asked what the purpose of attendance contracts and how they are put in place. Mr. Sermo noted that the system that we utilize called Raawee inputs data for them and interventions for students that need to improve their attendance. The group noted the high number of chronic absenteeism from last year to this year is alarming.

Ms. Kendrick and Dr. Mayes shared their findings on student discipline. They identified several strengths, including a decrease in classroom disruptions over the course of the year and that most of the behaviors are level one, tardiness outpaces physical contact 5 to 1, and increased compliance with ID-wearing among students.

Areas for improvement included a high number of repeated tardies and the continuing to refine the new system of “Tardy sweeps”. The group noted that a new system has been trialed this past week to combat the repeated tardies. Additionally, the use of ID stations for students that do not have an ID badge would be more effective. Ms. Heard noted that the ID station is at the main entry to get the highest number of students possible.

The last group to present was Ms. Ramlal and Ms. Lizama who reported on STAAR data. They highlighted an increase in the number of students achieving the *Masters* performance level particularly in the asian and white student populations. They also noted that Algebra students at MRJH exceeded the district average in all performance categories—*Approaches*, *Meets*, and *Masters*.

However, they identified areas of concern as well. MRJH students struggled in math, with performance declining across all categories and grade levels. Additionally, the percentage of students who achieved *Approaches* or *Meets* on the Reading STAAR decreased at every grade level. Additionally, they highlighted the Special Education and Emergent Bilingual (EB) students did not meet the performance expectations across all grades in all content areas as well.

Mr. Sermo noted that Math was one of our focus areas this year and we have made some large improvements in district and local assessment data.

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

He asked the team to consider whether any of the data sets were connected. Ms. Kendrick pointed out that if students do not attend school

regularly, they are less likely to pass the STAAR exam. In response, Mr. Sermo suggested that the Attendance and STAAR Data groups work together to complete a root cause analysis..

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

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

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

Ms. Skinner asked how the process of reporting absences works at other campuses. The group noted that there seems to be inconsistencies across the district in getting absences reported.

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

Ms. Skinner added that it is difficult to view attendance data in the Home Access Center (HAC). Ms. Kendrick asked if parents are aware of how to report their child’s absence. Ms. Heard responded that information has been shared in the Maverick Mail (the weekly newsletter)

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

Ms. Skinner noted that the students really do enjoy the attendance incentives and suggested trying to do more throughout the school year.

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

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

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

The last group to present was Ms. Ramlal and Ms. Lizama, who discussed strategies for improving student math scores. They identified several potential issues, including the possibility that students may not be receiving strong initial lessons due to teachers lacking certain instructional skills, the need for teachers to be receptive to feedback, and the importance of differentiating instruction to meet the diverse needs of our student population.

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

Ms. Heard added that they continued working on the Fundamental Five, an initiative from a few years ago, because it led to increased student achievement when these practices were implemented. Mr. Sermo agreed, saying that incorporating the Fundamental Five would be an excellent use of Title I funds and that the practices are applicable to all teachers, regardless of subject area.

Mr. Sermo concluded by thanking all the groups for their valuable contributions.

Mr. Sermo expressed that the feedback from the groups was invaluable and that there were many ideas that could be implemented in the CIP for 2026-2027. Mr. Sermo thanked all the members of the CNA meeting, and the meeting was adjourned at 5:45 pm.

Problems: High numbers of warning letters, most absences are unexcused, ending semester attendance is lower with ending 2026 ADA percentage at 93.01%

Strengths: 100% of our Algebra I students passed EOC, improvement at the Meets Level for 6th grade Reading STAAR, improvement on 6th grade math Approaches and Meets levels

State and Local Assessment Data

Problems: Grades 6-8 STAAR Math decreased in all performance categories, decrease in STAAR Reading in the Approaches and Meets performance categories in grades 6-8, significant gaps in the Special Education population in all performance levels.

Strengths: There is a low number of “extreme” At-Risk students, most MRJH students have only 1 At Risk indicator

At Risk Data (Demographics)

Problems: Increased in the number of students who failed state assessment from the previous year, most students who are Limited English Proficient (LEP) failed a STAAR exam (FSA), higher percentage of students who are considered “At-Risk”

Recruitment and Retention of Teachers

Strengths: From 2020-2024 the total number of teachers has increased

Problems: High rate of teacher turnover – 22% of teachers were new to MRJH, increased the number of resignations/retirements from the previous year

Student Disciplinary Data	Strengths: Majority of referrals are level one infractions,	Strengths: Attendance rates were higher in the first semester, particularly in September of 2026 at 96.3%.
	Problems: Repeated tardies, physical contact, and ID badge violation have the highest number of incidents at MRJH	

Area of Improvement

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

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

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

Problem Statement #2: 36.7% of our student body are Limited English Proficient students, indicating a need for instructional strategies that go beyond verbal delivery.

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

Problem Statement #3: The percentage of 7th-grade students reaching the performance standards in Mathematics declined from 39% in 2024 to 25% in 2025, falling 36 percentage points below the district average of 61%

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

Problem Statement #4: Across all grade levels and core subjects (Reading, Math, Science, and Social Studies), student performance significantly trails district and state averages. The data shows that students continue to perform below performance expectations across all subject areas.

Root Cause: Teachers need assistance (training, materials, time) in delivering effective, comprehensive, integrated, and engaging lessons. Additionally, with a majority of our At-risk students failing a state assessment, instructional resources are heavily prioritized toward basic passing standards.

Disciplinary Infractions

Problem Statement #1: Students struggle with social skills and social-emotional health.

Root Cause Analysis: Students do not have coping mechanisms or ways to handle emotions because they are not explicitly taught or modeled. This has created a significant loss in instructional time based on the number of “multiple tardy” incidents.

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

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

High Rate of Teacher Turnover

Problem Statement #1: MRJH consistently has a large percentage of new staff members each year.

Root Cause:

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

Student Attendance

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

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

The focus areas for the 2026-2027 school year is math and reading performance, increasing academic achievement for EB's and special education students, improving social-emotional/social skills with students and attendance.

Demographics

Demographics Summary

Student Demographics

Our campus serves a student body of 646 male and 558 female students. Current enrollment includes 408 6th graders, 391 7th graders, and 405 8th graders. We are projected to receive approximately 375 incoming 5th graders from five feeder elementary schools.

We are proud to have a richly diverse student population, consisting of 61.05% Hispanic, 21.3% Black/African American, 9.5% White, 3.7% Asian, 3.6% Two or More Races, 0.41% American Indian/Alaskan Native, and 0.2% Native Hawaiian or Pacific Islander students.

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

The percentage of students identified as Economically Disadvantaged has significantly increased the past five years. However, there has been a decrease from the previous year. As of 2025, 76.1% of our student population falls into this category. Our At Risk population currently includes 781 students, or 64.9% of the student body.

The number of Limited English Proficient students has slightly decreased from 457 in 2023 to 455 in 2024 and 442 in 2025. Currently, 36.7% of our students are identified as LEP, marking a 2.6% decrease year over year.

A notable area of growth is in Special Education services. Currently, 25.2% of our students receive specially designed instruction, which is a slight decrease from the 2024 school year. Section 504 students make up approximately 3.7% of the student body, with a slight decrease from the previous year.

We currently have 53 students enrolled in the Gifted and Talented program, accounting for 4.4% of our population.

Our current attendance rate is 94.58%, just below the district target. At this time last year the current attendance rate was at 95.03%

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

Staff Demographics

According to the 2024–2025 Texas Academic Performance Report (TAPR), MRJH employs a total of 132.6 staff members. This includes 96.7 teachers, 12.1 professional support staff, 6 campus administrators (school leadership), 17.7 educational aides, 1 full-time librarian, and 4 counselors.

Of the total staff, 86.6% are classified as professional employees. This includes 73.0% teachers, 9.1% professional support staff, and 4.5% school leadership.

Demographically, 63.9% of our staff identify as members of minority groups: 32.2% African American, 20.9% Hispanic, 39.7% White, and 5.2% Asian.

Regarding educational attainment, 64.2% of our teachers hold a bachelor's degree, while 35.8% have earned a master's degree.

In terms of teaching experience:

- 8.3% are beginning teachers
- 28.9% have 1–5 years of experience
- 21.6% have 6–10 years of experience
- 29.6% have 11–20 years of experience
- 10.5% have 21–30 years of experience

The average teacher salary at MRJH is \$69,274—slightly above the district and state averages.

Katy ISD Demographics

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

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

Demographics Strengths

1. Demographic Strengths

1. MRJH serves a culturally rich community with 62% Hispanic, 21% Black/African American, and other ethnic groups represented. Multiple home languages, including Spanish, Arabic, and African dialects, foster a global learning environment.
2. The campus offers services for Economically Disadvantaged (79%), At Risk (64.77%), LEP (36.63%), SPED (25.93%), Section 504 (4%), and GT (4.36%) students—demonstrating strong support for varied learning needs.
3. MRJH hosts district SPED programs such as RISE, ASIP, J-CAP, and Life Skills, making it a central support hub for specialized instruction.
4. Nearly 60% of staff identify as minorities, providing representation that reflects the student body. Over 37% hold a master's degree, and 58.6% have more than six years of experience.

Problem Statements Identifying Demographics Needs

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

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

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

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

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

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

Student Learning

Student Learning Summary

The STAAR test was taken by students in April 2026. 6th, 7th, and 8th graders all took Reading and Math/EOC STAAR exams. Additionally, the 8th grade students took a Science and Social Studies STAAR. All STAAR exams were administered online. Students prepared for their online STAAR tests throughout the year by taking online CBAs, practicing with the Interim assessments, and being exposed to new question types. We are still waiting for our official results that will be available on June 3, 2025.

Interim Assessments

Reading

Students in grades 6–8 took Reading Interim assessments in both the fall and spring of this school year to help project STAAR performance. The first Reading Interim was administered on October 1st, 2025, and the second on March 25, 2026. Both assessments were conducted on the Cambium testing platform.

In the first testing window, 6th Grade RLA results showed 87% of students approaching grade level, 63% meeting grade level expectations, and 40% mastering the assessment. In the second window, all performance categories declined, with 80% approaching, 55% meeting, and 26% mastering grade level. In both windows, results fell below district averages.

For 7th Grade RLA, the first window showed 72% of students approaching grade level, 48% meeting, and 20% mastering. The second window revealed increases across all categories: 82% approaching, 49% meeting, and 22% mastering grade level standards. Again, all percentages were below district averages.

8th Grade RLA results followed a similar pattern. In the first window, 89% of students approached grade level, 54% met expectations, and 22% mastered grade level content. In the second window, performance declined to 77% approaching, 44% meeting, and 19% mastering. Both sets of results were also below the district average.

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

Math

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

6th Grade Academic Math:

In the first KLA, students averaged 45%, with 73% approaching grade level, 32% meeting expectations, and 3% mastering grade level.

Unfortunately, scores declined on the second DLA, with an average of 40%, 55% approaching, 22% meeting, and 5% mastering grade level.

6th Grade KAP/GT Math:

Students averaged 71% on the first KLA, with 97% approaching, 78% meeting, and 34% mastering grade level. On the second KLA, scores dipped to an average of 50%, with 76% approaching, 48% meeting, and 6% mastering grade level.

7th Grade Academic Math:

The first KLA showed an average score of 47%, with 57% approaching grade level, 30% meeting, and 7% mastering. The second KLA reflected further decline, with an average of 43%, 45% approaching, 22% meeting, and 2% mastering grade level.

7th Grade KAP/GT Math:

Students performed consistently across both KLAs. On the first assessment, 99% approached grade level, 93% met expectations, and 63% mastered grade level. The second KLA showed similar results with 99% approaching, 92% meeting, and 61% mastering.

8th Grade Academic Math:

In the first KLA, 84% of students approached grade level, 55% met expectations, and 27% mastered grade level. The second KLA showed a slight decrease in performance, with 79% approaching, 62% meeting, and 22% mastering.

Algebra I:

Students took a KLA in December and an Interim assessment in March. On the KLA, 92% of students approached grade level, 57% met expectations, and 32% mastered the content. The March Interim showed a slight decline: 88% approached grade level, 39% met, and 27% mastered grade level.

Science and Social Studies

This year, 8th grade students took a Science KLA in November and a Science Interim Assessment in February. On the KLA, the average score was 64%, with 85% of students approaching grade level, 68% meeting expectations, and 34% mastering the content. Scores declined on the Interim, with 82% approaching, 63% meeting, and 24% mastering grade level standards.

8th grade students also completed a Social Studies KLA in November and an Interim assessment in February. On the KLA, the average score was 62%, with 69% of students approaching grade level, 44% meeting expectations, and 22% mastering. While the approaching percentage increased slightly to 70% on the Interim, both meeting and mastering scores improved to 50% and 30%, respectively.

STAAR 2025

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

types that were scored for the first time.

6th grade Reading

This year 71% of students reached the "approaches" level, a 3-point increase from 2024, but below both district and state performance. Additionally, 48% met grade level expectations, also a 6-point increase from the previous year. The mastery raised to 19%, though it remained below the district and state averages.

7th grade Reading

66% of students scored at the "approaches" level, which is 8 points lower than last year and significantly below the state average. This result also trails behind the district. However, 16% of students reached the mastery level—a 6-point deficit from 2024

8th grade Reading

75% of students achieved the "approaches" level, remaining the same from the prior year and falling short of both district and state levels. 48% met expectations, a slight decrease of 2 points from 2024. Mastery scores decreased by 2 points, from 23% to 21%, but still did not meet district or state averages.

6th grade Math

68% of students were at the "approaches" level, representing a 7-point increase from last year and lower than both district and state averages. Only 28% met grade level expectations, up 5 points, while the mastery level raised from 4% to 7%.

7th grade Math

This group of students experienced the most significant decline, with just 25% reaching the "approaches" level—a drop of 21 points. Only 10% met expectations, reflecting a 4% decrease from 2024. The percentage of students mastering the content was at 0%.

8th grade Math

73% of students reached the "approaches" level, down 5 points from last year. While this result is higher than the state average, it still lags behind the district. Meanwhile, 52% met expectations, a 6-point increase from 2024. The mastery level declined to 14%, which falls 4-points shy of the state average, but falls short of the district's performance.

Algebra I

The student performance was strong. All students reached the "approaches" level, exceeding both state and district averages. Additionally, 93% met expectations, a 2-point decrease from the previous year. Notably, 78% achieved mastery, a 2-point increase from 2024, and significantly higher than state and district rates.

8th grade Science

77% of students reached the "approaches" level, which remained the same from the previous year. This still surpassed the district average, but below the district averages. Similarly, 51% met expectations, an increase of 1-point. However, mastery decreased from 19%, down to 15% in 2025, slightly behind the state and district averages.

8th grade Social Studies STAAR

57% of students were at the "approaches" level, which is a 6-point decrease from the previous year. The percentage meeting expectations decreased by 7 points from the previous year to 30%, while mastery also decreased from 19% to 14%, a 5-point decline. Both are below state and district averages.

Texas Accountability Rating

Due to ongoing legislation, Morton Ranch Junior High recently received their accountability rating from TEA. Morton Ranch Junior High has once again been recognized by the Texas Education Agency (TEA) as a 2025 “C” rated campus — with a distinction designation in academic achievement for Social Studies.

Student Learning Strengths

- **Exceptional Algebra I EOC Performance:** 100% Approaches, 93% Meets, and 78% Masters — all above state and district averages.
- **Growth in Reading STAAR Masters:** 6th grade increased Masters by 5%;
- **Improved 6th Grade Math STAAR Results:** 5-point gain in Meets and 3-point gain in Masters
- **Consistent High Achievement in 7th Grade KAP/GT Math:** Over 99% Approaches, 92% Meets, and 61% Masters on both KLAs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few of our students are Meeting the state standard in Reading and Math performance. The 2025 STAAR results indicate that 47% of our student body Met expectations for Reading. 2025 STAAR results indicate that 37% of our students met expectations for Math.

Root Cause: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction.

School Processes & Programs

School Processes & Programs Summary

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

Our campus schedule is unique within Katy ISD, as all students participate in a traditional Advisory period on Monday's. However, due to the high number of students requiring intervention or accelerated instruction under House Bill 1416, students attend intervention classes through the use of a program called "RTI Scheduler" that allows us to offer targeted small-group support in Reading and/or Math.

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

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

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

Professional development is a vital part of the MAV way, and we take pride in the training our staff has received throughout the year. The 2025-26 School year, we have partnered with Safe and Civil Schools to train our staff members on the use of CHAMPS across the campus.

Staff members have been trained on classroom management strategies, including establishing a classroom management plan, developing a "pre-flight" checklist to limit disruptions in instruction, engaging in relationship-building strategies, and creating common universal language across the school. Our Safe and Civil School consultant met regularly with the Maverick Instructional Leadership Team to ensure purposeful

review of team data and alignment with previous PLC at Work principles.

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

Recruitment and retention of teachers at the Ranch is a matter we take very seriously and have worked very hard at filling open positions with highly qualified teachers. We actively pursue candidates through the Katy ISD Job Fair, personal connections, and with Department based interview committees. The Instructional Leadership Team has scrutinized and revised our interview questions to make the most of our time while getting thorough answers from our potential hires. In fact, this year we revised our interview questions to ensure the interview committee asked content specific questions to see the breadth of the candidate's knowledge. In August 2025, the District hosted all new Teachers to Katy ISD for two days at the Jordan High School and the ESC. One day was dedicated to learning “The Katy Way” and the other focused on content. The New Crew Mentor Team met with all new staff on campus and led a half day training about Morton Ranch Junior High and what it means to be a Maverick. We focused on what is important to our campus, team building, and what the first day of school can look like with their students. The New Crew also hosts monthly meetings on a variety of topics such as classroom management, social emotional health of teachers, practical information, and effective teaching strategies. All of our 0-1 teachers also are placed with a Mentor who meets with them monthly. Their meetings are logged through Google Forms which is monitored by the Campus Administrative Liaison (CAL). The District Mentor Team also hosted Zoom meetings four times throughout the year for 0-1 teachers about mental health and teacher burnout. The New Crew team has received positive feedback and it is our goal to create a safe space for our new staff members to share their experiences at MRJH.

In the area of technology, all classrooms are equipped with a SmartBoard, laptop computer, and desktop monitor. This year, Morton Ranch Junior High was retrofitted to receive new SMART Panels, new laptops, and new desktop monitors in all classrooms and common areas. All of the MRJH Campus Based Assessments and STAAR exams are taken on the Chromebooks and our students became very familiar with educational technology.

The PBIS team trained our staff about using PBIS Rewards and 100% of our teachers are in our PBIS system. Students earn points by showing the MAV way; making good choices, achieving results, valuing others, and striving for success. Teachers are able and encouraged to give out points to their students based on these behaviors. Every month, the PBIS Team sells items to students at the PBIS store. Since we

work with middle school students, our students want items where they are given more freedom. Therefore, students can purchase passes with their points for outside lunch, skip the lunch line, lunch with their teacher, and a hat pass. We also have incentives at the end of the month for students to purchase candy or chips. The PBIS team hosted larger events such as the six weeks No Tardy Party and Perfect Attendance incentives at lunches. The students participate in Character Strong lessons each week during GAME Day interventions. These lessons focus on social emotional health, building relationships, and study skills.

School Processes & Programs Strengths

- MRJH has fully implemented the CHAMPS program across the campus to limit disruptions in classroom instruction.
- The campus schedule offers both daily conference and planning periods for teachers and GAME Time is utilized with targeted intervention, allowing small-group support aligned with HB 1416.
- MRJH uses MTSS to provide academic and behavioral support, with regular team meetings, structured documentation in eStar, and participation in the district's MTSS-Behavior cohort.
- Through the New Crew mentor program, monthly meetings, and revised interview practices, MRJH supports and retains high-quality teachers while ensuring smooth onboarding.
- All staff implement PBIS Rewards, reinforcing positive behavior through incentives. Weekly Character Strong lessons build students' SEL skills and relationships, enhancing school culture.

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

MAV Way for Student and Staff:

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

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: Too few of our students are Meeting the state standard in Reading and Math performance. The 2025 STAAR results indicate that 47% of our student body Met expectations for Reading. 2025 STAAR results indicate that 37% of our students met expectations for Math.

Root Cause 1: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction.

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: School Processes & Programs

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

Root Cause 3: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or Special Education students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich and inclusive classroom for their students.

Problem Statement 3 Areas: Demographics

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

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

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data

Goals

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

Performance Objective 1: By May 2027, MRJH students will perform 3% greater in the Meets Performance Category on the Overall Math and Reading STAAR in grades 6-8.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All students will receive additional support through in-school small group interventions, GAME Day Interventions, before- and after-school tutorials, Saturday Tutorials, and summer learning opportunities to address gaps in academic achievement and improve positive behavioral outcomes. This includes providing teachers with professional development in effective instructional and behavior management practices, as well as purchasing materials, technology, supplies, and curricular tools needed to implement targeted academic interventions and behavior supports that promote student success. Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. Staff Responsible for Monitoring: Instructional Coaches, Teachers Title I: 2.51, 2.52 - 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: Title I Staff - 211 - Title I Part A - \$572,278, Extra Duty Pay - 211 - Title I Part A - \$20,000, iPads - 211 - Title I Part A - \$19,748, PFE and Discretionary Amount - 211 - Title I Part A - \$115,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Staff members will engage in professional learning to enhance the PLC process and help teachers plan for response to intervention, extension activities, and "first teach." This also includes purchasing materials and technology for math and reading to develop well rounded students. Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administration Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Sibme - 211 - Title I Part A - \$1,800		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Staff members use the principles of the Fundamental 5 in their classrooms to enhance student engagement, achievement, and academic progress, especially student at risk. This also includes purchasing materials and technology for staff members to use. Strategy's Expected Result/Impact: Additionally, staff members receive ongoing professional development, coaching, and collaborative planning time to refine their instructional practices and analyze student data, ensuring strategies are targeted and effective. This comprehensive approach supports improved student outcomes, particularly for those identified as academically at risk. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction 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 Reading and Math performance. The 2025 STAAR results indicate that 47% of our student body Met expectations for Reading. 2025 STAAR results indicate that 37% of our students met expectations for Math. **Root Cause:** Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction.

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

Performance Objective 2: MRJH will retain 95% of students enrolled in High School Credit courses for the 2026-2027 school year.

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Students enrolled in high school credit courses, especially students at risk, will be closely monitored at progress reports to identify who is failing and to create a tutorial schedule for them to follow that will help them pass the marking period. Strategy's Expected Result/Impact: More students will be able to earn high school credit and teachers will help the student complete the necessary assignments to pass the marking period. Staff Responsible for Monitoring: High school credit course teachers, Administration, Counselors Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 Funding Sources: - 211 - Title I Part A - Technology - \$850	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

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

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

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

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Administrators Physical Education Teachers Title I: 2.53 Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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

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

Performance Objective 4: SI: MRJH will have 80% of classroom teachers master the high yield strategies by focusing on specific strategies within a 3 week cycle of the 10 strategies.

High Priority

Evaluation Data Sources: Powerwalk software from fundamental 5.

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

Performance Objective 1: MRJH will decrease the number of Level 3 discipline infractions from the previous year by 5% by May 2027.

High Priority

Evaluation Data Sources: Discipline data on Katy Dashboards and eSchool

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

Strategy 2 Details		Reviews			
Strategy 2: Students will participate in character education lessons to improve social emotional health and behavior through quality staff development and purchasing resources to all MRJH staff members who provide these services to develop well rounded students. This also includes professional development for the Leadership Team to develop well rounded students and promote student achievement. Strategy's Expected Result/Impact: Students will be taught how to be a productive student in the classroom which will cut down on the amount of classroom referrals. Additionally, teachers will be trained on specific strategies to use with students in order for them to be successful in the classroom both academically and behaviorally. Staff Responsible for Monitoring: Administration, Instructional Coordinators, Counselors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: MRJH will host a series of events throughout the school year in which parents will be invited to attend to learn about how to support their student's social/emotional health. Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Parents need more resources to help understand their student's social/emotional health. By hosting events where these resources are brought to MRJH, will provide parents with strategies to support their student. Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs

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

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

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

High Priority

Evaluation Data Sources: RaaWee

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

Performance Objective 2 Problem Statements:

Demographics

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

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

Performance Objective 3: By the end of the 2026-2027 school year, the campus Fine Arts program will intentionally collaborate with families and community partners to implement inclusive fine arts experiences that support students' social-emotional well-being, sense of belonging, and overall engagement, resulting in increased student participation in Fine Arts activities and positive growth in student well-being indicators.

Evaluation Data Sources: RaaWee data on fine arts students, enrollment data, and fine arts performance data

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted professional learning opportunities for Fine Arts teachers and relevant campus staff focused on strengthening their understanding of the role of Fine Arts in supporting the whole child, including student well-being, social-emotional development, and family and community engagement, to enhance the implementation of inclusive and engaging Fine Arts experiences for all students. Strategy's Expected Result/Impact: Fine Arts teachers will apply learning from professional development to implement instructional practices that support student well-being, resulting in increased student engagement and participation in Fine Arts. Staff Responsible for Monitoring: Fine arts teachers, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$200		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 Reading and Math performance. The 2025 STAAR results indicate that 47% of our student body Met expectations for Reading. 2025 STAAR results indicate that 37% of our students met expectations for Math. Root Cause: Teachers need assistance (training, materials, time) in delivering effective, comprehensive and integrated reading and writing instruction.

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

Performance Objective 1: By May of 2027, 5% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment.

High Priority
Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive professional development and resources to improve language acquisition for our Emergent Bilingual students. Strategy's Expected Result/Impact: Staff will learn how to best teach our Emergent Bilingual students with training and resources. Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators, EL Facilitator Title I: 2.51, 2.52 - 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: Demographics 1 Funding Sources: - 211 - Title I Part A - \$4,646	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Emerging bilingual students will receive extra support through in school small group interventions, GAME Day Interventions, before/after school tutorials, and Saturday Tutorials to address gaps in learning from Title I and Title III funded intervention teachers. Strategy's Expected Result/Impact: Individualize student support based on needs to make strides in closing identified learning gaps. Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Coordinators, EL Facilitator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - \$305		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data consistently reveals that our Emergent Bilingual and Special Education students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or Special Education students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich and inclusive classroom for their students.

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

Performance Objective 1: MRJH will retain 80% of its teachers for the 2026-2027 school year.

High Priority

Evaluation Data Sources: Texas Academic Performance Report,

Strategy 1 Details	Reviews			
Strategy 1: MRJH will create a mentorship team that focuses on personalized mentorship programs, ongoing professional development opportunities tailored to individual needs, and initiatives to enhance job satisfaction and work-life balance. Strategy's Expected Result/Impact: Teachers will want to continue working at MRJH and not look at other job opportunities. Staff Responsible for Monitoring: Administration, Mentorship Team - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: - 211 - Title I Part A - \$1,200	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MRJH will provide ongoing, job-embedded professional development based on teacher and campus needs, including content-specific training, instructional strategies, and opportunities for collaboration and professional growth to increase teacher capacity, job satisfaction, and retention. Strategy's Expected Result/Impact: Teachers will feel supported, instruction will grow, student achievement will increase Staff Responsible for Monitoring: Teachers, coaches, coordinators, admin Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Teacher training - 211 - Title I Part A	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Data consistently reveals that our Emergent Bilingual and Special Education students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. **Root Cause:** Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or Special Education students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich and inclusive classroom for their students.

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

Perceptions

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

Goal 5: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: MRJH will establish structured routines for arrival and dismissal.

Evaluation Data Sources: Students are able smoothly enter and exit the building including; buses and student (parent) car rider line.

Strategy 1 Details	Reviews			
Strategy 1: Administrative team will establish arrival/dismissal routines. These routines will be evaluate throughout the school year to determine effectiveness and safety of all students. Strategy's Expected Result/Impact: Seamless arrival and dismissal of all students. Staff Responsible for Monitoring: Administrative team. Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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

Goal 6: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All MRJH ELAR teachers will become ESL certified within 1 year of hire date.

Evaluation Data Sources: Certification in SBEC.

Strategy 1 Details	Reviews			
Strategy 1: Maintain a list of teachers with ESL certification. Strategy's Expected Result/Impact: All teachers will have ESL certification. Staff Responsible for Monitoring: ESL facilitator. Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data consistently reveals that our Emergent Bilingual and Special Education students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or Special Education students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich and inclusive classroom for their students.

Goal 6: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: Implement the English Language Proficiency Standards (ELPS) through targeted, differentiated instruction and integrated second language acquisition strategies to provide equitable access to grade-level content and promote measurable growth in English language proficiency and academic achievement for Emergent Bilingual students.

High Priority
Evaluation Data Sources: TELPAS and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Analyze Emergent Bilingual student language proficiency and academic data to identify learning needs and inform the planning and delivery of targeted, differentiated, grade-level instruction with intentional integration of ELPS and second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidence by measurable growth in TELPAS and/or STAAR Staff Responsible for Monitoring: EB Specialist and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy 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: Data consistently reveals that our Emergent Bilingual and Special Education students perform below other student groups in all subject areas and these students continue to struggle on CBAs, DLAs, and STAAR testing. Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or Special Education students to focus on how to support them in the classroom. Teachers need professional development in teaching how to help build a language rich and inclusive classroom for their students.

Goal 7: 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: Strengthen and expand meaningful partnerships with parents and families through intentional, inclusive engagement opportunities that leverage the strengths, resources, and perspectives of families to support student success, academic achievement, and positive learning outcomes.

Evaluation Data Sources: Parent/family engagement participation data, attendance, parent feedback surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: MRJH will host a events throughout the school year in which parents will be invited to attend to learn about how to support their student. Teachers will provide strategies to help parents support their student's learning at home. All events will be communicated to parents through weekly newsletter, Blackboard communications, marquee, and flyers. The Parent and Family Engagement Plan and School Compact will be distributed during curriculum family nights. Strategy's Expected Result/Impact: Having parents involved with their students curriculum is crucial. If we are able to introduce strategies on how parents can impact their child's learning at home will yield positive results in the performance of math CBAs, interims, and STAAR. Staff Responsible for Monitoring: Instructional Coaches, Administration, Title I Coordinator, Instructional Coordinators Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: - 211 - Title I Part A				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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

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

Goal 7: 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 2: By May 2027, MRJH will develop a plan to transition the current 8th grade class into their appropriate feeder schools.

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: MRJH and MRHS will partner to have the current 8th grade class exposed to the MRHS procedures and practices. Strategy's Expected Result/Impact: Ease the transition from junior high to high school. Staff Responsible for Monitoring: Administration, counselors Problem Statements: Demographics 2	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

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

Goal 7: 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 3: By May 2027, MRJH will develop a plan to transition the incoming 6th grade class into MRJH.

Strategy 1 Details	Reviews			
Strategy 1: MRJH will partner with the appropriate feeder schools to introduce the incoming 6th grade class through Ranch Round-up. Strategy's Expected Result/Impact: Ease the transition from elementary school to junior high. Staff Responsible for Monitoring: Counselors, Administration, Instructional Coordinators Problem Statements: Demographics 2 Funding Sources: - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
6	2	1	Analyze Emergent Bilingual student language proficiency and academic data to identify learning needs and inform the planning and delivery of targeted, differentiated, grade-level instruction with intentional integration of ELPS and second language acquisition supports.

Title I

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

1.1: Description of CNA Process

Campus Needs Assessment Overview

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

- April 27, 2026 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 5, 2025 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

Name	Role
Tanya Heard replaced by Erik Smith	Principal
Tricia Tsang replaced by Kiara Thompson	Other School Leader (6th grade Assistant Principal)
Leslie Dulock replaced by Wade Kirkpatrick	Other School Leader (7th grade Assistant Principal)
Kyle Haberer replaced by Enjolie Espinoza	Other School Leader (Instructional Coordinator)
Jamieson Sermo	Other School Leader (Instructional Coordinator)
Shayla Tillery replaced by Rhonda Clark	Other School Leader (Student Support Counselor)
Jessica Ayala	Other School Leader (6th grade Counselor)
Ashley Muzny	District Administrator
Vivianne Muldune	District Administrator
Melissa Lykes	Paraprofessional

Name	Role
Martha Solis-Dwikat	Paraprofessional
Ollie Kendrick	Teacher - SS
April Thomas	Teacher - RLA
Dr. Tracey Malachi	Community Member
Cody Leathers	Community Member
Jessica Yanes	Community Member
Natalie Skinner	Parent
Stephanie Lizama	Parent
Heather Mills	Specialized Instructional Support (Librarian)
Mallory Mayes	Specialized Instructional Support (ESL Facilitator)

Comprehensive Needs Assessment Process

CNA Meeting #1

The first Campus Needs Assessment (CNA) took place on April 27th at 5:00pm in the Morton Ranch Junior High's (MRJH) Large Group Instruction Room (LGI) with our Campus Advisory Team (CAT). As the CAT members entered the LGI, Mr. Sermo asked them to sign in and then directed them to a table. The meeting began at 5:06pm with Mr. Sermo greeting the team members and explaining that this will be the first of two meetings to determine the needs of Morton Ranch Junior High for 2025-2026. Mr. Sermo reviewed the agenda and Dr. Malachi, a community ambassador, read the mission and vision statement for MRJH. Mr. Sermo asked the CAT members to introduce themselves, their role (administrator, parent, teacher, community member, etc.) and their connection to MRJH. All of the committee members shared this information with the group.

Mr. Sermo then directed the group to participate in an icebreaker activity from Character Strong. He explained that during our Monday Advisory period (6th period class) students participate in Character Strong lessons. He went on to say that we will participate in a staff activity found on the Character Strong website. Ms. Heard, the principal, volunteered to pick a number from the "Travel Tales" activity. The tables shared 2 things and 1 person that they would bring with them to the picture projected on the screen. Members of the CAT shared out and then

Mr. Sermo asked the group to volunteer to pick another number to repeat the activity.

Mr. Sermo then shared several campus celebrations with pictures from these activities. He started with the CHAMPS initiative this school year and how the campus has worked in conjunction with Mr. Jacob Edwards, a representative from Safe and Civil Schools. The purpose of the initiative is to lower level one office referrals and improve on campus discipline. He continued by acknowledging that one of our Title I initiatives uses PBIS Rewards to celebrate the behavioral successes of our students and that we have celebrated our students and staff members this year. Additionally, Mr. Sermo mentioned that we recently celebrated the academic success of students by hosting a “Games and Goodies” for students who made the Honor Roll for the 5th six weeks. Furthermore, he highlighted the committee’s efforts for organizing the Annual Multicultural Night which was a tremendous success at MRJH. Mr. Sermo also celebrated the accomplishments of the UIL season. Mr. Sermo reviewed the list of upcoming events for MRJH that celebrates our students and community. Ms. Heard, the principal, mentioned that we are hosting the High School graduating class to the Junior High to “clap them out” on the last week of school. Additionally, she mentioned that we will be doing an 8th grade clap out on the last day of school to celebrate our rising 9th graders going off to High School. Mr. Sermo then opened it up to the group to share their personal and professional celebrations. Ms. Skinner, a parent, shared that her 6th grade student made the Honor Roll last six weeks and truly enjoyed the “Games and Goodies” celebration that was hosted.

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

Mr. Sermo said that in order to determine our campus needs, we must look back in order to plan forward. He said the first step of the CNA is to select and examine multiple sources of data to get a true picture of MRJH’s needs. Mr. Sermo had laid out packets of the Potential Data types handout and explained that the handout features all of the potential data that we could analyze as a CAT. He instructed the CAT members that there are sub-categories and she wants the members of the CAT to individually pick 8-10 artifacts to be analyzed at our next meeting. In every folder on the tables were “Cheat Sheets” which explained what each article of evidence is and the information it would give the CNA team. He set a timer for 10 minutes and the CAT members started reviewing the potential data types. After 10 minutes, Mr. Sermo posted a QR code on the screen and asked the CAT members to digitally select the 8-10 data types to get a clear picture of which artifacts to pull for the next CNA meeting. He said once the CAT members filled out the Google form, they were free to go. He reminded the team of the next meeting on May 11th at 5pm in the LGI and asked the team to put a reminder in their phone. The meeting was adjourned at 5:33pm.

CNA Meeting #2

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

Area of Improvement

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

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

Root Cause: Teachers and paraprofessionals need to be given the data on their Emergent Bilingual and/or LEP students to focus on how to

support them in the classroom. Teachers need professional development in teaching how to help build a language rich classroom for their students.

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

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

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

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

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

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

Disciplinary Infractions

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

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

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

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

High Rate of Teacher Turnover

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

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

Student Attendance

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

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

1.2: Location for Evidence of Multiple Meetings Held

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

- April 27, 2026 – CNA Committee Meeting #1, in person at 5:00pm in the Large Group Instruction (LGI) Room at Morton Ranch Junior High
- May 11, 2026 – CNA Committee Meeting #2, in person at 5:00pm in the Large Group Instruction Room at Morton Ranch Junior High

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

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

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

The CIP will be reviewed/revised on September 21, 2026 at 5:00 p.m in the MRJH LGI.

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

2.2: Stakeholders 1114(b)(2)

Name	Role
Tanya Heard replaced by Erik Smith	Principal
Tricia Tsang replaced by Wade Kirkpatrick	Other School Leader (7th grade Assistant Principal)

Name	Role
Leslie Dulock replaced by Alisha Gregory	Other School Leader (8th grade Assistant Principal)
Kyle Haberer replaced by Enjolie Espinoza	Other School Leader (Instructional Coordinator)
Jamieson Sermo	Other School Leader (Instructional Coordinator)
Shayla Tillery replaced by Rhonda Clark	Other School Leader (Student Support Counselor)
Jessica Ayala	Other School Leader (6th grade counselor)
Ashley Muzny	District Administrator
Vivian Muldune	District Administrator
Melissa Lykes	Paraprofessional
Martha Solis-Dwikat	Paraprofessional
Ollie Kendrick	Teacher - SS
April Thomas	Teacher - ELA
Dr. Tracey Malachi	Community Member
Cody Leathers	Community Member
Jessica Yanes	Community Member
Natalie Skinner	Parent
Stephanie Lizama	Parent
Heather Mills	Specialized Instructional Support (Librarian)
Mallory Mayes	Specialized Instructional Support (ESL Facilitator)

Sign in Sheets are located in the Title I crate.

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

The Campus Improvement Plan is available in English and Spanish. Parents and families can access our Campus Improvement Plan through our school website.

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

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

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be evaluated on a quarterly basis (October, January, and April) throughout the school year to discuss the effectiveness and improvement of strategies. A summative evaluation will be conducted at the end of the school year in June.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Thomas	6th Grade RLA Teacher		
Enjolie Espinoza	Instructional Coordinator		
Jamieson Sermo	Instructional Coordinator		

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$20,000.00
1	1	1	iPads		\$19,748.00
1	1	1	Title I Staff		\$572,278.00
1	1	1	PFE and Discretionary Amount		\$115,000.00
1	1	2	Sibme		\$1,800.00
1	2	1		Technology	\$850.00
2	1	1	PBIS Rewards Software		\$3,550.00
2	1	3			\$1,000.00
2	3	1			\$200.00
3	1	1			\$4,646.00
3	1	2			\$305.00
4	1	1			\$1,200.00
4	1	2	Teacher training		\$0.00
7	1	1			\$0.00
7	3	1			\$500.00
Sub-Total					\$741,077.00