Katy Independent School District
Mayde Creek Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness
Mission Statement

Make a difference.

Choose to be

Excellent and unique

MCE.

Vision

Mayde Creek Elementary staff will collaborate with one another, parents and the community to deliver optimal school experiences that will inspire students to become lifelong learners and successful members of society.

Value Statement

Our Gators strive to......

Commit to Excellence

Help Others

Own their Actions

Make Great Choices

Practice Problem Solving
# Comprehensive Needs Assessment

## Needs Assessment Overview

## Demographics

## Student Academic Achievement

## School Processes & Programs

## Perceptions

## Priority Problem Statements

## Comprehensive Needs Assessment Data Documentation

## Goals

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

2. **Goal 2:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

3. **Goal 3:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

4. **Goal 4:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

5. **Goal 5:** Katy ISD will actively support the emotional well-being of all learners.

## State Compensatory

## Personnel for Mayde Creek Elementary:

## Title I Schoolwide Elements

1. **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**
2. **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**
3. **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**
Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• T-TESS

Parent/Community Data

• Parent surveys and/or other feedback
• Parent Involvement Rate

Support Systems and Other Data

• Processes and procedures for teaching and learning, including program implementation
• Capacity and resources data
• Budgets/entitlements and expenditures data
• Study of best practice

Student Data: Assessments

• State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
• State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
• STAAR EL Progress Measure data
• Texas English Language Proficiency Assessment System (TELPAS) results
• Student Success Initiative (SSI) data for Grades 5
• SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
• Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
• Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
• Male / Female performance, progress, and participation data
• Special education population, including performance, discipline, progress, and participation data
• At-Risk population, including performance, progress, discipline, attendance, and mobility
• EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
• Gifted and talented data
• Response to Intervention (RtI) student achievement data
Demographics

Demographics Summary

Mayde Creek Elementary was built in **1983** and is celebrating it's **37th year**. The school holds classes in Pre-Kindergarten through 5th grade. At a Title 1 campus, we strive to make growth each year academically and emotionally. We are predicted to have 843 students for the 2019-2020 school year. The campus currently houses a variety of special education programs like PPCD, ECAP, YCAP, and Life Skills.

Although the improvement plan focuses on the 2019-2020 school year, the demographic information comes from information available from the 2018-2019 Texas Academic Performance Report. Our attendance percentages improved from the prior years: 2016- 95.59%, 2017-95.57%, 2018-95.68%, and 2019-96.3%. Absences and tardies are monitored so teachers and administrators can make phone contacts to parents to work with families to keep students in school.

There are approximately 112 faculty and staff who work together for the success of all students at Mayde Creek Elementary. Of the approximately 112 faculty and staff, 65.6% are certified teachers. Mayde Creek's current student-teacher ratio is 1:13.

The MCE ethnicity percentages are listed below.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25.3%</td>
</tr>
<tr>
<td>American</td>
<td>45.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.7%</td>
</tr>
<tr>
<td>White</td>
<td>7.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
</tr>
</tbody>
</table>

Mayde Creek Elementary currently has different programs that support students in areas of need. These programs include ESL, Gifted and Talented and Special Education. The percentages of these programs are listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>24.3%</td>
</tr>
<tr>
<td>LEP</td>
<td>31%</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>0.8%</td>
</tr>
<tr>
<td>Special Education</td>
<td>18.3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>77.9%</td>
</tr>
<tr>
<td>At Risk</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

Currently, 64.8% of Mayde Creek Elementary students are classified as economically disadvantaged and 24.3% of students are English
Language Learners.

Mayde Creek Elementary is a Title I school with 531 students identified as at risk. These students are identified based on district and state indicators such as being homeless, Limited English Proficient, in Child Protective Service Custody, and/or having failed state/district assessments.

The Response To Intervention (RTI) meetings are used to determine appropriate student intervention and if a Special Education Evaluation is warranted. Students who are referred for Special Education assessment are students with low academic and/or behavior concerns.

Administrators and teachers at Mayde Creek Elementary collaborate to ensure that teachers are hired based on their experience, qualifications and personality to fit the needs of the MCE community. Currently there are approximately 112 staff members, with 13 classroom teachers new to MCE and only 2 new to teaching for the 2019-2020 school year. MCE interviews and hires highly qualified candidates from the KISD Teacher Fair, student teachers, and KISD application system. Once hired, Mayde Creek Elementary provides ongoing professional development and mentor-ship

Demographics Strengths

*MCE is a culturally diverse campus. All students receive equal education even if they are from different parts of the world. Culturally diverse educators within Mayde Creek Elementary create a conducive classroom environment that enhances curriculum for all students with different backgrounds.

*MCE has an attendance rate of 96.3% Students are also not encouraged to leave after the two parties that are scheduled in the Fall and Spring. Parents are not allowed to check their students out from the classroom with dots and the party schedule is created in a way that it is not convenient for the parents to check out their students.

*Small Group Interventions are provided for Mayde Creek Elementary students with academic concerns.

*MCE English Language Learner students and special education students are served through a co-teach in-clusion model in classrooms which has proved to benefit the students with improved local and state assessment scores.

*Fine Arts/Specials provide additional outlets for movement which is beneficial to all students and especially helpful to certain sub-populations.

*Staff appreciation days are included throughout the year as well as a well planned for Teacher Appreciation Week provided by the Admin team.

*Teachers express appreciation for the opportunities to have extended vertical and grade-level planning times.
The number of ESL certified teachers continually increases with a goal of 100% by May 2020.

Use of CHAMPS/PBIS strategies improves classroom management and student behavior. The implementation of PBIS works in tandem with CHAMPS.

Several teachers throughout the campus have been trained in CRISS and GLAD strategies.

There is an active new teacher mentoring program in place to support new teachers throughout the school year.

MCE teachers take advantage of the many professional development opportunities provided through the district, Region IV, and statewide and national conferences. These opportunities are available online, on campus, and off campus.

Learning walks and monthly PDR rotations will be conducted during the 2019-2020 school year.

Admin members will spend time in the classroom every day for a period of time.

Problem Statements Identifying Demographics Needs

**Problem Statement 1**: The high mobility and at risk rates show a need for additional professional development and resources to effectively provide instruction that differentiates learning for at risk and high mobility students. **Root Cause**: Experiences of our teaching staff does not match the growing and changing diversity of our students.

**Problem Statement 2**: As an at risk campus, we continue to lose quality trained staff to campuses with a smaller at risk population. **Root Cause**: Our district is growing and opening new campuses where teachers transfer to be closer to where they live.

**Problem Statement 3**: 74.66% of the 489 discipline referrals occurred within the economically disadvantage population shows a need for behavioral interventions and more in-depth PBIS training for all staff. **Root Cause**: High mobility rate and knowledge of PBIS expectations.

**Problem Statement 4**: 2019 STAAR data reveals that students scored significantly below previous years in 4th grade writing with a passing average of 62%. **Root Cause**: Students are not effectively revising and editing writing samples. Teachers need training in effective strategy group instruction and conferencing.

**Problem Statement 5**: The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. **Root Cause**: Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.
**Problem Statement 6:** STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** There is a need for more communication between SPED staff and general education teachers.
Student Academic Achievement

Student Academic Achievement Summary

Student needs have been the focus for determining staff development opportunities for teachers. Students have been the benefactors of positive strides being taken in academic areas across the curriculum. Teachers have employed what they learned at conferences and in workshops in Mayde Creek Elementary classrooms. The need of Mayde Creek Elementary is the growth for ALL students in ALL academic, social and emotional realms within a safe and inviting school environment where all stakeholders work in harmony to promote optimal levels of learning.

For the 2019-2020 school year we will focus in particular on the following content areas by order of need according to the STAAR testing results: writing, science, reading and math.

RTI Collaborative meetings involving administrators, teachers, and support staff discuss how to meet the needs of students who are performing below standard in content areas.

Students in intervention groups are monitored and progress reviewed every nine weeks or as needed by an RTI Collaborative team.

The 2019 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered all content and have a high probability of success in the next grade level.

<table>
<thead>
<tr>
<th>2019 STAAR ALL Students</th>
<th>APPROACHES Grade Level Performance</th>
<th>MEETS Grade Level Performance</th>
<th>MASTERS Grade Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading</td>
<td>77%</td>
<td>38%</td>
<td>16%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>78%</td>
<td>40%</td>
<td>13%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>88%</td>
<td>57%</td>
<td>31%</td>
</tr>
<tr>
<td>3rd Math</td>
<td>66%</td>
<td>22%</td>
<td>4%</td>
</tr>
<tr>
<td>4th Math</td>
<td>84%</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>5th Math</td>
<td>88%</td>
<td>52%</td>
<td>33%</td>
</tr>
<tr>
<td>4th Writing</td>
<td>62%</td>
<td>29%</td>
<td>4%</td>
</tr>
<tr>
<td>5th Science</td>
<td>84%</td>
<td>60%</td>
<td>33%</td>
</tr>
</tbody>
</table>

A comparison of STAAR scores for all students for the 2018-2019 school year show the data for 3rd, 4th, and 5th grade Reading and Math.
### May 2019 Reading STAAR Data

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th></th>
<th>4th Grade</th>
<th></th>
<th>5th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
</tr>
<tr>
<td>MCE Summary</td>
<td>76.64%</td>
<td>37.96%</td>
<td>16.06%</td>
<td>77.06%</td>
<td>39.45%</td>
<td>12.84%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>85.71%</td>
<td>42.86%</td>
<td>0%</td>
<td>90.91%</td>
<td>72.73%</td>
<td>18.18%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>80%</td>
<td>34.29%</td>
<td>11.43%</td>
<td>84.62%</td>
<td>42.31%</td>
<td>15.38%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.29%</td>
<td>35.71%</td>
<td>18.57%</td>
<td>66.04%</td>
<td>30.19%</td>
<td>7.55%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>66.67%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>80.95%</td>
<td>52.38%</td>
<td>19.05%</td>
<td>93.33%</td>
<td>46.67%</td>
<td>26.67%</td>
</tr>
<tr>
<td>LEP</td>
<td>68.63%</td>
<td>27.45%</td>
<td>11.76%</td>
<td>47.62%</td>
<td>19.05%</td>
<td>0%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>68.18%</td>
<td>27.27%</td>
<td>9.09%</td>
<td>33.33%</td>
<td>11.11%</td>
<td>5.56%</td>
</tr>
</tbody>
</table>

The 2019 STAAR scores include the performance levels of Approaches, Meets, and Masters. The Approaches category indicates that students are likely to succeed in the next grade level with targeted academic intervention. The Meets category indicates that students will likely be successful in the next grade, but will still need some short-term, targeted intervention. The Masters category indicates that it likely students will be successful in the next grade level without support.

### May 2019 Math STAAR Data

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th></th>
<th>4th Grade</th>
<th></th>
<th>5th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
</tr>
<tr>
<td>MCE Summary</td>
<td>65.69%</td>
<td>21.90%</td>
<td>4.38%</td>
<td>84.40%</td>
<td>43.12%</td>
<td>18.35%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>90.91%</td>
<td>63.64%</td>
<td>54.55%</td>
</tr>
<tr>
<td>Asian</td>
<td>85.71%</td>
<td>57.14%</td>
<td>14.29%</td>
<td>69.23%</td>
<td>30.77%</td>
<td>3.85%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>57.14%</td>
<td>22.86%</td>
<td>8%</td>
<td>86.79%</td>
<td>45.28%</td>
<td>16.98%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.29%</td>
<td>14.29%</td>
<td>4.29%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>33.33%</td>
<td>0%</td>
<td>0%</td>
<td>93.33%</td>
<td>53.33%</td>
<td>26.67%</td>
</tr>
<tr>
<td>White</td>
<td>85.71%</td>
<td>38.10%</td>
<td>9.52%</td>
<td>81.82%</td>
<td>43.64%</td>
<td>21.82%</td>
</tr>
<tr>
<td>LEP</td>
<td>70.59%</td>
<td>19.61%</td>
<td>3.92%</td>
<td>85.71%</td>
<td>52.38%</td>
<td>14.29%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>54.55%</td>
<td>13.64%</td>
<td>0%</td>
<td>61.11%</td>
<td>27.78%</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

The 2019 STAAR scores include the performance levels of Approaches, Meets, and Masters. The Approaches category indicates that students are likely to succeed in the next grade level with targeted academic intervention. The Meets category indicates that students will likely be successful in the next grade, but will still need some short-term, targeted intervention. The Masters category indicates that it likely students will be successful in the next grade level without support.

### Student Academic Achievement Strengths
Mayde Creek Elementary is a school with high expectations, behaviorally and academically, of all students and staff. Positive recognition is provided for achievement in both behavior and academic areas.

Federal, state and local funds are utilized for students across all populations of our full Title I campus, and decisions regarding the spending of funds are data driven.

MCE students are growing in academic, social and emotional realms due to the caring and committed staff delivering instruction that is based on data driven decision making.

Efforts are continually in place to increase the number of ESL certified staff members. Teachers who are new to the campus and those not yet certified are made aware of opportunities to become certified. The school takes advantage of district initiatives to promote ESL certification, such as sending teachers to a workshop day while substitutes are provided by the district.

Title I funds are used to provide personnel and materials support for students who fall into categories resulting in the school being a full Title I campus. Funds are utilized to further the use of technology for learning and for addressing TEKS in the curriculum.

Teachers and administrators have written personal goals for the tested areas of Reading, Writing, Math and Science for 2019-2020 school year, and teachers are committed to extending the success by addressing skill areas throughout the school day and across all curriculum areas. Numerous activities are furthering daily attention to writing.

RTI collaborative address the needs of individual students demonstrating academic and/or behavioral needs. Interventions are put in place to address individual needs, and follow-up meetings allow for adjustments as needed. Extra targeted intervention groups are conducting during the school day to fill in gaps as a primary goal and reinforce classroom instruction when appropriate as students prepare for STAAR. Federal Title III funds are used to provide intervention beyond regular school hours; before and after school tutoring programs proved beneficial per STAAR scores.

Special Ed. inclusion has worked as reflected in STAAR achievements. This has worked because students have had the advantage of the 'first teach'.

Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: 2019 STAAR data reveals that students scored significantly below previous years in 4th grade writing with a passing average of 62%. **Root Cause**: Students are not effectively revising and editing writing samples. Teachers need training in effective strategy group instruction and conferencing.

**Problem Statement 2**: The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. **Root Cause**: Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.

**Problem Statement 3**: STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause**: There is a need for more communication between SPED staff and general education teachers.
School Processes & Programs

School Processes & Programs Summary

- Student growth has been a focus for ALL students in ALL academic, social and emotional areas. This has created a safe and inviting school environment where students, parents, teachers, staff and community members work in harmony to promote optimal levels of learning. Title I funds have been used to address all of these areas for promoting student success.
- RTI Collaborative meetings involving administrators, teachers, and support staff discuss how to meet the needs of students who are performing below standard in content areas.
- Academic support and Title 1 support teachers provide push in support and pull out intervention groups in the fall and spring to support the academic needs of At Risk students at MCE. Students in intervention groups are monitored and their progress is reviewed every nine weeks or as needed by an RTI Collaborative team and/or through Kid Chats.
- All MCE teachers are asked to become GT certified and ESL certified. This allows teachers to use higher level thinking and/or linguistic accommodations that all students benefit from.
- Students participated in career day activities with community volunteers to support college and career readiness.
- Grade levels will participate in field trips to the Robert R. Shaw Center for STEAM, focused upon Science, Technology, Engineering, Arts and Math hands-on activities, based on specific grade-level TEKS.
- The data talks at MCE took a more deeper approach during PLC's. During their PLC's, teachers were able to collaborate with Admin., Academic Support staff, and Special Education teachers. Teachers analyzed reports to dig deeper into the data. Teachers also looked at the questions from CBA's, DLA's, and released STAAR assessments. They connected TEKS to questions and reviewed each answer choice in detail. During weekly planning meetings, teachers use the data to plan upcoming lessons. Teachers plan lessons focusing on the finding from the data. They focus on adding engaging activities and rigor to the activities included in the lessons.
- During the 2019-2020 school year, MCE will continue to look for ways to strengthen the assessment and data analysis and the process of instructional planning. The campus will continue to improve the use of data to drive instruction. Teachers and administrators will continue to collaborate with assessment personnel to learn about the TEA Accountability system. The campus will continue to provide teachers with the necessary resources and professional development opportunities necessary to improve student performance and promote professional growth.
- MCE is fortunate to be able to access the latest technology hardware and software. Student, teachers and staff have access to IPADS, SMARTBoards, ChromeBooks, Document cameras and laptops. Students also have access to instructional technology programs such as DreamBox, Education Galaxy, SeeSaw and I-Station.
- MCE takes pride in hiring the most highly qualified teachers to support student success. New teachers are provided a mentor that will guide them throughout the year. Administrative staff conducts informal walkthroughs and meets with the new teachers to provide feedback. New teachers are allowed to observe teachers on campus, as well as attend additional staff development sessions.
- Campus Instructional Leaders review behavior data throughout the school yea. They make adjustments when needed in the classroom and other areas throughout the school.

School Processes & Programs Strengths

- STAAR data is used to determine precise areas of instructional need, and support plans are put in place throughout the school day.
Science is a curriculum area that is given special attention. A decision was made in the spring of 2014-15 to establish a formal science lab with a full time teacher. Training and materials preparations will continue for the 2018-2019 school year. As supported by our current data showing growth in Science scores.

Math lessons are delivered in small group settings using guided math in classrooms and support teacher will provide in class support and additional small group instruction. The school provides a Math Lab that contains resources for teacher and student use.

Reading lessons are delivered in small group settings using guided reading and Reader's Workshop in the classroom and Fountas and Pinnell's Level Literacy Intervention kits during in class support and additional small group instruction.

Professional Development Rotations are providing consistent opportunities for fruitful conversations that allow teachers to learn from one another and the instructional coaches, as well as staying updated with district expectations and supports.

Super Planning allows grade levels to participate in 'deep' planning to address both long range and short range goals and objectives.

The extra support provided through Title I, EL's and Academic Support Teachers for both reading and math is highly beneficial in allowing for all students needing intervention and/or support. MCE offers after-school tutorials for students needing targeted instruction.

The resources in the Literacy Library and having guided reading groups in the classrooms are key components to meeting student needs. The Literacy Library has been updated with a bar-code checkout system as well as a large quantity of new leveled books.

A creative scheduling plan is utilized to provide vertical teams and grade level teams time for PLC collaboration. Instructional Coaches attend grade level planning meetings each week and are leading professional development sessions. The support, ESL and SPED teachers provide push in support and small group intervention to allow attention to reteaching, reinforcing, and enriching student skill development in classrooms.

Common planning periods allow teachers to meet as grade levels, PLCs, and departments.

PDR (Professional Development Rotation) time is set aside to allow grade levels to work with instructional coaches to research and hold discussions regarding instructional practices.

Vertical teams collaborate with a focus across grade levels, including the areas of science, math, ELA/Writing, and Social Studies.

Staff members work in partnership with one another with a team approach focused on student achievement. Data driven decision making is in place.

Administrators provide teachers with financial resources so they are able to attend professional development aligned to curriculum goals and objectives with the expectation of passing the learning forward to other staff members.

Faculty meetings will continue to have a combined informational and professional development focus.

Decisions regarding finances and human resources are made with considerations to campus and district goals.

Title I funds are used to provide personnel and materials support for students who fall into categories resulting in the school being a full Title I campus. Funds are used to further the use of technology for learning and for addressing TEKS in the curriculum.

Student use of technology to enhance student engagement and strengthen content knowledge. Many of our teachers have participated in the district's Connected Learner Project and continue to implement what they have learned in their lessons. Reflex math was purchased to increase the practice of fact fluency. MCE utilizes the support of our Classroom Technology Designer with implementing technology in our lessons.

The process of recruitment is collaborative at MCE. The administrative team and instructional staff work to identify and interview individuals who have the capacity to achieve success in working with students, parents and their colleagues.

MCE supports new teachers' growth on campus through professional development sessions and a mentor.
- MCE staff participates in Lead4Ward webinars and continuously seeks out off-campus Lead4Ward training's.
- RTI collaborative were beneficial in helping students receive targeted intervention and individualized instruction.

Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The high mobility rate shows a need for additional professional development and community outreach. **Root Cause:** Students are constantly moving in and out of our school zone due to their home status changes.

**Problem Statement 2:** There is an inconsistency with grade-level Canvas courses being utilized with fidelity. **Root Cause:** Additional professional development of Canvas and its uses in the classroom and beyond.

**Problem Statement 3:** It is a challenge to differentiate instruction and assessments to students with a range of abilities. **Root Cause:** Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction and create common assessments.

**Problem Statement 4:** 2019 STAAR data reveals that students scored significantly below previous years in 4th grade writing with a passing average of 62%. **Root Cause:** Students are not effectively revising and editing writing samples. Teachers need training in effective strategy group instruction and conferencing.

**Problem Statement 5:** The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. **Root Cause:** Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.

**Problem Statement 6:** STAAR data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** There is a need for more communication between SPED staff and general education teachers.
Perceptions

Perceptions Summary

Mayde Creek Elementary works hard to provide a safe and positive learning environment for all students. Parents and teachers feel students will be more productive if they feel safe and happy at school. We implement Positive Behaviour Intervention and Supports (PBIS) because we strongly believe that in order to create life long learners we must provide social, emotional and behavioral supports in order to achieve desired academic outcomes. Teachers and staff use positive reinforcement with students to promote positive behaviors. As a staff we strive to teach students routines and expectations.

We strive to provide the best experience to every visitor who walks through our doors. Parents and family members are invited to participate in school-wide and grade level events. A variety of communication methods are used to contact parents and keep them informed and updated through social media platforms, parent links (i.e., Power School), MCE’s website, Gator News, marquee and hard copies of information, as appropriate.

Title I funds have been used to address all of these areas for promoting student success.

Perceptions Strengths

- Students and staff at MCE openly engage in a working/learning environment where the positive is accentuated and where there are clear expectations of everyone being treated with dignity, respect, and with the utmost attention to professionalism. All interactions encompass genuine care and compassion.
- All mandatory safety drills are performed and documented. Campus safety plan is successful. The safety committee meets throughout the year to plan for potential crises. Staff members are trained in their roles and updated.
- The Safety Net box is effective as students turn in concerns, and the counselor follows up with the concerns.
- Mayde Creek Elementary is a designated PBIS school with district personnel support for the ongoing implementation of PBIS. The school can utilize district behavior specialists, LSSP, and RtI collaborative that focus on behavior as well as academic concerns for students.
- The Safe and Drug Free Schools program has given worthwhile emphasis to positive character traits and good choices.
- Anti-bullying is emphasized through special programs in the month of October and is continually addressed throughout the school year. Katy ISD has a zero tolerance policy for bullying.
- The counseling program includes Core Essentials lessons, guidance lessons, and small group support for meeting the social and emotional needs of students, including students who are new to the school. The Core Essential Character Education Program is fully implemented, with parents also being made aware of the focus trait each month. Buddy programs are implemented for new students as well as counselor welcome intakes.
• Keeping our students and staff safe at MCE is a constant concern. The enforcement of Raptor is utilized to enhance the safety of staff members and students as visitors come into our building. Changes of transportation documentation requirements result in student safely going home each day by the appropriate form of transportation. Intermediate grade level students serving as Safety Patrol enhances student safety and an orderly environment before and after school.
• Recycling efforts create an environment of conservation.
• Campus beautification efforts have created an increasingly inviting and pleasant work place for students and staff. Examples of these efforts are: updated front foyer, creative signage to mark hallways, student and staff recognition bulletin boards, and decorated common areas.
• Student Council and Read, Deed, & Run are both active at MCE and promote a safe and orderly environment for academic achievement and service to others. Read, Deed, & Run establishes positive life habits for children and offers opportunities for family engagement. Students engage in performing good deeds, practicing physical fitness and devoting time to reading.
• Community members are involved in teaching Junior Achievement lessons to all grade levels.
• The Parent Center and the campus work together to engage the involvement of the community. Collaboration exists between the Parent Center and the campus regarding ways to increase parent involvement on our campus.
• MCE's Sister School, Creech Elementary, has provided needed support for students, faculty and staff.
• MCE pep squad includes participation in several community events including high school sports events, parades, and other venues as opportunities arise.
• Local Agencies provide backpacks, school supplies, non-perishable food items and games to help our children whose families are in financial need.
• Mentoring programs (i.e. KEYS and PALS) help address the social and emotional needs of at-risk students.
• Local businesses provide partnerships to build community relationships.
• MCE Gifted & Talented Program services the needs of those students that qualify within our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to decrease the number of discipline incident referrals at Mayde Creek Elementary. Root Cause: Additional training is needed on the implementation of the PBIS behavior system and it needs to be implemented with fidelity.

Problem Statement 2: Low parental involvement in school-related activities. Root Cause: A high percentage of parents are unable to attend after school events, primarily due to a lack of child care needs, transportation and multiple work obligations.
Priority Problem Statements

**Problem Statement 1**: There is a need to decrease the number of discipline incident referrals at Mayde Creek Elementary.

**Root Cause 1**: Additional training is needed on the implementation of the PBIS behavior system and it needs to be implemented with fidelity.

**Problem Statement 1 Areas**: Perceptions

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**Problem Statement 2**: The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average.

**Root Cause 2**: Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.

**Problem Statement 2 Areas**: Demographics - Student Academic Achievement - District Processes & Programs

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**Problem Statement 3**: 74.66% of the 489 discipline referrals occurred within the economically disadvantage population shows a need for behavioral interventions and more in-depth PBIS training for all staff.

**Root Cause 3**: High mobility rate and knowledge of PBIS expectations.

**Problem Statement 3 Areas**: Demographics
The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**
- STEM/STEAM data
- Dyslexia Data

**Student Data: Behavior and Other Indicators**
- Attendance data
• Mobility rate, including longitudinal data
• Discipline records

**Employee Data**

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Capacity and resources data
• Budgets/entitlements and expenditures data
• Study of best practices
• Action research results
• Other additional data
Goals

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

Performance Objective 1: The overall percent of all students meet grade level on STAAR Reading with be 90% and all students will show growth.

Evaluation Data Source(s) 1: 2020 STAAR Reading scores, CBA, DLA

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention including tutorials by instructional support teachers/classroom teachers, to ensure the mastery of required reading TEKS for all sub populations.</td>
<td>2.4, 2.5, 2.6</td>
<td>Instructional Coach</td>
<td>Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</td>
</tr>
</tbody>
</table>

Problem Statements: Demographics 5 - Student Academic Achievement 2 - School Processes & Programs 5

Funding Sources: 211 - Title I Part A - 46733.00, 199 - State Comp Ed - 297000.00

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 5: The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. Root Cause 5: Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.
### Student Academic Achievement

**Problem Statement 2:** The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. **Root Cause 2:** Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.

### School Processes & Programs

**Problem Statement 5:** The number of students scoring at Meets and Masters Grade Level performance in reading, math, writing and science needs to increase and all students need to make academic progress. We are below the district average. **Root Cause 5:** Teachers lack training and awareness of data analysis skills in order to accurately formulate small groups to effectively, differentiate learning for students in reading, writing, math, and science. Approaches we strive for 80-90%, Meets we strive for 60%-70% and Masters 40%-50% mastery.
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The overall percent of all students meets grade level on STAAR Math will be 90% and all students will show growth.

Evaluation Data Source(s) 2: 2020 STAAR Math scores, CBA, DLA

Summative Evaluation 2:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required math TEKS for all sub populations.</td>
<td>2.4, 2.5, 2.6</td>
<td>Instructional Coaches</td>
<td>Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</td>
<td></td>
</tr>
</tbody>
</table>

Funding Sources: 211 - Title I Part A - 233201.00

100% = Accomplished  → = Continue/Modify  0% = No Progress  × = Discontinue
**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** 95% of all 5th graders will pass the Science STAAR test at the meets level and all students will show growth.

**Evaluation Data Source(s) 3:** 2020 STAAR science scores, CBA, DLA

**Summative Evaluation 3:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required science TEKS for all sub populations.</td>
<td>2.4</td>
<td>Instructional Coaches</td>
<td>Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
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<td>Oct</td>
</tr>
</tbody>
</table>

**Funding Sources:** 211 - Title I Part A - 12349.00

100% = Accomplished  
0% = No Progress  
X = Discontinue
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: 90% of all 4th graders will pass the Writing STAAR test at the meets grade level and all students will show growth.

Evaluation Data Source(s) 4: 2020 STAAR writing scores, CBA, DLA

Summative Evaluation 4:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide instructional materials, online resources, professional development and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required writing TEKS for all sub populations.</td>
<td>2.4</td>
<td>Instructional Coaches and Classroom Teachers</td>
<td>Increase in student achievement</td>
</tr>
</tbody>
</table>

Funding Sources: 211 - Title I Part A - 13000.00

= Accomplished  = Continue/Modify  = No Progress  = Discontinue
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: MCE will work to close the achievement gaps among all student groups, ensuring that all groups meet targets by the end of the 2019-2020 school year and all students will show growth.

Evaluation Data Source(s) 5: STAAR data, 2020 State Accountability report, CBA, DLA

Summative Evaluation 5:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Teachers will meet quarterly to review student achievement data in AWARE, focusing on comparing sub-pop performance. Data will be sorted by sub-pop performance. Data will be sorted by sub-pops, and if improvement is not shown per sub-pop, Round up groups will be shifted to include students of specific lagging sub</td>
<td>2.4, 2.5, 2.6</td>
<td>Instructional coordinator and coaches</td>
<td>Gaps among sub-pops groups will be closed. The goal is for ALL sub-pops to reach Meets OR Masters on the state required test.</td>
<td>Formative</td>
</tr>
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<td>Oct</td>
</tr>
</tbody>
</table>

100% = Accomplished  
0% = No Progress  
X = Discontinue
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Teachers and students will utilize data to inform decisions regarding goal setting and instruction. Informal reviews will be held weekly and formal reviews each 9 weeks.

**Evaluation Data Source(s) 1:** DLA, Common Assessments, STAAR, small groups based on TEK and standard

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one year's growth.</td>
<td>2.4</td>
<td>Teachers</td>
<td>Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</td>
</tr>
</tbody>
</table>

100% = Accomplished
0% = No Progress
= Discontinue

= Continue/Modify
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: 90% of teachers will score at the proficient level according to TTESS or an alternate instrument.

Evaluation Data Source(s) 1: End of year conferences

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide professional development to staff in all content areas.</td>
<td>2.4</td>
<td>Principal</td>
<td>Increase student achievement and teacher success.</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> 211 - Title I Part A - 9801.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Provide leadership professional development to campus administrative team in an effort to support teacher growth and development.</td>
<td></td>
<td>Principal</td>
<td>Increased teacher and leadership capacity.</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> 211 - Title I Part A - 4450.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100% = Accomplished  →  0% = No Progress  × = Discontinue

= Continue/Modify
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Mayde Creek Elementary will increase parent and community involvement by 20% through offering a variety of activities and events that support student learning.

Evaluation Data Source(s) 1: surveys, feedback and communication via email or letters regarding customer service, and volunteer hours

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school.</td>
<td>3.2</td>
<td>Administration</td>
<td>Increase in student achievement in the Meets &amp; Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
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<td>Oct</td>
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<tr>
<td>Funding Sources: 211 - Title I Part A - 4172.00</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Provide PK/K transition strategies that include PK/K parent orientation and encourage student attendance at district offered PK/K Summer Program identified students in ESL.</td>
<td>2.5</td>
<td>PK/K Teachers</td>
<td>Increased PK/K registration and awareness of how parents can help their children at home before PreK and Kinder begin.</td>
<td></td>
</tr>
<tr>
<td>3) Provide a smooth transition for 5th graders going to 6th grade by inviting junior high school counselors to teach about course selection and arranging various visits from the fine arts departments.</td>
<td>2.6</td>
<td>Counselor</td>
<td>Increased awareness of available junior high programs</td>
<td></td>
</tr>
<tr>
<td>4) Promote family and community engagement by hosting academic nights and training sessions at a variety of times, to assist parents with learning in their home language, distributing the parental involvement policy, ad parent/school compact.</td>
<td>3.1, 3.2</td>
<td>Title 1/AST teachers</td>
<td>Increase parental involvement and attendance</td>
<td></td>
</tr>
<tr>
<td>Funding Sources: 211 - Title I Part A - 1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= Accomplished  = Continue/Modify  = No Progress  = Discontinue
Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: 100% of campuses and departments will meet all the required components of the comprehensive district safety plan and state safety requirements.

Evaluation Data Source(s) 1: Safety and security audits and safety documentation (fire drill logs).

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implement the Positive Behavior Interventions and Supports PBIS system through professional development of staff, use of Dojo and purchase of materials and resources.</td>
<td>2.5</td>
<td>AP of PBIS and committee</td>
<td>Decrease in the number of discipline incidences by 40% from the prior school year. Teachers have buy in to PBIS and hence keep kids in the classroom more often when discipline issues arise.</td>
</tr>
</tbody>
</table>

Funding Sources: 211 - Title I Part A - 1000.00

= Accomplished = Continue/Modify = No Progress = Discontinue
Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Establish a system that pro-actively supports emotional well-being.

Evaluation Data Source(s) 2: System in place

Summative Evaluation 2:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implement strategies and activities to prevent bullying/cyber-bullying to encourage kindness and appropriate behavior among all students.</td>
<td>2.5</td>
<td>Counselor</td>
<td>Decrease bullying related discipline incidences by 40%. Utilize the district's app to monitor bully cries for help and address these on the campus immediately.</td>
</tr>
</tbody>
</table>

Legend:

- 100% = Accomplished
- = Continue/Modify
- 0% = No Progress
- X = Discontinue
State Compensatory

Personnel for Mayde Creek Elementary:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Welch</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
</tr>
<tr>
<td>Linda Wheeler</td>
<td>Assistant Principal</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Lori Maurer</td>
<td>Assistant Principal</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Simone Wiechec</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
</tr>
<tr>
<td>Trisha Seals</td>
<td>Teacher</td>
<td>Academic Support</td>
<td>1</td>
</tr>
</tbody>
</table>
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Mayde Creek Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all the students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follow include:

Establishing and training our site-based planning team

1. Clarifying the vision for school reform
2. Creating our school's profile
3. Identifying data sources and gathering the data
4. Analyzing the data
5. Reporting data findings to the entire site-based planning team and collecting reflections and feedback

Throughout the school-wide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our school-wide program.

On June 25, 2019, the Comprehensive Needs Assessment (CNA) was developed by a committee of teachers, administrators and instructional coaches and will be reviewed and/or revised on August 28, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)
2.1: Campus Improvement Plan developed with appropriate stakeholders

Mayde Creek Elementary has conducted a comprehensive needs assessment on an ongoing basis. We are constantly gathering data of all kinds, which serves to lead our instructional planning process and is the driving force impacting the Campus Improvement Plan. Administrators, instructional coaches, and teachers collect data in collaboration with our district assessment office. Areas of strength and need are identified at the conclusion of each school year, throughout the year and as each new year begins. This year, root causes have been identified, written as needs and reported to the staff in Academic Vertical Teams and to the Campus Advisory Team. All stakeholders were given time to reflect on the data, ask clarifying questions, and offer suggested strategies and activities addressing our needs. Many of these ideas are now reflected in our Campus Improvement Plan.

Data from STAAR testing, DLA assessments and campus generated assessments are shared with stakeholders and applied in various settings as mentioned above to include in the Campus Needs Assessment as appropriate. As new assessments are completed, current data is utilized to make CIP information and strategies current.

After the STAAR data was released in the summer, a group of staff members reviewed the results and collaborated to analyze the campus needs assessment.

CNA/CIP Development Team Members:

- Felicia Sheedy- principal
- Linda Wheeler
- Lori Maurer
- Kelli Tharp
- Kristi Floyd
- Jessica Branch
- Holly Smith
- Charity Rodriguez
- Candace Blackstock
- Abigail Eddins
- Kathryn Mills
- Michelle Stearns
- Mallory Marquart
- Lorie Terry
- David Martinez
- Simone Wiechec
- Anna Cace
It will be reviewed to the CAT on August 28, 2019.

CAT Team Members-

Felicia Sheedy Prin.
Kelli Tharp admin.
Lorie Terry classroom teacher
Holly Smith- non classroom teacher
Mallory Marquart- non classroom teacher
Simone Wiecchec- non classroom teacher
Lori Maurer- admin
Sandra Nagy- parent
Tania Lazo- parent
Aimee Cassas- parent
Ashley Dominguez- parent
Karen Rivera- community rep.
Rotasha Moore- District Level professional

2.2: Regular monitoring and revision

The CNA was created on June 25, 2019.
The staff reviewed it 8/21/19.

It will be reviewed to the CAT on August 28, 2019.

CAT Team Members-

Felicia Sheedy Prin.
Kelli Tharp admin.
Lorie Terry classroom teacher
Holly Smith- non classroom teacher
Mallory Marquart- non classroom teacher
Simone Wiecchec- non classroom teacher
Lori Maurer- admin
Sandra Nagy- parent
Tania Lazo- parent
Aimee Cassas- parent
Ashley Dominguez- parent
Karen Rivera- community rep.
Rotasha Moore- District Level professional

2.3: Available to parents and community in an understandable format and language

The CIP and all state accountability data is consistently available online. Parents are consistently informed and classes offered about how to access their students data. The parents are always encouraged to evaluate the schools progress and provide feedback to us via social media
or one-on-one conversations with administration. The parents are also given opportunities to voice their concerns during specific Sip, Chat, and Chew conversations with Mrs. Felicia Sheedy, the principal. The CIP is always available to be viewed in the office or parent Title 1 meetings. The staff is also well versed in the CIP because they have first hand in editing it on a annual basis.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies attempt to provide all children opportunities to meet or exceed the state's performance standards in each curricular area through.

The following are details of the activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Investigate how manipulatives are used in the various core areas.
4. Identify programs within our school that address enriched, rigorous, and accelerated curriculum issues.
5. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all students. Make programmatic and instructional adjustments as needed.
6. Provide Fall and Spring tutorials to those students who failed STAAR and or are in a specified remediation program and or have poor progress due to economic status and or lack of additional educational tutoring opportunities outside of the school setting. Students will be grouped in small groups and will be grouped according to age, ability and prior academic achievement status on TELPAS, SPED data, At Risk, and or historical data collected by the school on CBA's, I-Station, F&P, local assessments.

Mayde Creek Elementary is known for its ongoing, high-quality professional development for teachers, paras, and members of the administrative team. We all see ourselves as learners and strive to improve each and every day.

We utilize high-quality PD to ensure that teachers are equipped to face the challenge of helping students meet the state's academic achievement and growth standards. Practices include:

Select the professional development opportunities that meet the needs of all principals, teachers, paraprofessionals, parents, and others (as appropriate).

Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.

1. Provide professional development opportunities to meet the identified needs of all student populations to increase student performance.
2. Allow teachers to attend professional developments throughout the year and summer on content areas specific to their teaching assignments.
3. Support teachers in sharing their learning from professional development with the rest of the staff.

Provide blocks of time during and after school for collaborative meeting/planning time across grade levels and content areas

Instruction by state certified professional teachers and highly qualified instructional paraprofessionals are important components of our schoolwide plan. The following are steps we take to ensure that high quality instructional occurs at MCE:

1. Teachers are given time off to attend high-quality professional development on campus, in the region, and across the state and nation.

2. Teachers are given grade-level teaching assignments based on their certifications and "best fits" related to their strengths and passions.

3. Professional development is provided to all new staff regarding existing programs.

4. Teacher effectiveness is monitored through consistent walk-throughs by all members of the administrative team. TTESS guidelines are carefully implemented.

5. Teachers are given time for learning walks/opportunities to observe master teachers in action, both on and off the MCE campus.

6. Training and collaboration opportunities are provided for collaboration in looking at formative and summative student achievement data with the support and guidance of the district assessment office.

7. Clear lines of communication between administration and teachers are established through the assignment of grade level assistant principals.

8. MCE staff participate annually in the Katy ISD Job Fair to attract high-quality candidates to our campus.

9. New teachers are assigned a mentor on campus.

10. New teachers have monthly meetings that support their new learning and growing in our school.

Programs that Enhance the Growth of MCE Students-

1. tutorials

2. math and literacy lab

3. Educational Galaxy

4. Morning Early Arrival for kids to complete work at school before it opens at 7:55
2.5: Increased learning time and well-rounded education

Students experiencing difficulty in learning are identified through formal and informal measures. Whenever a teacher notices a struggling learner, data is collected, and Tier One/classroom interventions are provided. With documented interventions attempted, if a student is not responding and continues to struggle, the teacher proposes the student for "beyond the classroom" intervention. Periodically, RTI Collaborative and Kid Chats are held to discuss individual student needs. AST assistance is available to students in K-5 in our school, in Reading and Math. Data is collected and students are exited from RtI or continue to advance through the RtI Tiers. If a student progresses through the RtI tiers, the student may be referred for further evaluations. Academic support teachers work and plan together on specific teams so that students receive additional support inside the classroom and not in a pull out.

Students are identified by teacher referral and/or parent request to be evaluated for gifted and talented services. G/T students meet with the G/T teacher weekly who enriches their curriculum.

Teachers are trained in the utilization of various instructional strategies to meet the need of each individual student.

2.6: Address needs of all students, particularly at-risk

At MCE, each grade level team plans together with the Instructional Coaches on a weekly basis twice a week. Part of each meeting involves designing and reviewing assessment items or analyzing and disaggregating results of recent assessments. STAAR results from previous years are utilized to help identify Focus TEKS, which guide instructional planning for each unit. Data is also derived from informal assessment methods such as teacher observation, performance assessments, and end of unit exams. MCE provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. We utilize regular support of our District Assessment Specialist in prioritizing TEKS, analyzing patterns, and predicting final performance. Every grade level on campus is included in the formative review process for our Campus Improvement Plan and through their work on academic vertical teams. Teachers at our school constantly evaluate the effectiveness of our academic assessments and the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy
Parents are reminded of the Parent and Family Engagement Policy in a variety of different modes. Our campus website always provides Title 1 communication that is up to date on a consistent basis. Our Facebook page, PTA Facebook page, Instagram and weekly Smore Gator News are ways we connect to parents via their email and or social media. During before or after school events, the parents are given the opportunity to view the policy on our Gator trifold. The policy is also kept in the front of the school and is always accessible. The Parent and Family Engagement Policy is distributed in English and Spanish.

List of parents and teachers

It will be reviewed to the CAT on August 28, 2019.

CAT Team Members-

Felicia Sheedy Prin.

Kelli Tharp admin.

Lorie Terry classroom teacher

Holly Smith- non classroom teacher

Mallory Marquart- non classroom teacher

Simone Wiecchec- non classroom teacher

Lori Maurer- admin

Sandra Nagy- parent

Tania Lazo- parent

Aimee Cassas- parent

Ashley Dominguez- parent

Karen Rivera- community rep.

Rotasha Moore- District Level professional

8/28/2019 was the date that we reviewed the document
3.2: Offer flexible number of parent involvement meetings

It is fully recognized that parent involvement is critical to student success. We host a district Parent Center on our campus and work in collaboration with Parent Center personnel to deliver information and promote Parent Center activities. The staff member attends the annual end of year district celebration where parents perform and are acknowledged for the many accomplishments of the staff and students of the Parent Center.

We invite parents to serve on our Parent Teacher Association, and have a record number of parents interested in serving as representatives to our Campus Improvement Team this year. We have a full PTA board this school year. Monthly PTA events have been scheduled and over the summer the PTA met with Mrs. Sheedy three times to plan for the school year. Taco Tuesday was completed on 8/20/19 to help boost PTA membership drive. Mrs. Sheedy tried to boost PTA staff membership by providing an incentive for staff to join. Our goal is 100% participation. Classes in which all students have parents joining the PTA are rewarded a popcorn party.

Parents are utilized for classroom projects, special performances, and to chaperon field trips in our school. Both our staff and our parent groups are educated annually about the importance of parental involvement as it relates to academic success. Workbasket Wednesday is a new approach to having volunteer parents on campus to support teachers with a variety of activities, from the simplest of tasks, such as sharpening pencils, to more extravagant endeavors, such as decorating for holidays and/or generally beautifying the campus.

Cookies and Coke with Mrs. Sheedy is designed for parents and community members to meet with the principal on topics of their choosing. The principal provides a short update on school happenings or a parent requested topic, with the majority of the one and a half hour time frame being left totally to what parents would like to discuss related to the school as a whole. Appropriate refreshments are served by the school and appreciated by parents.

This year 'Monday Mingles' has been launched as an avenue for opening the library after hours on a weekly basis with goals of allowing parents and children to utilize all library resources, including technology, and to build relationships with other families in a relaxed and productive atmosphere. Once in the fall and once in the spring the sessions to launch the semester will include refreshments and guest speakers.

Math in Movement Family Night was completed on 8/20/19. Mrs. Felder and Mr. Welch introduced the mats and explained the program. Students and parents will have an opportunity to use the mats every time we have a PTA or school night event.
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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
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<tbody>
<tr>
<td>Charlotte Kormash</td>
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<tr>
<td>Cynthia Felder</td>
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<td>Title I</td>
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<tr>
<td>Dayne Pinkerton</td>
<td>teacher</td>
<td>Title I</td>
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<tr>
<td>Karla Teague</td>
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## Campus Advisory Team

<table>
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<tr>
<th>Committee Role</th>
<th>Name</th>
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<tr>
<td>Administrator</td>
<td>Felicia Sheedy</td>
<td>principal</td>
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<td>Administrator</td>
<td>Kelli Tharp</td>
<td>Instructional Coordinator yr 2</td>
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<td>Classroom Teacher</td>
<td>Lorie Terry</td>
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<td>Holly Smith</td>
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<td>ESL teacher year 2</td>
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<td>Simone Wiechec</td>
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<td>Administrator</td>
<td>Lori Maurer</td>
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<td>Parent</td>
<td>Terry Warren</td>
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<td>Parent</td>
<td>Sandra Nagy</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Jessica Branch</td>
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<td>Parent</td>
<td>Tania Lazo</td>
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<td>Community Representative</td>
<td>Karen Rivera</td>
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<tr>
<td>District-level Professional</td>
<td>Rotasha Moore</td>
<td>Assessment and Accountability Department</td>
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## District Funding Summary

### 199 - State Comp Ed

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<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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**Sub-Total** $297,000.00

### 211 - Title I Part A

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<td>PBIS Supplies and Materials</td>
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**Sub-Total** $325,706.00
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<th>Goal</th>
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**Grand Total**
## Accountability Rating Summary

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<th>Rating</th>
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<tr>
<td><strong>Overall</strong></td>
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<td>STAAR Performance</td>
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<td><strong>College, Career and Military Readiness</strong></td>
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<td>Graduation Rate</td>
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<td><strong>Closing the Gaps</strong></td>
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### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

<table>
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<th>Subject</th>
<th>Status</th>
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<td>Mathematics</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Comparative Academic Growth</td>
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<tr>
<td>Postsecondary Readiness</td>
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<tr>
<td>Comparative Closing the Gaps</td>
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