

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

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

It is our mission at Mayde Creek High School to inspire ALL students to develop their maximum potential, to build healthy relationships, and to facilitate a smooth transition into a competitive global society -

Mayde to Believe, Lead, and Achieve.

Vision

It is our vision at Mayde Creek High School to cultivate a community that provides a safe, caring and challenging academic environment while preparing a culturally diverse student body for college and career readiness.

Values

Adaptability - We adjust our teaching to best serve all students.

Cooperation - We work together for the collective good of our school.

Dedication - We are committed to a common purpose.

Courage - We possess the strength to face any challenge.

Diversity - We embrace differences in background, culture, and thought.

Purpose-Driven - We are motivated to inspire all students to develop their maximum potential.

Compassion - We show concern for our students and staff.

Honor - We demonstrate fairness and integrity through our actions.

Responsibility - We share a sense of duty to our students and community.

Innovation - We strive to continually better ourselves through creative ideas and approaches.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mayde Creek High School is a 33 year old high school campus serving grades 9-12 in Katy ISD. The demographics addressed in this plan come from the 2018-19 school year. Student enrollment has maintained for the most part over the past few years at around 2750 students. Our student population consists of 56% Hispanic, 18% White, 16% African American, and 10% Other ethnicities including Asian, Pacific Islanders, and students who are Two-or-More Races.

The 15% mobility rate for Mayde Creek High School is below state average. Our attendance rate in 2017-18 was 94%. Additional student groups include 7.9% Limited English Proficient (LEP,) 10.2% Special Education, 60.7% Economically Disadvantaged, and 41.9% At-Risk.

Demographics Strengths

1. Students at Mayde Creek High School are very inclusive and accepting of the diverse student population.
2. Faculty and staff at Mayde Creek High School work to address the needs of all learners regardless ethnicity, or special needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate in 2017-18 with 94%.

Problem Statement 2: Faculty and staff need to focus on building relationships with all students.

Student Academic Achievement

Student Academic Achievement Summary

Mayde Creek High School received a 2018 Texas Accountability rating of Met Standard. This was achieved by meeting all three targets:

- Student Achievement - Mayde Creek High School Score = 86
- Student Progress - Mayde Creek High School Score = 87
- Closing Performance Gaps - Mayde Creek High School Score = 88

The campus also earned distinctions in the following areas:

1. ELA/Reading
2. Mathematics
3. Science
4. Comparative Academic Growth
5. Postsecondary Readiness
6. Comparative Closing the Gaps

The number of students who satisfied the Approaches Grade Level Standard or above are as follows:

- All subjects - 86%
- Reading - 75%
- Mathematics - 92%
- Science - 96%
- Social Studies - 95%

While Mayde Creek High School exceeded the state target for Student Growth, there is still work to be done in that area as shown below:

- 80% of students met or exceeded growth in Algebra I, with 20% not showing a year's worth of growth.
- 62% of students met or exceeded growth in English II, with 38% not showing a year's worth of growth.

Mayde Creek has made great strides in closing the performance gaps of student populations based on ethnicity, but there is still work to be done in including all student populations. Below shows the variance between all students percentage meeting standard and the lowest performing student population.

- Algebra I - 92% All Students - 64% Special Education
- Biology - 95% All Students - 77% Special Education
- English I - 71% All Students - 20% Special Education
- English II - 74% All Students - 21% Special Education
- US History - 95% All Students - 73% Special Education

While Mayde Creek is improving the performance of students who are Approaching Grade Level, focus is also being placed on the number of students performing as Mastered Grade Level in the following subjects standards.

- Algebra I - 40% Mastered Grade Level in 2017-18, up from 24% in 2016-17
- Biology - 35% Mastered Grade Level in 2017-18, up from 25% in 2016-17
- English I - 8% Mastered Grade Level in 2017-18, staying the same as 2016-17
- English II - 8% Mastered Grade Level in 2017-18, up from 6% in 2016-17
- US History - 45% Mastered Grade Level in 2017-18, down from 48% in 2016-17

Mayde Creek High School saw growth in the number of students taking AP exams with 974 tests taken in 2017-18 from 928 in 2016-17. The number of students making a 3, 4, or 5 on the exams stayed about the same with 56.1% achieving this in 2017-18.

Student Academic Achievement Strengths

Mayde Creek High School has many things to be proud of based on last year's student performance, including:

- Met Standard in all three areas.
- Earning six distinctions.
- Increasing the number of students taking the AP exam.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student receiving Special Education services are performing well below all other student populations in all subjects.

Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

School Processes & Programs

School Processes & Programs Summary

Our focus for professional development this year is in the following areas with a push for more voluntary involvement in all professional development opportunities:

- Writing Critically
- Frequent, Accountable Talk
- Improving Positive Behavioral Interventions and Supports (PBIS)
- Purposeful Professional Learning Teams (PLT)

Our previous efforts in PBIS have resulted in the following improvements:

- 10,000 discipline referrals in 2013-14 down to approximately 2700 referrals in 2017-18.

Teachers will attend professional development throughout the year from the campus level as well as trainings provided by the district. Teachers are also supported on campus by having team/department PLT meetings each week. These teams strive to follow backward design by first analyzing what students are expected to learn, and at what level they are expected to master. Teachers then use the provided unit plan outline and resources to address which instructional strategies will best help students achieve the level of mastery necessary. Focus is placed on creating lessons that get students talking and writing in the classroom. Teams administer a campus common assessment at the end of each unit to assess the mastery of the curriculum and determine where students were not successful in order to spiral content and re-introduce in a different manner throughout future units. Teachers are also given access to an instructional coach who helps to identify our needs and offers ongoing, targeted and job-embedded professional development.

This collaborative environment strives to improve the retention of faculty and staff.

Mayde Creek High School strives to hire the most qualified staff. The school has a wide range of teachers when it comes to years of experience, from first year teachers to teachers with over 20 years experience.

The district as well as the administration at Mayde Creek High School, continue to recruit quality staff by attending many job fairs throughout the year and host the Katy Independent Job Fair in April.

This school year we welcome 20 new teachers to our campus from within the district as well as those that come to us from other districts and business communities with a variety of talents and experience. This is an increase in turnover from the previous year.

School Processes & Programs Strengths

- Reduction in discipline referrals over 5 years to less than one referral per student enrolled.
- Each core area has PLT meetings once a week, and has a designated administrator and instructional coach to work directly with the department.
- New teachers to campus are provided a mentoring teacher
- Mayde Creek High School subject teams work together effectively to implement the Katy ISD unit plans with fidelity.
- Subject teams develop balanced common assessments and work yearly to improve upon the previous year's assessments.
- Subject teams collaboratively discuss best instructional practices in order to ensure that all students receive high levels of instruction.
- Common planning period for each PLT

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More professional development will need to be provided in the areas of writing critically and frequent, accountable talk to ensure that all teams are using these strategies in their classrooms.

Perceptions

Perceptions Summary

Mayde Creek High School believes our campus is a place "Where Futures are Mayde and Dreams are Discovered." Our values focus on our commitment as a faculty and staff to provide exceptional learning opportunities in order to prepare students for life after high school and celebrate the diversity of our campus.

Mayde Creek High School has also taken an active role in ensuring that the community is informed and involved in all aspects of what occurs on our campus. There is an active Parent, Teacher, Student Association at Mayde Creek High School that holds fundraisers and supports many of the activities that occur on campus.

The campus continued the initiative to send out a weekly parent newsletter in the 2017-18 school year, the "CreekSPEAK," that provides a week at a glance for upcoming campus activities, as well as future dates to be aware of, and important announcements. Parents were also given the ability to sign-up for Remind 101 in various ways to get up-to-date text messages regarding important campus information.

Mayde Creek High School faculty and staff continue to maintain an active presence on Twitter to inform the local community of the great things occurring on campus.

The campus also continued to include parents from our Spanish speaking population by holding "Hispanic Parents in Action" meetings monthly to invite our Hispanic parents to be informed and involved in MCHS activities. These meetings were conducted entirely in Spanish.

Perceptions Strengths

- Mayde Creek High School utilizes many forms of communication to solicit input and community involvement including social media and parent link.
- Mayde Creek High School celebrates and values the diversity of our campus.
- Hispanic Parents in Action meetings invited our Spanish speaking parents to get involved and stay informed at MCHS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Mayde Creek High School family.

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
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- 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: By June 2019, Mayde Creek High School will improve SpEd and LEP passing percentages in order to close the achievement gap between these populations and the general student population.


Evaluation Data Source(s) 1: 2019 EOC Scores

Summative Evaluation 1:

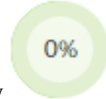
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement frequent, accountable talk in classrooms to allow students to put a voice to their learning in order to cement and apply new information.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase in EOC scores in all subject areas				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implementation of critical writing in all classrooms to give students the opportunity to put their learning in their own words allowing teachers to provide meaningful individual feedback in order to show growth in each student.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase in EOC scores in all subject areas				




= Accomplished



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= No Progress



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

Performance Objective 2: By June 2019, Mayde Creek High School will improve student performance in English I.


Evaluation Data Source(s) 2: 2019 EOC Scores

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement frequent, accountable talk in classrooms to allow students to put a voice to their learning in order to cement and apply new information.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase English I EOC scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide interventions to those students who were not initially successful on the English I EOC in the form of BLAST class or advisory tutorials.</p>	Testing Coordinator Instructional Coach Teachers	Increase English I EOC scores, reduce the number of retesters.				




= Accomplished



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= Discontinue


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

Performance Objective 3: By June 2019, Mayde Creek High School will improve student performance in English II.


Evaluation Data Source(s) 3: 2019 EOC Scores

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement frequent, accountable talk in classrooms to allow students to put a voice to their learning in order to cement and apply new information.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase English II EOC scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide interventions to those students who were not initially successful on the English II EOC in the form of Practical Writing class or advisory tutorials.</p>	Testing Coordinator Instructional Coach Teachers	Increase English II EOC scores, reduce the number of retesters.				




= Accomplished



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= No Progress



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

Performance Objective 4: By June 2019, Mayde Creek High School will increase the students achieving Masters Grade Level performance standard in English I, English II, Algebra I, Biology, and US History.

Evaluation Data Source(s) 4: 2019 EOC Scores

Summative Evaluation 4:

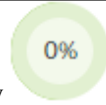
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implementation of frequent, accountable talk in all classrooms to give students the opportunity to put a voice to their learning and obtain feedback from peers in order to grow individual students.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase in percentage of student achieving Masters Grade level on all subject EOC exams.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implementation of critical writing in all classrooms to give students the opportunity to put their learning in their own words allowing teachers to provide meaningful individual feedback in order to show growth in each student.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase in percentage of student achieving Masters Grade level on all subject EOC exams.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Develop relationships in all classes, but focus on building confidence in Pre-AP and AP classes so that students know the expectation is they have the ability to achieve Masters Grade Level on EOC exams.</p>	Assistant Principal Instructional Coach Department Chair Team Lead Teacher	Increase in percentage of student achieving Masters Grade level on all subject EOC exams.				



= Accomplished



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Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Mayde Creek High School will continue to implement School-wide PBIS and decrease discipline referrals by 10% by the end of the 2018-19 school year.


Evaluation Data Source(s) 1: PEIMS data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Tardy stations will continue to be implemented in an effort to reduce hallway traffic and discipline problems in unsupervised areas.</p>	Principal Assistant Principals Teachers	Reduction in tardies and discipline referrals.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Continue to implement the RAM reward card incentive system.</p>	Principal Assistant Principals Teachers	Reduction in discipline referrals.				




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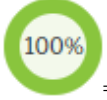



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Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Mayde Creek High School will increase attendance rates for the 2018-19 school year.

Evaluation Data Source(s) 2: Attendance reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 4 CSF 6 1) Implement class level competitions to improve attendance.	Principal Assistant Principal Teachers	Improved attendance rate				
Critical Success Factors CSF 4 CSF 6 2) Implement class level rewards to improve attendance.	Principal Assistant Principal Teachers	Improved attendance rate				
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Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: PLTs will work collaboratively with Instructional Coaches and administration with aligned protocols to make data-informed decisions regarding student achievement.

Evaluation Data Source(s) 1: PLT minutes and Instructional Coach input.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Provide training to all Professional Learning Teams on protocols and expectations for PLT time.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Instructional Coaches</p>	Efficient PLT meetings				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Ensure teams are using backward design process to align curriculum with assessments.</p>	<p>Assistant Principals</p> <p>Instructional Coaches</p> <p>Department Chairs</p> <p>Team Leads</p> <p>Teachers</p>	Sound common assessments				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Instructional Coaches sit in PLC meetings to offer guidance with skills based teaching, effective communication, and share best teaching practices.</p>	<p>Assistant Principals</p> <p>Instructional Coaches</p> <p>Department Chairs</p> <p>Team Leads</p> <p>Teachers</p>	<p>Efficient PLT meetings and improved first time instruction.</p>				
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Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Mayde Creek High School will increase the number of grants written in 2018-19 in order to acquire funding for needed technology and equipment to support instructional goals.


Evaluation Data Source(s) 1: Number of grants funded at the end of 2018-19.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>1) Seek out new opportunities for grants to acquire technology for classrooms in order to increase engagement and improve feedback to students</p>	<p>Department Chairs</p> <p>Instructional Coaches</p> <p>Teachers</p>	Increase technology hardware and software for classroom use.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>2) Encourage more teachers to apply for the Katy Education Foundation Teacher Grants in order to acquire new learning opportunities for our students.</p>	<p>Department Chairs</p> <p>Instructional Coaches</p> <p>Teachers</p>	More grants awarded to Mayde Creek High School teachers.				




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Goal 5: 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: Mayde Creek High School will increase voluntary Professional Development participation in the 2018-19 school year.

Evaluation Data Source(s) 1: Number of participants in campus professional development opportunities

Summative Evaluation 1:

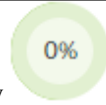
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Continue to utilize campus-level professional development committee in order to tailor professional development opportunities to campus teacher needs and wants.</p>	Principal Professional Development Committee	Tailored professional development to campus teacher wants/needs.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Include job-embedded professional development opportunities such as peer observation and collaboration so that teachers can feel like they are managing time wisely.</p>	Principal Professional Development Committee	Tailored professional development to campus teacher wants/needs.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Proceed with year 2 of Lab Classroom protocol at Mayde Creek High School</p>	Principal Professional Development Committee	Provide teachers the opportunity to improve in accountable talk through Lab Classroom visits.				
<p>4) Leadership team will complete a book study of "The Culture Code" by Daniel Coyle to provide a baseline and strategies for improving the culture at Mayde Creek High School.</p>	Principal Assistant Principals Counselors Instructional Coaches Department Chairs Testing Facilitator	Develop actions for improving the culture at Mayde Creek High School.				



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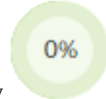

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Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Mayde Creek High School volunteers will increase the number of hours spent volunteering on campus by the end of the 2018-19 school year.

Evaluation Data Source(s) 1: Number of volunteer hours recorded by the district.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The PTSA will hold a drive to increase the number of members.</p>	Principal Assistant Principals Teachers	Increase in PTSA membership numbers				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Mr. Edwards will continue to meet with PTSA members before each meeting to provide an opportunity for parents to meet the new principal and give them a forum for questions and concerns.</p>	Principal	Increase in PTSA membership numbers.				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>3) Continue to hold meetings for the committee of parents called Hispanic Parents in Action to provide the Hispanic parent community a voice in school decisions and get more parents involved.</p>	Principal Assistant Principals Counselors Spanish Teachers	Increase PTSA membership and volunteer hours.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





Goal 6: 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 2: Mayde Creek High School will increase the number of opportunities for community to engage in the learning process.

Evaluation Data Source(s) 2: Number of parent meetings held, number of people signed up for Remind accounts, Twitter activity using the #Maydeforthis

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Continue weekly parent newsletter called "CreekSPEAK" to inform parents about activities occurring on campus for the week and future activities.</p>	Principal Associate Principal	Increase parent involvement in school activities				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Continue the use of campus level Remind 101 accounts to provide parents with text messages about important school events. These remind accounts are campus level and grade level to allow parents to personalize the information received.</p>	Principal Associate Principal Assistant Principals	Increase parent involvement in school activities				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Continue to encourage faculty and staff to promote Mayde Creek events and daily school activities on Twitter using #MaydeForThis in order to share what is good about our school with the Katy community and surrounding areas.</p>	All staff	Increase parent involvement in school activities				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Continue to use campus activity calendar in Google calendar in order to share all upcoming events and activities with the community. This calendar is linked on CreekSPEAK.</p>	All staff	Increase parent involvement in school activities				

<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Invite parents to "Take your Mom to School Day" or "Take your Dad to School Day" to allow parents to experience the school environment from a student perspective.</p>	Principal Associate Principal Assistant Principals Teachers	Increase parent involvement in school activities				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>6) Invite parents to Class meeting nights that allow parents to hear about important class events and give them an opportunity to hear about scheduling and college planning from the counselors.</p>	Principal Associate Principal Assistant Principals Counselors Teachers	Increase parent involvement in school activities				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Mayde Creek High School will actively implement district protocols to ensure emotional needs of students are met.


Evaluation Data Source(s) 1: Visits with counseling

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 6 CSF 7 1) Train all faculty and staff on resources for students having emotional difficulties	Counselors LSSP	Point students in need to resources				
Critical Success Factors CSF 6 CSF 7 2) Promote the use of the Bullying Tip Line to students.	Teachers Assistant Principals Counselors	Provide more opportunities for mediation.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Mayde Creek High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Comp Ed	5

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Ronnie Edwards	Principal
Non-classroom Professional	Mary Dawson	Instructional Coach
Non-classroom Professional	Brent Youngblood	Assistant Principal
District-level Professional	Guy James	District CTE Instructional Specialist
Community Representative	Linda Toth	Community Representative
Community Representative	Donna Ward	Community Representative
Community Representative	Zachary Lawrence	Advise Texas
Parent	Connie Gonzalez	Parent
Parent	Chandel Strickland	Parent
Parent	Kelly Stewman	Parent
Parent	Luz Munoz	Parent
Parent	Edith Millan	Parent
Classroom Teacher	Sharon Carswell	Teacher
Classroom Teacher	Mary Difiore-Smith	Teacher
Classroom Teacher	Travis Godwin	Teacher
Classroom Teacher	Spencer Mathis	Teacher
Classroom Teacher	Dan Northcutt	Teacher
Classroom Teacher	Katie Frazier	Teacher
Classroom Teacher	Belinda Martinez	Teacher