

Katy Independent School District
Mayde Creek Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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

Mayde Creek Elementary is committed to being a high performing professional learning community which will deliver quality first teach and reteach learning opportunities aligned with the Katy ISD curriculum standards and secured within a safe and nurturing school environment.

Comprehensive Needs Assessment

Revised/Approved: June 30, 2018

Demographics

Demographics Summary

Mayde Creek Elementary was built in 1982 and is celebrating it's 36th 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 826 students for the 2018-2019 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 2018-2019 school year, the demographic information comes from information available from the 2016-2017 Texas Academic Performance Report. Our attendance percentages improved from the prior years: 2016- 95.59%, 2017-95.57% and 2018-95.68%. 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 54% male and 46% female students attending Mayde Creek Elementary. There are approximately 110 faculty and staff who work together for the success of all students at Mayde Creek Elementary. Of the approximately 110 faculty and staff, 63% are certified teachers. Mayde Creek's current student-teacher ratio is 1:20.

The MCE ethnicity percentages are listed below.

African American	24.72%
Hispanic	45.58%
White	18.37%
Asian	8.05%
Native American	0%

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:

ESL	28.1%
LEP	28.8%

Gifted & Talented	0.9%
Special Education	16.2%
Economically Disadvantaged	73.4%
At Risk	55.8%

Currently, 71.74% of Mayde Creek Elementary students are classified as economically disadvantaged and 28% of students are English Language Learners.

Mayde Creek Elementary is a Title I school with 492 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. Student who are referred for Special Education assessment are students with low academic and 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 110 staff members, with 12 being new to MCE for the 2018-2019 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.

During the 2017-2018 school year, Mayde Creek Elementary had 889 staff absences due to personal illness, family illness, and personal business. Absenteeism is a workplace challenge. When school staff is absent they cannot contribute in meaningful ways to the achievement of the school's goals and objectives. For the 2018-2019 staff who have perfect attendance each day for the nine weeks, will be allowed to wear jeans the following nine weeks all five days as long as it is accompanied by the school appropriate daily shirt listed in the handbook.

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.

*Even though MCE has an attendance rate of 95.68%, the teachers at Mayde Creek Elementary also implemented "Tardy Taters" to encourage all students to attend school daily and be on time. This will help decrease the number of absences and tardies. 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.
- *Each team is allocated money to budget as needed for materials and resources.
- *Staff members are recognized each nine weeks for perfect attendance.
- *The number of ESL certified teachers continually increases.
- *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 2018-2019 school year.
- *Admin members will spend at least 1 day a week outside their office and inside the classroom and building areas. A moveable desk will be used so that the admin. members has her materials as needed for a day of coaching and learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high mobility rate and the increase in cultural diversity shows a need for additional professional development on culture, customs, and traditions of the increasingly diverse ethnic backgrounds of our students. **Root Cause:** Ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.

Problem Statement 2: The fourth grade STAAR Writing scores dropped by 10% from the previous school year, which shows a need for additional focus on writing instruction in third grade . **Root Cause:** MCE has not had the rigor and data collection necessary to be able to benchmark growth or lack of in third

grade for writing instruction to be properly targeted.

Student Academic Achievement

Student Academic Achievement Summary

Student needs have been the focus for determining staff development opportunities for teachers, and students have been the benefactors of positive strides being taken in academic areas across the curriculum, including Reading, Writing, Math and Science instruction, as teachers have employed what they learned at conferences and in workshops in Mayde Creek Elementary classrooms. Student growth for ALL students in ALL academic, social and emotional realms within a safe and inviting school environment where students, parents, teachers, staff and community members work in harmony to promote optimal levels of learning is the need of Mayde Creek Elementary.

For the 2018-2019 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.

Academic support and Title 1 support teachers will push into specific grade levels this school year.

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

MCE Accountability Rating for 2017 STAAR was 'Met Standard'

MCE Accountability Rating for 2018 STAAR was 'Met Standard'

Our overall scaled score for 2018 was a 88.

Student achievement for 2018 was a 78

School progress for 2018 was a 86

Academic growth for 2018 was a 86

Relative performance for 2018 was a 83

Closing the gaps for 2018 was a 94

Distinction Designations earned are as follows: *ELA/reading, science, comparative academic growth, postsecondary readiness, and comparative closing the*

gaps.

Many of the problems MCE faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is additional focus needed in developing language skills in EL's. The evidence shows a _____ progress in TELPAS. (to be entered in October)

TELPAS: STUDENTS PROGRESS IN COMPOSITE SCORES BY AT LEAST ONE LEVEL

A comparison of STAAR scores at the Approaches level for All Students level shows that the 2018 scores dropped in all areas except science. The largest change is in reading, which decreased by 4%.

All Grade Levels (Approaches)		
	2017	2018
Reading	71%	81%
Math	77%	85%
Writing	66%	56%
Science	80%	82%

The 2018 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to success 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.

2018 STAAR ALL Students	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	87%	47%	27%
4th Reading	71%	42%	23%
5th Reading	81%	45%	25%
3rd Math	83%	52%	21%
4th Math	81%	48%	21%
5th Math	85%	50%	26%
4th Writing	56%	29%	10%

5th Science	82%	47%	23%
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READING

Looking deeper at the comparison between STAAR reading 2018 and 2017 for all grade levels, and sub-populations revealed the following:

	STAAR Reading (Approaches)		STAAR Reading (Meets)		STAAR Reading (Masters)		STAAR Reading (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	69%	87%	32%	47%	17%	27%	NA	NA
4th Grade	62%	71%	37%	42%	21%	23%	44%	54%
5th Grade	38%	81%	26%	45%	17%	25%	53%	75%

An analysis of scores for each student group at all grade levels in reading revealed the following:

- Special Education scores for approaches show a 42% increase across the grade levels. The Special Education scores for meets and masters increased by at least 20%.
- Economically disadvantaged students overall had a 16% increase.
- Limited English Proficiency (LEP's) students overall had a 15% increase.
- English Learners (EL's) students overall had a 16% increase.
- Hispanic students overall had a 10% increase.
- African American students overall had a 26% increase.
- Caucasian students overall had a 29% increase.
- Asian students overall had a 9% decrease.
- 0% of Gifted/Talented students scored Approaches, 20% scored Meets, and 80% scored Masters. The meets level dropped by 3% and masters increased by 3%.

The most significant finding(s) during the analysis of all reading academic achievement data, across all grade levels and sub-populations, indicates that reading increased in 10 out of 11 areas. _

MATH

Looking deeper at the comparison between STAAR math 2018 and 2017 for all grade levels, and sub-populations revealed the following:

	STAAR Math (Approaches)		STAAR Math (Meets)		STAAR Math (Masters)		STAAR Math (Made Any Progress)	
	2017	2018	2017	2018	2017	2018	2017	2018
3rd Grade	65%	83%	27%	52%	8%	21%	N/A	N/A
4th Grade	78%	81%	39%	48%	19%	21%	60%	78%
5th Grade	50%	85%	18%	50%	20%	26%	72%	75%

An analysis of scores for each student group at all grade levels in math revealed the following:

- Special Education scores for approaches show a 12% increase across the grade levels. The Special Education scores for meets and masters increase by at least 20%.
 - Economically disadvantaged students overall had a 12% increase.
 - Limited English Proficiency (LEP's) students overall had a 14% increase.
 - English Learners (EL's) students overall had a 15% increase.
 - Hispanic students overall had a 18% increase.
 - African American students overall had a 3% increase.
 - Caucasian students overall had a 10% increase.
 - Asian students overall had a 7% decrease.
 - 0% of Gifted/Talented students scored Approaches, 17% scored Meets, and 83% scored Masters. The masters increased by 23%.

The most significant finding(s) during the analysis of all math academic achievement data, across all grade levels and sub-populations, shows that **all areas increased.**

WRITING

Looking deeper at the comparison between STAAR writing 2018 and 2017, and sub-populations revealed the following:

	STAAR Writing (Approaches)		STAAR Writing (Meets)		STAAR Writing (Masters)	
	2017	2018	2017	2018	2017	2018
4 th Grade	66%	56%	36%	29%	11%	10%

An analysis of scores for each student group in writing revealed the following:

- Special Education scores for approaches show a 15% decrease.
- Economically disadvantaged students overall had a 6% decrease.

SCIENCE

Looking deeper at the comparison between STAAR science 2018 and 2017 for, and sub-populations revealed the following:

STAAR Science (Approaches)	STAAR Science (Meets)		STAAR Science (Masters)			
	2017	2018	2017	2018		
5th Grade	80%	82%	38%	47%	17%	23%

An analysis of scores for each student group in science revealed the following:

- Special Education scores for approaches show a 34% increase.
- Economically disadvantaged students overall had a 30% increase.
 - 100% of Gifted/Talented students passed the science assessment. The masters increased by 13%.

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 2018-2019 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 collaboratives 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: 2018 STAAR data reveals that students scored significantly below previous years in 4th grade writing. **Root Cause:** Student behaviors showed an increase requiring teachers to manage problematic behaviors. Instructional gaps and loss of time in instruction negatively impacted student achievement. Staff needs additional training in effective writing instruction and conferencing. Another root cause is the lack of understanding how to teach grammar and conventions, and doing so daily.

Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

School Processes & Programs

School Processes & Programs Summary

- Student needs have been the focus for determining professional development opportunities for teachers, and students have been the benefactors of positive strides being taken in academic areas across the curriculum, including Reading, Writing, Math and Science instruction, as teachers have employed what they learned at conferences and in workshops in Mayde Creek Elementary classrooms. Title I funds have been used to address all of these areas for promoting student success.
- Student growth for ALL students in ALL academic, social and emotional realms within 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.
- Significant progress has been made in school organization and efficiencies. Strong collaboration takes place through multiple opportunities for planning within grade levels and across grade levels within content areas to find the best way to meet the needs of every student.
- Professional Development , campus wide canvas course/book study, Kids First from Day 1 at MCE. Each teacher on the campus received a copy of the book, which they were instructed to leave on campus if they were not returning. Included within the canvas course were opportunities for discussion, reflection and implementation. The purpose is to address the whole child, whether it's building community, designing your classroom spaces, matching instruction to students' needs, or engaging students in curriculum,
- Mayde Creek Elementary will strive to have 100% of the staff certified with the ESL endorsement or other ESL supplemental certification by August, 2020.
- Mayde Creek Elementary will strive to have 100% of the staff GT certified with continual yearly updates by August 2020.

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 One, ESOL and Academic Support Teachers for both reading and math is highly beneficial in allowing for individualized intervention groups. As a result of having support teachers, more students receive targeted intervention.
- 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 barcode 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. Coaches are attending 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. (Staff members were given a choice between PDR during conference time or before/after school professional development time. Time has been set aside for PDR approximately every 3 weeks.)
- 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.
- Content Wikkis and Canvas courses provide ongoing and updated instructional support.
- 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 use of technology for learning and for addressing TEKS in the curriculum.
- Student use of technology enhances student engagement and strengthens content knowledge. SMART boards and document cameras are in use throughout the school and provide interactive, engaging learning opportunities for students. 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 and targeted math objectives. MCE utilizes the support of our Classroom Technology Designer with implementing technology in our lessons. Each classroom teacher has a running, regularly updated Canvas page.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a decrease in the use of technology tools by our students. **Root Cause:** Fear of technology and lack of comprehension of how it can be utilized in the classroom for academic instruction.

Problem Statement 2: An increase of collaboration across grade levels especially in the area of Writing is needed. **Root Cause:** Lack of common assessments across grade levels to prepare students for STAAR writing.

Perceptions

Perceptions Summary

The school environment is safe and positive through the incorporation of CHAMPS and PBIS resulting in more appropriate student behavior.

Significant increases in community involvement through the social media platforms, mobile parent apps, teacher and administrative communications have allowed a diversified collaboration of a sense of community that has been evident at school events, with highly qualified staff demonstrating daily dedication to academic, social and emotional needs of MCE students as well as parent and community partnerships collaborating to increase family, student and school support.

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.
- MCE Morning Meetings are implemented each classroom to meet students' needs for belonging, significance, and fun. It also provides students with an opportunity to practice social and emotional skills, as well as prepare students for learning.
- All mandatory safety drills are performed and documented. Campus safety plan is successful. The safety committee meets throughout the year to plan for crises should they occur and talk through scenarios. Staff members are trained in their roles. Constant updates are made to the safety plan, such as the addition of a lost student alert plan (GATOR Alert) and the securing of the entry to behind the counter in the front office. A marker system for classroom doors allows easy classroom access in usual circumstances while providing a quick way to lock a classroom door should the need arise.
- 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 collaboratives that focus on behavior as well as academic concerns for students. Office referrals for discipline reflect a significant decline in numbers. Children being in class rather than ISS is believed to be a major contributor to the increased academic success of the school. Maintaining the CHAMPS behavioral expectation program is proving to have positive results as it provides consistent expectations throughout the building. CHAMPS expectations are posted in specific areas of the school and in all classrooms.
- 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 monthly 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.

- The enforcement of Raptor enhances the safety of staff members and students.
- Changes of transportation documentation requirements result in student safety. Parents are now asked to keep their car tags visible until children have been loaded into identified vehicles.
- Specified student dismissal locations have been established to allow safe student transitions within the campus.
- 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.
- Individual grade level assemblies on the first day of school allow the nurse, counselor, assistant principals and principal the opportunity to discuss the student role in maintaining a safe and orderly learning environment.
- 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 is active, along with Read, Deed, & Run and both organizations 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 Schools, Creech and Woodcreek Elementary 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.
- The YMCA has generously provided backpacks, school supplies and games to help our children whose families are in financial need.
- Mentoring programs (KEYS, PALS) help address the social and emotional needs of at-risk students.
- A variety of communication methods are used to contact parents and keep them informed (updates through social media platforms, Parent Link, MCE's website, marquee and hard copy information, as appropriate).
- Efforts are made to maintain mutually advantageous relationships with business partners. Such events include Pizza Night, Chik- Fil- A Night, and use of coupons provided to staff by Spring Creek Barbecue.
- Gator Squad, Literacy Nights, Math/Science Nights, Art Night, and Veteran's Day Assembly are in place to engage the community.
- MCE Gifted & Talented Program services the needs of those students that qualify within our campus.
- Backpack Buddies Program is provided to students by the counseling program to aid those students who do not have access to enough nutritious food over the weekends.
- PTA Workbasket Program is established to provide parent assistance to teachers' workroom needs while allowing a time for parents to meet and get to know one another.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student and parent perceptions of school's effectiveness needs to be addressed by a beginning of the year survey to allow staff to implement needed changes. **Root Cause:** Lack of data did not allow campus to know of immediate needs by parents and/or students.

Problem Statement 2: Low parental involvement in school-related activities. **Root Cause:** Due to a lack of after school childcare programs, a high percentage of working parents are unable to attend after school and evening school-related events.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) 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
- STAAR EL Progress Measure data
- 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)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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

- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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


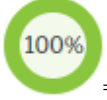



Revised/Approved: July 24, 2017

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

Performance Objective 1: The overall percent of students approaching grade level on STAAR Reading will be 90%.

Evaluation Data Source(s) 1: 2019 STAAR Reading scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 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 reading TEKS for all sub populations.	2.4, 2.5, 2.6	Instructional Coach	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 145645.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:






Student Academic Achievement
<p>Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.</p>

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

Performance Objective 2: The overall percent of students approaching grade level on STAAR Math will be 90%.

Evaluation Data Source(s) 2: 2019 STAAR Math scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 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.	2.4, 2.5, 2.6	Instructional Coaches	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 139145.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:



Student Academic Achievement
<p>Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.</p>

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

Performance Objective 3: 95% of 5th graders will pass the Science STAAR test at the approaches level.

Evaluation Data Source(s) 3: 2019 STAAR science scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 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.	2.4	Instructional Coaches	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 2349.00							
							

Performance Objective 3 Problem Statements:






Student Academic Achievement
<p>Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.</p>

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

Performance Objective 4: 90% of 4th graders will pass the Writing STAAR test at the approaches grade level.

Evaluation Data Source(s) 4: 2019 STAAR writing scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) 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.</p>	2.4	Instructional Coaches and Classroom Teachers	Increase in student achievement				
<p>Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 3000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:






School Processes & Programs
<p>Problem Statement 2: An increase of collaboration across grade levels especially in the area of Writing is needed. Root Cause 2: Lack of common assessments across grade levels to prepare students for STAAR writing.</p>

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

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

Evaluation Data Source(s) 5: STAAR data, 2019 State Accountability report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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	2.4, 2.5, 2.6	Instructional coordinator and coaches	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.				
 = Accomplished  = Continue/Modify  = No Progress  = 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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Students will set academic goals, analyze their performance, and graph results in order to ensure all students are making a minimum of one years growth.	2.4	Teachers	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				
Problem Statements: Student Academic Achievement 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide professional development to staff in all content areas.	2.4	Principal	Increase student achievement and teacher success.				
Funding Sources: 211 - Title I Part A - 4801.00							
2) Provide leadership professional development to campus administrative team in an effort to support teacher growth and development.		Principal	Increased teacher and leadership capacity.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 4450.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The number of students scoring at 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 in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science.

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 5% 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 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.	3.2	Administration	Increase in student achievement in the Meets & Masters for the following school year. Students who didn't pass would be expected to obtain Approaches grade level on the state test.				
	Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - 4172.00						
2) 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.	2.5	PK/K Teachers	Increased PK/K registration and awareness of how parents can help their children at home before PreK and Kinder begin.				
3) 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.	2.6	counselor	Increased awareness of available junior high programs				
	Problem Statements: Perceptions 1						
4) 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.	3.1, 3.2	Title 1/AST teachers	Increase parental involvement and attendance				
	Problem Statements: Perceptions 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Student and parent perceptions of school's effectiveness needs to be addressed by a beginning of the year survey to allow staff to implement needed changes. **Root Cause 1:** Lack of data did not allow campus to know of immediate needs by parents and/or students.






Problem Statement 2: Low parental involvement in school-related activities. **Root Cause 2:** Due to a lack of after school childcare programs, a high percentage of working parents are unable to attend after school and evening school-related events.

Goal 5: Decrease the number of physical contact incidences by 10%.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 1. Implement the Positive Behavior Interventions and Supports PBIS system through professional development of staff, use of Dojo and purchase of materials and resources.	2.5	AP of PBIS and committee	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.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:






Perceptions
<p>Problem Statement 1: Student and parent perceptions of school's effectiveness needs to be addressed by a beginning of the year survey to allow staff to implement needed changes. Root Cause 1: Lack of data did not allow campus to know of immediate needs by parents and/or students.</p>

Goal 5: Decrease the number of physical contact incidences by 10%.

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

Evaluation Data Source(s) 2: System in place

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) 2. Implement strategies and activities to prevent bullying/cyber-bullying to encourage kind and appropriate behavior among all students.	2.5	Counselor	Decrease bullying related discipline incidences by 40%. Utilize the districts app to monitor bully cries for help and address these on the campus immediately.				
	Problem Statements: Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Low parental involvement in school-related activities. Root Cause 2: Due to a lack of after school childcare programs, a high percentage of working parents are unable to attend after school and evening school-related events.

State Compensatory

Personnel for Mayde Creek Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
VACANT	Teacher	Academic Support	1
Vikki Prieto	teacher	Academic Support	1
Yvette Campassi	teacher	Academic Support	1

Title I Schoolwide Elements

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.

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.

2.2: Regular monitoring and revision

The CIP was reviewed on June 20, 2018.

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

The CIP and all state accountability data is consistently posted on our MCE district page. 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 on 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 meeting. 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.

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 Collaboratives 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 intervention when appropriate. 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.

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. 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 monthly Smore Gator News also is a way 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.

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. 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.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlotte Kormash	Teacher	Title I	1
Lucy Gonzales	Teacher	Title I	1
Lynda Bock	Teacher	Title 1	1
Trisha Seals	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Felicia Sheedy	principal
Non-classroom Professional	Kristi Floyd	counselor
Non-classroom Professional	Jessica Branch	Instructional Coach
Classroom Teacher	David Martinez	4th grade teacher
Classroom Teacher	Valen Cheatham	3rd grade teacher
Classroom Teacher	Janet Wilkins	kindergarten teacher
Administrator	Kelli Tharp	Instructional Coordinator
Administrator	Regina Bartles	AP

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Reading intervention teachers		\$125,645.00
1	1	1	Literacy library		\$10,000.00
1	1	1	Tutoring		\$10,000.00
1	2	1	Tutorials		\$10,000.00
1	2	1	Professional Development Activities		\$3,500.00
1	2	1	Title I Math Intervention Teachers		\$125,645.00
1	3	1	Science Resources		\$2,349.00
1	4	1	Professional Development Activities		\$3,000.00
3	1	1	Professional development activities		\$4,801.00
3	1	2	Professional Development Activities		\$4,450.00
4	1	1	Parental Involvement Activities		\$4,172.00
5	1	1	PBIS Supplies and Materials		\$1,000.00
Sub-Total					\$304,562.00
Grand Total					\$304,562.00

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
MAYDE CREEK EL (101914111) - KATY ISD

Accountability Rating

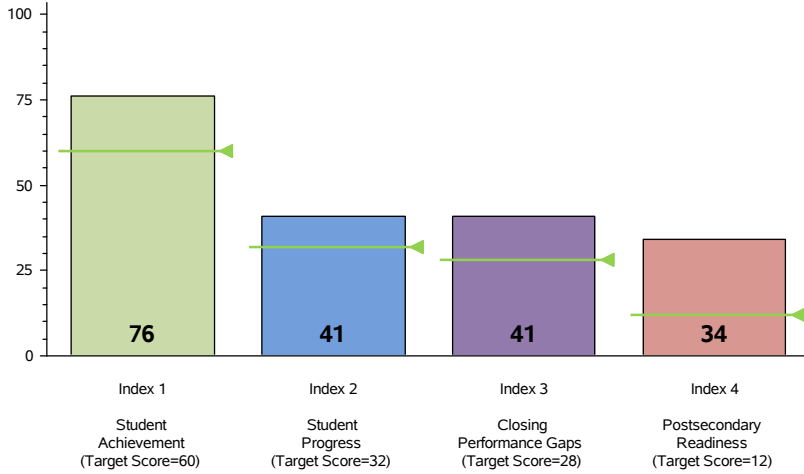
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	857 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.9
Percent English Language Learners	29.5
Mobility Rate	20.9
Percent Served by Special Education	12.8
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	671	888	76
2 - Student Progress	573	1,400	41
3 - Closing Performance Gaps	901	2,200	41
4 - Postsecondary Readiness			
STAAR Score	34.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		34

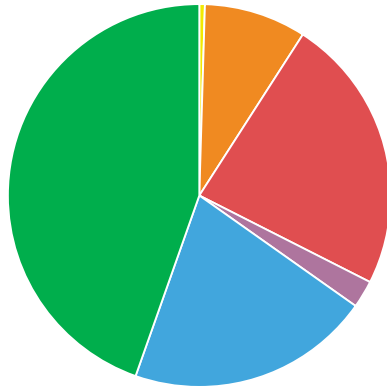
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	19 out of 24 = 79%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
Total	35 out of 40 = 88%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

111 - Mayde Creek Elementary

Student Profile



Student Statistics

Total Enrollment	859
At-Risk	59.95%
Low Income	63.56%
Limited English Proficient	29.34%
Special Education	13.04%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	28.52%
Gifted/Talented	0.93%
Title I	100.00%
Attendance Rate	95.36%

Race/Ethnicity	#	%
White	177	20.61%
Hispanic	383	44.59%
Asian	74	8.61%
Black/African American	201	23.40%
Two or More Races	20	2.33%
Am Indian/Alaskan Native	4	0.47%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.