Katy Independent School District
Mayde Creek Elementary
2019-2020 Comprehensive Needs Assessment

Accountability Rating: B

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

Make a difference.
Choose to be
Excellent and unique
MCE.

Vision

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

Value Statement

Our Gators strive to......
Commit to Excellence
Help Others
Own their Actions
Make Great Choices
Practice Problem Solving
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Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Demographics Summary

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

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

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

The MCE ethnicity percentages are listed below.

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

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

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

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

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

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

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

Demographics Strengths

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

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

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

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

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

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

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

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

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

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

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

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

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

**Problem Statements Identifying Demographics Needs**

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

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

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

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

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

Student Academic Achievement Summary

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

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

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

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

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

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

A comparison of STAAR scores for all students for the 2018-2019 school year show the data for 3rd, 4th, and 5th grade Reading and Math.
<table>
<thead>
<tr>
<th>May 2019 Reading STAAR Data</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
</tr>
<tr>
<td>MCE Summary</td>
<td>76.64%</td>
<td>37.96%</td>
<td>16.06%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>85.71%</td>
<td>42.86%</td>
<td>0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>80%</td>
<td>34.29%</td>
<td>11.43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.29%</td>
<td>35.71%</td>
<td>18.57%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>66.67%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>White</td>
<td>80.95%</td>
<td>52.38%</td>
<td>19.05%</td>
</tr>
<tr>
<td>LEP</td>
<td>68.63%</td>
<td>27.45%</td>
<td>11.76%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>68.18%</td>
<td>27.27%</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 2019 Math STAAR Data</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approaches</td>
<td>Meets</td>
<td>Masters</td>
</tr>
<tr>
<td>MCE Summary</td>
<td>65.69%</td>
<td>21.90%</td>
<td>4.38%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>85.71%</td>
<td>57.14%</td>
<td>14.29%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>57.14%</td>
<td>22.86%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.29%</td>
<td>14.29%</td>
<td>4.29%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>33.33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>85.71%</td>
<td>38.10%</td>
<td>9.52%</td>
</tr>
<tr>
<td>LEP</td>
<td>70.59%</td>
<td>19.61%</td>
<td>3.92%</td>
</tr>
<tr>
<td>Special Ed Indicator</td>
<td>54.55%</td>
<td>13.64%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

School Processes & Programs Summary

- Student growth has been a focus for ALL students in ALL academic, social and emotional areas. This has created a safe and inviting school environment where students, parents, teachers, staff and community members work in harmony to promote optimal levels of learning. Title I funds have been used to address all of these areas for promoting student success.

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

- Academic support and Title 1 support teachers provide push in support and pull out intervention groups in the fall and spring to support the academic needs of At Risk students at MCE. Students in intervention groups are monitored and their progress is reviewed every nine weeks or as needed by an RTI Collaborative team and/or through Kid Chats.

- All MCE teachers are asked to become GT certified and ESL certified. This allows teachers to use higher level thinking and/or linguistic accommodations that all students benefit from.

- Students participated in career day activities with community volunteers to support college and career readiness.

- Grade levels will participate in field trips to the Robert R. Shaw Center for STEAM, focused upon Science, Technology, Engineering, Arts and Math hands-on activities, based on specific grade-level TEKS.

- The data talks at MCE took a more deeper approach during PLC's. During their PLC's, teachers were able to collaborate with Admin., Academic Support staff, and Special Education teachers. Teachers analyzed reports to dig deeper into the data. Teachers also looked at the questions from CBA's, DLA's, and released STAAR assessments. They connected TEKS to questions and reviewed each answer choice in detail. During weekly planning meetings, teachers use the data to plan upcoming lessons. Teachers plan lessons focusing on the finding from the data. They focus on adding engaging activities and rigor to the activities included in the lessons.

- During the 2019-2020 school year, MCE will continue to look for ways to strengthen the assessment and data analysis and the process of instructional planning. The campus will continue to improve the use of data to drive instruction. Teachers and administrators will continue to collaborate with assessment personnel to learn about the TEA Accountability system. The campus will continue to provide teachers with the necessary resources and professional development opportunities necessary to improve student performance and promote professional growth.

- MCE is fortunate to be able to access the latest technology hardware and software. Student, teachers and staff have access to IPADS, SMARTBoards, ChromeBooks, Document cameras and laptops. Students also have access to instructional technology programs such as DreamBox, Education Galaxy, SeeSaw and I-Station.

- MCE takes pride in hiring the most highly qualified teachers to support student success. New teachers are provided a mentor that will guide them throughout the year. Administrative staff conducts informal walkthroughs and meets with the new teachers to provide feedback. New teachers are allowed to observe teachers on campus, as well as attend additional staff development sessions.

- Campus Instructional Leaders review behavior data throughout the school year. They make adjustments when needed in the classroom and other areas throughout the school.

School Processes & Programs Strengths

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

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

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

Perceptions Summary

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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