

**Katy Independent School District**  
**Mayde Creek Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Make A Difference

Choose To Be

Excellent and Unique

MCE

## Vision

Mayde Creek Elementary staff collaborates with one another, parents, and the community to deliver enriching and optimal school experiences inspiring 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

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	8
Student Learning .....	12
School Processes & Programs .....	14
Perceptions .....	17
Priority Problem Statements .....	20
Comprehensive Needs Assessment Data Documentation .....	21
Goals .....	23
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. ....	23
Goal 2: Strategic Design Goal 9: In collaboration with families community, Katy ISD will actively support the well-being of students and staff. ....	35
Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support and retain high quality staff members. ....	41
Goal 4: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students. ....	43
Title I .....	44
1.1: Comprehensive Needs Assessment .....	44
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	44
2.2: Regular monitoring and revision .....	45
2.3: Available to parents and community in an understandable format and language .....	45
2.4: Opportunities for all children to meet State standards .....	45
Instructional Program Review and Enhancement .....	45
Targeted Support for At-Risk Students .....	45
Professional Development for Staff .....	46
High-Quality Instruction .....	46
Programs that Enhance Student Growth .....	46
2.5: Increased learning time and well-rounded education .....	46
2.6: Address needs of all students, particularly at-risk .....	47
3.1: Annually evaluate the schoolwide plan .....	47
4.1: Develop and distribute Parent and Family Engagement Policy .....	48
4.2: Offer flexible number of parent involvement meetings .....	48
Title I Personnel .....	49
2024-2025 Needs Assessment Team .....	50
Campus Advisory Team .....	51
Campus Funding Summary .....	52
Addendums .....	53

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The 2024 CAT and CNA Team Members- Felicia Ashabranner- Principal, Patty Wagner- AP, Jennifer Studdard- Coach/Teacher, Michelle Bolt- AST Title 1, Nicole Bigelow-Morre- AST title 1, Kelly Gundy -Teacher, Kathleen Barajas- Teacher, Vivian Muldune & Kristi Valdez- District Representative, Mr. Walker and Kent Wilson- Community Rep, Melva Moreno-Parent, Ashleigh McCall- Parent, Susan Carey- Para, and Erica Glover-Para

Mayde Creek Elementary is a Katy ISD, Title I neighborhood school built in 1983. We celebrate 41 years old as an elementary campus serving Pre-K through 5th-grade students. The campus currently houses various special education programs such as ECSE, CAP, and LIFE Skills.

Our campus consistently strives to build relationships with the students and teachers. Systems, structures, and collaboration lead our school toward academic success. Morning meetings are consistently done at MCE so that we can find more time to focus on the social and emotional learning of all students. The guidance counselor provides extra services when needed like T-Chat from the support from the community and district. Due to a lack of support at home, our students rely on our staff to teach them and guide them with de-escalation techniques to handle situations that do not go their way. Our school recently had three staff members retire, some moved to the newer schools built in KISD and many also moved to other districts. Our staff embraces the opportunity to gain new knowledge from the new hires, but we also continue to lose staff to newer and younger buildings. At MCE we provide a variety of support systems like two days of planning, extended planning, and professional learning communities. Our school may be old, but we strive for change and look at it as an opportunity for greatness.

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on February 14, 2024, and again on March 20, 2024 to develop the CNA. The meetings were held in the principals office starting at 2:00 p.m. on both dates.

At the first meeting on February 14, Ms. Ashabranner began the meeting with introductions. Then, Ms. Ashabranner shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I T earn was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Ms. Ashabranner then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Ms. Ashabranner lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at specific data points to identify strengths and problems from 2023-2024 school year. Ms. Ashabranner thanked everyone for their participation and reminded everyone of the second CNA meeting on May 20, 2024.

At the second meeting on May 20th, the school support team reviewed the listed data and prioritized the information into strengths and

problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Ms. Ashabrunner lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top five problems.

The staff will review it on August 8, 2024.

It will be reviewed Campus Advisory Meeting Dates: October 2, 2024, December 4, 2024, February 12, 2025 and March 19, 2025. February 12 and March 19 will also serve as our CNA dates with our CAT team. Others will be included as needed.

**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

#### **Student Data: Student Groups**

- Race and ethnicity data, including the 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

#### **Priority Problem Statements:**

- 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 and encourages quality trained staff to feel empowered to stay at MCE.
- 2024 STAAR data from the previous year reveals that grades 3rd to 4th grade showed a decrease in meet and masters in both ELAR and math.
- 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters.
- Small group instruction in reading and math is not implemented with consistency across the campus.
- Staff does not feel adequately equipped to handle students with significant behavioral challenges.



# Demographics

## Demographics Summary

The 2024-2025 campus improvement plan focuses on the attendance data from 2023-2022, 2021-2020, and 2020-2021 school years. Utilizing the demographic information from the 2022-2023 Texas Academic Performance Report, our attendance percentages have gradually decreased, and chronic absenteeism has increased by 6.9%

\*The 2023-2024 TAPR report has not yet been released.

Texas Education Agency <b>2022-23 Attendance, Graduation, and Dropout Rates (TAPR)</b> MAYDE CREEK EL (101914111) - KATY ISD - HARRIS COUNTY													
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	94.3%	<b>92.7%</b>	92.7%	92.4%	93.8%	*	94.1%	-	89.9%	92.2%	92.3%	93.7%
2020-21	95.0%	95.6%	<b>94.7%</b>	94.1%	94.8%	94.3%	*	98.0%	-	94.3%	94.7%	94.4%	96.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	14.2%	<b>24.1%</b>	24.9%	26.0%	18.6%	*	12.8%	-	35.7%	25.0%	27.6%	16.6%
2020-21	15.0%	10.3%	<b>17.2%</b>	19.8%	17.4%	15.7%	*	0.0%	-	23.5%	19.4%	19.8%	8.3%

MCE teachers actively monitor attendance. The campus administration and the ADA clerk utilize RAAWEE to inform parents of their child's absences. MCE partners with our families to provide support as needed.

Utilizing the 22-23 TAPR report, the following is a breakdown of MCE student enrollment.

Student Information	Campus	
	Count	Percent
Total Students	822	100.0%
<b>Students by Grade:</b>		
Early Childhood Education	21	2.6%
Pre-Kindergarten	61	7.4%
Pre-Kindergarten: 3-year Old	0	0.0%
Pre-Kindergarten: 4-year Old	61	7.4%
Kindergarten	118	14.4%
Grade 1	126	15.3%
Grade 2	119	14.5%
Grade 3	106	12.9%
Grade 4	129	15.7%
Grade 5	142	17.3%
<b>Ethnic Distribution:</b>		
African American	291	35.4%
Hispanic	332	40.4%
White	97	11.8%
American Indian	3	0.4%
Asian	49	6.0%
Pacific Islander	0	0.0%
Two or More Races	50	6.1%

Mayde Creek Elementary currently provides various educational programs based on the diversity of its student population. Examples of these programs include ESL, Gifted and Talented, Special Education, Multi-Tiered System of Support (MTSS), and Section 504. The percentages of the enrollment in these programs are listed below:

Economically Disadvantaged	669	81.4%
Non-Educationally Disadvantaged	153	18.6%
Section 504 Students	25	3.0%
EB Students/EL	182	22.1%
Students w/ Disciplinary Placements (2021-22)	1	0.1%

Mayde Creek Elementary is a 100% Title I campus. Both MCE's at-risk percentage and mobility rate are above the State's percentages.

	Membership			
	Campus			
Student Information	Count	Percent	District	State
Students w/ Dyslexia	54	6.6%	6.7%	5.5%
Foster Care	4	0.5%	0.2%	0.2%
Homeless	19	2.3%	0.8%	1.3%
Immigrant	27	3.3%	6.1%	2.2%
Migrant	0	0.0%	0.0%	0.3%
Title I	822	100.0%	17.0%	64.6%
Military Connected	30	3.6%	3.9%	3.6%
At-Risk	500	60.8%	46.4%	53.3%

<b>Mobility (2021-22):</b>				
Total Mobile Students	195	27.2%	13.0%	16.8%
By Ethnicity:				
African American	99	13.8%	3.0%	3.3%
Hispanic	61	8.5%	5.5%	8.7%
White	17	2.4%	2.4%	3.4%
American Indian	0	0.0%	0.0%	0.1%
Asian	11	1.5%	1.5%	0.7%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	7	1.0%	0.6%	0.6%
Count and Percent of Special Ed Students who are Mobile	30	21.3%	13.5%	18.6%
Count and Percent of EB Students/EL who are Mobile	33	19.9%	19.2%	17.1%
Count and Percent of Econ Dis Students who are Mobile	150	27.3%	18.8%	18.7%

### Demographics Strengths

- Mayde Creek Elementary (MCE) is rich in cultural diversity. This exposure to various cultures and backgrounds provides our students with enriching experiences, allowing

them to learn about and appreciate the world beyond the immediate Katy, Texas area.

- With the increasing diversity among our student population, Mayde Creek Elementary (MCE) is becoming a microcosm of society. This diverse environment fosters the development of lifelong skills and enhances our students' ability to collaborate with peers from various backgrounds. We are proud to observe that MCE students demonstrate a high level of acceptance and inclusivity towards new students, regardless of race or ethnicity.
- Mayde Creek Elementary (MCE) is a Title I campus, which grants our students access to additional resources thanks to the extra funding.
- Mayde Creek Elementary is a CEP campus, which means students get free breakfast and lunch every day!

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The increasing diversity and high mobility rates at (MCE), highlight a critical need for enhanced professional development and additional resources. MCE faces challenges in providing effective, differentiated instruction for at-risk and high-mobility students. There is also a need to ensure that staff are well-trained and feel empowered to remain at MCE. **Root Cause:** The experiences of our teaching staff do not align with the growing and changing diversity of our student population. This mismatch necessitates enhanced teacher support to effectively address student needs. Additionally, building supportive structures is crucial for retaining highly qualified teachers at Mayde Creek Elementary.

**Problem Statement 2:** Mayde Creek Elementary (MCE) is experiencing significantly lower average daily attendance compared to the district average. This issue affects student learning outcomes and overall school performance, indicating a need for targeted strategies to improve attendance rates and ensure that students consistently benefit from the educational opportunities provided. **Root Cause:** The significantly lower average daily attendance at MCE is likely due to a combination of factors, including high mobility rates, socio-economic challenges, and a lack of engagement or connection with the school environment. These issues contribute to inconsistent student attendance and require targeted interventions to address underlying barriers and improve overall attendance rate.

# Student Learning

## Student Learning Summary

Professional development opportunities at Mayde Creek Elementary are tailored to address the specific needs of students and the experience levels of campus teachers. Teachers actively apply knowledge gained from conferences, Katy Independent School District (KISD) professional development sessions, and job-embedded workshops facilitated by the campus instructional coach. These initiatives have resulted in positive advancements across academic disciplines, benefiting students. Furthermore, teachers have received specialized training through Project Class, enhancing their ability to foster strong social skills development among students.

The 'Approaches' reporting category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. In the 'Meets' category, students have a high likelihood of success in the next grade or course but may benefit from some short-term, targeted educational intervention. The 'Masters' category indicates that students have mastered all content and are highly likely to succeed in the next grade level.

The chart below shows how students performed on the 2024 STAAR Assessments. MCE leadership will emphasize providing support for math, reading, and science instruction.

Grade Level	Approaches	Meets	Masters
3rd Grade ELAR	76%	48%	24%
3rd Grade Math	67%	35%	16%
4th Grade ELAR	82%	35%	14%
4th Grade Math	62%	32%	12%
5th Grade ELAR	83%	57%	29%
5th Grade Math	75%	45%	18%
5th Grade Science	55%	22%	6%

\*updated reflecting 23-24 scores.

## Student Learning Strengths

When reviewing 2023-2024 STAAR data, MCE students showed the following strengths: ALL TESTS showed an overall +4 AMM.

- Reading 3rd-5th showed a +4 AMM.
- Math in 3rd-5th showed a +5 AMM.
- Science 5th showed a +4 AMM.

	# Tested		% Approaches Gr Lvl		% Meets Gr Lvl		% Masters Gr Lvl		AMM Avg		Change AMM Avg
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
Mayde Creek*	874	843	64%	71%	36%	39%	13%	17%	38	42	● 4

#### Reading Grades 3rd-5th

Mayde Creek*	367	356	74%	80%	46%	47%	17%	22%	46	50	● 4
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#### Math Grades 3rd-5th

Mayde Creek*	368	357	61%	68%	32%	38%	12%	15%	35	40	● 5
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Science, 5th -MCE was one of the only 5 campuses in KISD that showed growth from the 2023 Science STAAR to the 2024 Science STAAR.

	# Tested		% Approaches Gr Lvl		% Meets Gr Lvl		% Masters Gr Lvl		AMM Avg		Change AMM Avg
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
District	7,017	7,066	77%	70%	50%	40%	27%	20%	51	43	● -8
Mayde Creek*	139	130	46%	55%	20%	22%	6%	7%	24	28	● 4

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. **Root Cause:** Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.

**Problem Statement 2 (Prioritized):** 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. **Root Cause:** Hands-on learning has not been effectively and consistently implemented in science across all grade levels.

**Problem Statement 3 (Prioritized):** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

# School Processes & Programs

## School Processes & Programs Summary

Mayde Creek Elementary (MCE) celebrates a rich history of diversity among both students and staff. Our campus theme, "Shine Bright: Where every GATOR is a STAR!", embodies our commitment to fostering a supportive and inclusive learning environment.

Our dedicated faculty, staff, parents, and volunteers are united in our mission to cultivate lifelong learners who embody qualities of productivity, self-reliance, and compassion. At MCE, we prioritize continuous improvement aligned with our school mission, vision, and core values. We serve a community that thrives on consistent support.

MCE emphasizes the importance of creating a safe and nurturing learning environment where students can develop a growth mindset and embrace continuous learning. Our unwavering dedication ensures that every decision and action revolves around the well-being and success of our students. When students encounter challenges in mastering skills, we promptly adjust instructional strategies, school contexts, and organizational approaches to support their growth and achievement.

Mayde Creek Elementary (MCE) is committed to delivering high-quality instruction aligned with the Katy ISD curriculum based on the Texas TEKS. Our approach to assessment includes detailed analysis and disaggregation of data to pinpoint critical skills and expectations at the onset of each formative assessment period. Across Kindergarten through fifth grade, we utilize a range of assessments including STAAR (for grades 3-5), Interims (STATE level), Amira, KISD DLAs, DreamBox, and campus-specific assessments to identify student strengths and areas needing growth.

The administrative team actively participates in weekly planning sessions to ensure tailored support for each grade level. Additionally, MCE schedules Professional Development and learning walks to foster vertical collaboration among teachers and to observe instructional practices.

For the 2024-2025 school year, we welcome four new teachers to our team. New teachers to Katy, especially those with limited experience, are paired with campus mentors and receive monthly meetings to support their professional growth. Our Instructional Coach provides modeled lessons in classrooms and offers observations and feedback to promote best practices in teaching.

At MCE, our school community takes pride in our safe, positive environment focused on academic excellence and a strong sense of "family." We emphasize holistic development beyond standardized testing, aiming to build social character alongside academic skills. Our commitment centers on keeping students at the forefront of all decisions and actions.

To reinforce positive behavior and academic achievement, MCE implements the Gator CHOMP CHOMPS program. Students earn CHOMP CHOMPS which they can redeem for items at the Gator Store. Regular Gator Rallies spotlight students demonstrating academic growth, social/emotional progress, and exceptional attendance. Staff members who foster a culture of acceptance, encouragement, and growth are also recognized.

Furthermore, MCE incentivizes attendance with weekly tickets to earn prizes at Gator Rallies. These initiatives aim to create a supportive and motivating environment where every student can thrive academically and socially.

Mayde Creek Elementary (MCE) employs a Multi-Tiered System of Support (MTSS) to address student academic, behavioral, and well-being needs through structured interventions and continuous monitoring. Teachers and support staff implement interventions tailored to individual student needs, documenting progress and effectiveness during MTSS meetings. These meetings, facilitated by the instructional coordinator and attended by administrators, teachers, and support staff, assess the impact of interventions. If students show insufficient progress despite interventions, the MTSS Committee convenes to determine if adjustments or further evaluations are necessary.

Intervention groups at MCE receive personalized learning plans and undergo regular monitoring, with progress reviewed every nine weeks or as required by the MTSS Collaborative team. This collaborative approach ensures that students performing below standard in content areas receive targeted support to enhance their academic achievement and overall well-being.

## Social / Emotional & Career Development:

The entire MCE campus implemented Project Class for the 2023-2024 school year. Project CLASS (Children Learning Appropriate Social Skills) improves children's behavior and learning readiness. Project CLASS training equipped MCE teachers with resources to teach their students the core-foundation social and learning readiness skills. Project Class training for new MCE staff will occur in August 2024.

MTSS-B is facilitated by the Instructional Coordinator. Meetings are set up regularly with classroom teachers and the school counselor to identify students who are struggling emotionally and/or behaviorally. A plan of action is developed to support MCE students.

The school counselor provides small group and individual counseling to MCE students by utilizing a variety of resources. A few of these programs include the KEYS and PALS mentor programs fostering positive relationships and addressing at-risk students' social and/or emotional needs to help minimize barriers to their learning.

The Character Strong program continues to be implemented focusing on character-building and developing a positive school culture for ALL students/staff.

MCE utilizes the Katy ISD app called SpeakUP. It is an anonymous bully prevention app that allows students to report concerns they may have. MCE also plans activities during Bullying Prevention Month supporting the district's initiative to prevent bullying.

Mayde Creek Elementary (MCE) hosts multiple Parent Nights throughout the school year to foster family engagement and support student development across academic, social/emotional, career, and parenting domains. These sessions are facilitated by counselors, teachers, and administrators, covering a range of topics relevant to parents and guardians.

Parent Nights may be integrated into other scheduled events to maximize participation and convenience for families. They serve as valuable opportunities for parents to interact with school personnel, gain insights into their child's educational experience, and receive guidance on supporting their child's growth and learning.

By offering these informative sessions, MCE aims to strengthen the partnership between school and home, ensuring collaborative efforts to enhance student success both inside and outside the classroom.

Together, MCE and the PTA organize and facilitate activities and events that celebrate and promote cultural diversity within the school community. By partnering with the PTA, MCE ensures that students have opportunities to learn about different cultures, traditions, and perspectives. These experiences not only foster appreciation for diversity but also promote inclusivity and understanding among students, staff, and families.

Through these collaborative efforts, MCE and the PTA strive to create a supportive and culturally rich environment where every student feels valued and respected.

Mayde Creek Elementary (MCE) provides a variety of extracurricular activities for students in grades 3-5 to enrich their educational experience and promote personal development. These activities include:

1. **Choir:** Opportunities for students to explore and develop their vocal talents through musical education and performance.
2. **Orff-Ensemble:** Engagement in ensemble-based music education using Orff instruments, promoting creativity and teamwork.
3. **Student Council:** Leadership development and civic engagement opportunities for students to contribute to school decision-making and community service.
4. **Safety Patrol:** Responsibilities for 5th-grade students to assist in maintaining a safe environment at school, fostering responsibility and leadership skills.

These extracurricular offerings at MCE not only complement academic learning but also encourage social interaction, creativity, and leadership among students. They play a vital role in promoting a well-rounded education and fostering a positive school community.

## School Processes & Programs Strengths

Teachers at Mayde Creek Elementary (MCE) are keenly aware of the importance of implementing best instructional practices with a sense of urgency. Administrators actively support this commitment by providing teachers with both material and financial resources, as well as dedicated time to participate in professional development opportunities that align closely with curriculum goals and objectives.

This collaborative effort ensures that teachers have the necessary tools and support to continuously enhance their instructional strategies, keeping pace with evolving educational standards and student needs. By prioritizing ongoing professional development, MCE aims to foster a culture of excellence in teaching that directly benefits student achievement and overall school success.

Teachers at Mayde Creek Elementary (MCE) diligently accommodate special populations by implementing targeted interventions and creating individualized instructional plans tailored to meet diverse student needs. The school benefits from Title I funding, which provides crucial personnel and material support specifically for students falling into categories that designate MCE as a full Title I campus.

These funds not only facilitate the provision of additional academic support but also enhance the integration of technology into teaching and learning processes. This technological integration is instrumental in addressing the Texas Essential Knowledge and Skills (TEKS) curriculum standards, ensuring that all students receive a robust and inclusive education.

Through the strategic allocation of Title I resources, MCE remains committed to promoting equity and excellence in education, empowering every student to achieve their fullest potential.

Mayde Creek Elementary (MCE) effectively utilizes the Multi-Tiered System of Support (MTSS) to assess and refer students to appropriate academic, behavioral, or well-being interventions based on their individual needs. Interventions are implemented to address these needs, and regular follow-up meetings ensure adjustments are made as necessary to support student progress.

To further support student learning, Title I, ESL, and Academic Support teachers at MCE provide small-group learning environments tailored to meet specific student needs. These focused settings allow for personalized attention and targeted instruction to enhance academic achievement.

Additionally, MCE offers tutorials designed to provide students with additional, targeted instruction in areas where they may need extra support. These tutorials serve to reinforce learning and help students achieve their academic goals.

By integrating these approaches, MCE demonstrates a commitment to meeting the diverse needs of its student population through structured interventions, personalized learning environments, and targeted academic support initiatives.

Students use technology to enhance engagement and strengthen content knowledge. Students in grades 3rd-5th will be given a device for them to use at home and school. MCE utilizes the support of our Classroom Technology Designer to implement technology in our lessons.

Student Council was reimplemented during the 23-24 school year. It promoted a safe and orderly environment for academic achievement and service to others.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

# Perceptions

## Perceptions Summary

At Mayde Creek Elementary (MCE), our dedicated staff prioritizes creating a safe and positive learning environment where every student can thrive. We implement Project Class to provide essential social, emotional, and behavioral support, recognizing that these elements are crucial for achieving academic success and nurturing lifelong learners.

As part of our commitment to maintaining a productive and respectful learning atmosphere, we utilize CHAMPS strategies. These strategies are designed to teach students routines and expectations, ensuring a structured and conducive environment for learning.

In our efforts to foster character development and social-emotional growth, MCE promotes the Purposeful People/Character Strong curriculum through comprehensive guidance lessons. These lessons aim to instill values and skills that support students' overall well-being and success.

Our school counselor plays a pivotal role in meeting the diverse needs of our students by offering guidance, support, and counseling services. They also extend their support to families in need, ensuring that both students and their families receive the necessary resources and assistance.

Through these initiatives, MCE remains committed to nurturing a nurturing environment where every student feels supported, valued, and empowered to achieve their full potential.

Every morning students chant the Gator CHOMP.

C - Commit to Excellence

H - Help Others

O -Own Your Actions

M - Make Great Choices

P - Practice Problem Solving

At Mayde Creek Elementary (MCE), our master schedule includes dedicated time each morning for teachers to conduct meetings five days a week. These morning meetings focus on promoting essential life skills such as social skills and conflict resolution strategies among students.

We are committed to providing an exceptional experience for every visitor who enters the doors of MCE. Parents and family members actively participate in a variety of school-wide and grade-level events, fostering a strong sense of community and engagement.

To ensure effective communication and transparency, MCE utilizes a range of communication channels. These include social media platforms such as Facebook, Twitter, and SeeSaw, parent links like PowerSchool, Remind messaging, our school website, Gator News publications, updates on the marquee, and the distribution of hard copies of information. These efforts are designed to keep MCE families well-informed about school activities, events, and important updates.

Through these initiatives, MCE strives to maintain open communication, promote community involvement, and provide a welcoming environment where every visitor and family member feels valued and connected to our school community.

## **MCE is about A+ Customer Service**

- **Respectful Tones Throughout the Building.....KIDS First**
- **Love and compassion.....KIDS First**
- **Growth Mindset.....KIDS First**
- **Recess/Specials are sacred.....KIDS First**
- **Zeroes are not encouraged.....KIDS First**
- **Collaboration and TEAM work.....KIDS First**
- **RESPECT- We are ALL created differently and we ALL think and process differently.....KIDS First**

# **Mayde Creek Elementary Campus Goals-2024-2025**

## **Academic Growth (PreK-5th)**

- **Approaches/Meets/Masters (STAAR)**
- **HB3 (House Bill 3)**
- **Assessments-CBA (math), LMA (ELAR), Check Points (math), (Common Based Assessments), DLAs Science, Amira 1-5, Fall K Spring, TxKEA (kinder)**
- **DreamBox K-5**
- **Math Progressions K-5**
- **3rd- 5th graders will utilize the ADI- argument-driven inquiry and regularly practice applying science skills with step scopes and the 5E model.**
- **Learning Walks/Learning Labs**
- **Focused Admin. Team Walkthroughs**

## **Social, Emotional, and Engagement**

- **Attendance- Students and Staff will be on time and ready to learn in the classrooms by 7:50**
- **Project Class**
- **KISD Behavior Interventionist**
- **Purposefull People**

## **Culture and Climate**

- **MCE will focus on Effective Schools Framework Levers 1,3,5 with an emphasis on Effective Communication between all stakeholders.**

## **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.**
- **The online SpeakUp anonymous bully prevention app is helpful and allows the staff to identify harassing behaviors of the students towards other students.**
- **Mayde Creek Elementary is a designated Project Class campus. Project Class provides personnel support for the ongoing implementation of Project Class,**
- **The school can utilize district behavior specialists, LSSP, and MTSS and MTSS -B collaborative that focus on behavior as well as academic concerns for students.**

- For the 2024-2025 school year, we will continue to implement the Purpose Full People curriculum. Teachers will utilize the monthly topics to aid in discussions during the class Morning Meeting.
- To support character building and PBIS, teachers conduct daily morning meetings/community circles in their classrooms. The morning meetings help build relationships with the students, and they are a way to support social-emotional learning.
- Local Agencies provide backpacks, school supplies, non-perishable food items and games to help our children whose families are in financial need.
- Local businesses provide partnerships to build community relationships.
- MCE Gifted & Talented Program services the needs of those students that qualify within our campus. During the 24-25 school year, we will pilot a new process to test students in the younger grades with the help of KISD proctors. Data will hopefully help lead us to grow the GT population at MCE.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

# Priority Problem Statements

**Problem Statement 1:** 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters.

**Root Cause 1:** Hands-on learning has not been effectively and consistently implemented in science across all grade levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores.

**Root Cause 2:** Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The increasing diversity and high mobility rates at (MCE), highlight a critical need for enhanced professional development and additional resources. MCE faces challenges in providing effective, differentiated instruction for at-risk and high-mobility students. There is also a need to ensure that staff are well-trained and feel empowered to remain at MCE.

**Root Cause 3:** The experiences of our teaching staff do not align with the growing and changing diversity of our student population. This mismatch necessitates enhanced teacher support to effectively address student needs. Additionally, building supportive structures is crucial for retaining highly qualified teachers at Mayde Creek Elementary.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students.

**Root Cause 4:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** HB3: The percent of Mayde Creek Elementary 3rd grade - 5th grade students who achieve meets or above in Math will increase by 5% from 2024 STAAR by June 2025 .

**HB3 Goal**

**Evaluation Data Sources:** 2024-25 Accountability Ratings  
Interims  
CBA and District Math Checkpoint Assessments  
Data Binders with anecdotal notes

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers, Academic Support Teachers, SPED teachers, ESL teachers will work with the instructional leaders to develop and implement rigorous and aligned CBAs that include spiral review questions. Teachers will utilize data binders to track TEKS growth, Approaches, Meets, and Masters for CBAs and District Math Checkpoints. Students will have data folders where they track individual TEKS, and Campus Based Assessment scores. They will also provide intervention in and outside of the classroom.  <b>Strategy's Expected Result/Impact:</b> Students are expected to show growth across campus and district math assessments, as well as on DreamBox.  <b>Staff Responsible for Monitoring:</b> 3rd- 5th grade Math Teachers, Academic Support Teachers (AST), Assistant Principals, Principal, and Instructional Coach.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$233,134, - 199 - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During weekly planning sessions, teacher learning walks, and long range planning the instructional coach will model, guide, and share expectations for whole group and small group instruction. <b>Strategy's Expected Result/Impact:</b> Strengthen the instruction across the grade level. Campus data from Dreambox, Learning Checkpoints and CBAs will improve. <b>Staff Responsible for Monitoring:</b> Classroom teachers, coaches, and administration.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff members will be provided online instructional materials for independent practice that will spiral in low performing TEKS. <b>Strategy's Expected Result/Impact:</b> All staff members and students will be provided instructional materials, online subscriptions, technology and tutorials to increase student achievement. <b>Staff Responsible for Monitoring:</b> Teachers, Coach and Principals  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Online Subscription Reflex/Frax - 211 - Title I Part A - \$4,800	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. <b>Root Cause:</b> Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.
<b>Problem Statement 2:</b> 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. <b>Root Cause:</b> Hands-on learning has not been effectively and consistently implemented in science across all grade levels.





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

**Performance Objective 2:** HB3: The percent of Mayde Creek Elementary 3rd -5th grade students who achieve Meets or above in Reading will increase by 5% in each grade level from the 2024 STAAR by June 2025

**HB3 Goal**

**Evaluation Data Sources:** Data Binders with anecdotal notes  
2024-25 STAAR  
Amira, Learning Module Assessments, Growth Measure, and Campus Skill Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The instructional coach will utilize HMH teacher guides during weekly planning to model lesson enhancements/lifts. Administrators, Academic Support Teachers, IC's will use classroom learning walks to monitor implementation of enhanced HMH lessons.  <b>Strategy's Expected Result/Impact:</b> We expect to see growth in the student performance on learning module assessments from one module to the next. <b>Staff Responsible for Monitoring:</b> Instructional coach and Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will have data binders where they track TEKS, Approaches, Meets, and Masters. Students will have data folders where they track individual TEKS, and Learning Module Assessment scores. Following every LMA students will set individual goals and to receive Pop Party invitation where prizes will be rewarded. <b>Strategy's Expected Result/Impact:</b> Students will show growth in Learning Module Assessments. <b>Staff Responsible for Monitoring:</b> AST, principal and coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Supplies and Materials - 211 - Title I Part A - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers and Students will be provided with instructional resources, technology and professional development. <b>Strategy's Expected Result/Impact:</b> Increased data in all content STAAR and district assessments. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Academic Support teachers, and ESL  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$20,000	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. <b>Root Cause:</b> Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.
<b>Problem Statement 2:</b> 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. <b>Root Cause:</b> Hands-on learning has not been effectively and consistently implemented in science across all grade levels.





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

**Performance Objective 3:** The percentage of all fifth grade Mayde Creek Elementary students who achieve Meets and above in Science will increase from 20% to 25%.

**High Priority**

**Evaluation Data Sources:** 2024-2025 Accountability Ratings.  
CBA and Science DLA Assessments  
Data Binders with anecdotal notes

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will utilize data binders to track TEKS growth, Approaches, Meets, and Masters for CBAs and Science DLAs. Students will have data folders where they track individual TEKS, and Campus Based Assessment scores <b>Strategy's Expected Result/Impact:</b> Students are expected to show growth across campus and district science assessments. <b>Staff Responsible for Monitoring:</b> 5th Grade Science Teachers, Assistant Principals, Principal, Science Instructional Coach  <b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MCE Staff will work with the staff from the Shaw & Outdoor Learning Centers to plan stations that target student learning gaps. These plans will provide students with additional hands-on experiences that wouldn't be possible in the traditional classroom setting. <b>Strategy's Expected Result/Impact:</b> Students will have more hands-on experiences with the TEKS. These experiences, paired with test-taking strategies will increase their knowledge of those TEKS. <b>Staff Responsible for Monitoring:</b> 5th Grade Teachers, Assistant Principal, Principal, Science Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Busses to the event - 211 - Title I Part A - \$1,200	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Argument Driven Inquiry will be utilized in 3rd-5th grade classrooms. <b>Strategy's Expected Result/Impact:</b> Strengthen hands on instruction across the campus. Students are expected to show growth across campus and district science assessments. <b>Staff Responsible for Monitoring:</b> Grade level teachers, Assistant Principals, Principal, Science Instructional Coach  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers and Students will be provided with instructional resources, technology and professional development. <b>Strategy's Expected Result/Impact:</b> Increased data in all content STAAR and district assessments. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Academic Support teachers, and ESL  <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$20,000	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:





Demographics
<b>Problem Statement 1:</b> The increasing diversity and high mobility rates at (MCE), highlight a critical need for enhanced professional development and additional resources. MCE faces challenges in providing effective, differentiated instruction for at-risk and high-mobility students. There is also a need to ensure that staff are well-trained and feel empowered to remain at MCE. <b>Root Cause:</b> The experiences of our teaching staff do not align with the growing and changing diversity of our student population. This mismatch necessitates enhanced teacher support to effectively address student needs. Additionally, building supportive structures is crucial for retaining highly qualified teachers at Mayde Creek Elementary.
Student Learning
<b>Problem Statement 2:</b> 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. <b>Root Cause:</b> Hands-on learning has not been effectively and consistently implemented in science across all grade levels.

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

**Performance Objective 4:** At-risk students in 1st grade -5th grade who do not meet district and state testing requirements in reading and/or math, will have the opportunity to attend after school tutoring or and 3 week Summer Learning Academy.

**High Priority**

**Evaluation Data Sources:** Student progress will be tracked through estar.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MCE will provide after school tutoring in the fall and Spring and one session of a 12 day summer learning academy to meet state required intervention. <b>Strategy's Expected Result/Impact:</b> It is expected that students will have a head start for the 25-26 school year in either reading, math and or science. <b>Staff Responsible for Monitoring:</b> 1 AP and Teachers hired for summer school.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> salary of staff for summer - 211 - Title I Part A - \$5,000, salary of staff for summer - 211 - Title I Part A - \$52,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and Students will be provided with instructional resources, technology and professional development. <b>Strategy's Expected Result/Impact:</b> Increased data in all content STAAR and district assessments. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Academic Support teachers, and ESL  <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. <b>Root Cause:</b> Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.</p> <p><b>Problem Statement 2:</b> 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. <b>Root Cause:</b> Hands-on learning has not been effectively and consistently implemented in science across all grade levels.</p>

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

**Performance Objective 5:** Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

**Performance Objective 6:** ESF: 90% of Mayde Creek Elementary ELAR, Math, and Science teachers will be proficient at designing and implementing quality lessons evidenced by periodic data collected through campus walk throughs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Learning walks will occur to determine if there is alignment between lesson plans and classroom implementation by utilizing a campus-designed feedforward directives form. <b>Strategy's Expected Result/Impact:</b> Adult behaviors will change based on learning walk feedforward directives and coaching cycles/T-Tess. <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Subs for Learning Walks - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize a computer monitoring program to ensure students are working independently on the correct programs. <b>Strategy's Expected Result/Impact:</b> Quality independent work <b>Staff Responsible for Monitoring:</b> Teachers, coach, and Administrators  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Go Guardian - 211 - Title I Part A - \$1,792.50	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers and Students will be provided with instructional resources, technology and professional development. <b>Strategy's Expected Result/Impact:</b> Increased data in all content STAAR and district assessments. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Academic Support teachers, and ESL  <b>Problem Statements:</b> Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$10,000		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 6 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. <b>Root Cause:</b> Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.
<b>Problem Statement 3:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.
School Processes & Programs
<b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.
Perceptions
<b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

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

**Performance Objective 1:** By the end of the 24-25 academic year, 90% of classrooms with the expectation of special education units will demonstrate 90% positive behavioral engagement during classroom activities, as measured in five-minute observational periods conducted monthly.

**Evaluation Data Sources:** monthly observations, walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers and staff with quality professional development in Project Class, CHAMPS, PurposeFull and Social Emotional Learning so that teachers have skills, strategies and tools to manage student behavior so that students have a well rounded education. <b>Strategy's Expected Result/Impact:</b> Students will feel happy, safe and secure at MCE! There will be a decrease in student office referrals. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals, Campus PBIS/PP Team Members  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Project Class - 211 - Title I Part A - \$12,500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement strategies and activities to encourage kind and appropriate behavior among all students. Teach the students about going into the calm down corner tent and how to use the calm down corner materials for de-escalation of behavior. <b>Strategy's Expected Result/Impact:</b> Decrease bullying related discipline incidences. Utilize the districts app to monitor bully cries for help and address these on the campus immediately. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Attend professional development in order to gain knowledge about how to support students at risk.	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.
School Processes & Programs
<b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.
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<b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.





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

**Performance Objective 2:** Mayde Creek Elementary will create events to encourage involvement before, during, and after school.

**Evaluation Data Sources:** ADA attendance for students and Kronos/ Frontline for staff

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Mayde Creek Elementary will plan, organize and host a campus wide Open House, Third Grade STAAR Breakfast, Museum Night, Literacy Night and multicultural night. These events will allow students and parents to interact with teachers and staff, as well as review curriculum. Parents will get the Parent and Family Engagement Policy and Student Compact during these events. This will also be provided on the website, Gator News and at all PTA events.  <b>Strategy's Expected Result/Impact:</b> These strategies will result in opportunities for students and parents to actively participate and enjoy these subjects with teachers and staff, as well as gain a better understanding of the curriculum. Sign in sheets-with names of students and parents who attended will be our documentation. Third Grade Parents will learn about the STAAR test and ways to support their children at home.  <b>Staff Responsible for Monitoring:</b> AP's and AST  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Parental Involvement Activities- Children's Museum Fall - 211 - Title I Part A - \$2,850, STAAR Meeting Supplies - 211 - Title I Part A - \$200	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Mayde Creek Elementary will host a Virtual Parent Ready Rosie Workshop for PK-2 to enhance language instruction programs for ELs. MCE will also host an annual Pre-K and Kindergarten Round Up in the Spring. We will invite all incoming Pre-K and Kindergarten students and their families to help them feel more connected with the MCE family and prepare for success as a Pre-K and Kindergarten student.</p> <p><b>Strategy's Expected Result/Impact:</b> This fall strategy will help the students build a home learning environment that assists in academic readiness. Provide family engagement for families of ELs through the use of the Ready Rosie resource. Sessions will be in English and Spanish. The Spring strategy will result in a smoother transition for the children and answer any questions or concerns of parents. Virtual sign-In sheets and actual enrollment will be our documentation for both programs. During the Spring presentation, teachers will take students and show them the school and get acquainted with them.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K, Kindergarten teachers, Administration, Academic Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Mayde Creek Elementary will hold 5th grade transition meetings with feeder junior high.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th graders will have a smooth transition to junior High and will learn more about college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Mayde Creek Elementary will create a student attendance incentive each nine weeks with monthly parent communications, to ensure student and staff attendance increases. <b>Strategy's Expected Result/Impact:</b> Mayde Creek Elementary will see an overall students attendance gain to 0.5%. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> At Mayde Creek Elementary, teachers, staff and administrators will educated all parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school. <b>Strategy's Expected Result/Impact:</b> Daily average attendance will improve in comparison to the 22-23 school year. <b>Staff Responsible for Monitoring:</b> AP's and teachers  <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The increasing diversity and high mobility rates at (MCE), highlight a critical need for enhanced professional development and additional resources. MCE faces challenges in providing effective, differentiated instruction for at-risk and high-mobility students. There is also a need to ensure that staff are well-trained and feel empowered to remain at MCE. <b>Root Cause:</b> The experiences of our teaching staff do not align with the growing and changing diversity of our student population. This mismatch necessitates enhanced teacher support to effectively address student needs. Additionally, building supportive structures is crucial for retaining highly qualified teachers at Mayde Creek Elementary.
Student Learning
<b>Problem Statement 3:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

School Processes & Programs
<p><b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.</p>
Perceptions
<p><b>Problem Statement 1:</b> Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. <b>Root Cause:</b> The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.</p>

**Goal 3:** Strategic Design Goal 6: Katy ISD will attract, develop, support and retain high quality staff members.

**Performance Objective 1:** By June 2024, Mayde Creek Elementary staff will participate in a minimum of ten targeted professional development sessions that are prescriptive.

**Evaluation Data Sources:** Sign in sheets indicating the date that the training was provided. Follow up walk through by instructional coaches and administrators indicating evidence of the training provided. The increase in students scores of formal and informal assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New teachers to the campus will meet with the lead campus mentor as well as their individual mentor whenever they need assistance with any professional needs they may have throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lead Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All certified staff will attend professional development throughout the instructional year in order to ensure they continue their educational growth. <b>Strategy's Expected Result/Impact:</b> Certified staff will bring new ideas to school to assist with meeting the needs of our diverse learners. <b>Staff Responsible for Monitoring:</b> Certified staff- teachers, & administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> registrations for professional development for staff - 211 - Title I Part A - \$6,000, reading materials for PD - 211 - Title I Part A - \$2,000, American Association of Counselors Conference - 211 - Title I Part A - \$2,073.50	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 1:** The increasing diversity and high mobility rates at (MCE), highlight a critical need for enhanced professional development and additional resources. MCE faces challenges in providing effective, differentiated instruction for at-risk and high-mobility students. There is also a need to ensure that staff are well-trained and feel empowered to remain at MCE. **Root Cause:** The experiences of our teaching staff do not align with the growing and changing diversity of our student population. This mismatch necessitates enhanced teacher support to effectively address student needs. Additionally, building supportive structures is crucial for retaining highly qualified teachers at Mayde Creek Elementary.

**Student Learning**

**Problem Statement 1:** 2024 STAAR data shows that students in 4th grade showed a decrease in meets and masters in both ELAR and math from their 2023, 3rd grade scores. **Root Cause:** Small-group instruction was inconsistent and primarily targeted the lowest-achieving MCE students.

**Problem Statement 2:** 2024 Science STAAR data reveals that students in 5th grade showed minimal growth in Meets and Masters. **Root Cause:** Hands-on learning has not been effectively and consistently implemented in science across all grade levels.

**Problem Statement 3:** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

**School Processes & Programs**

**Problem Statement 1:** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

**Perceptions**

**Problem Statement 1:** Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** The challenges with student behaviors and instructional engagement at MCE stem from a lack of consistent behavior management strategies and structures and a lack of ongoing professional development/coaching. These factors contribute to an environment where students may struggle to stay focused and engaged, impacting their overall academic success.

**Goal 4:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

# Title I

## 1.1: Comprehensive Needs Assessment

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

The six steps that our campus follow include:

Establishing and training our site-based planning team

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

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

On Feb. 14, 2024 and March 20, 2024 the Comprehensive Needs Assessment (CNA) was developed by a committee of teachers, administrators and instructional coaches and will be reviewed and/or revised on August 8, 2024.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

CNA/CIP Development Team Members:

## STAFF-

The 2024 CAT, CNA, CIP Team Members- Felicia Ashabranner- Principal, Patty Wagner- AP, Jennifer Studdard- Coach/Teacher, Michelle Bolt- AST Title 1, Nicole Bigelow-Morre- AST title 1, Kelly Gundy -Teacher, Kathleen Barajas- Teacher, Vivian Muldune & Kristi Valdez- District Representative, Mr. Walker and Kent Wilson- Community Rep, Melva Moreno-Parent, Ashleigh McCall- Parent, Susan Carey- Para, and Erica Glover-Para

## 2.2: Regular monitoring and revision

The CNA was created February 14, and March 20, 2024. The staff reviewed it on August 8, 2024 and create the CIP. The CIP will be reviewed by the team throughout the year in October, January, April and June for the annual summative review.

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

The Campus Improvement Plan (CIP) is available in both English and Spanish and can be accessed in the main office as well as on our campus website. All state accountability data and the CIP are consistently accessible online. Parents are regularly informed and provided with resources on how to access their student's data, and are encouraged to review the school's progress and offer feedback, either via social media or through direct conversations with administration.

Additionally, parents have the opportunity to voice their thoughts during specific "Sip, Chat, and Chew" sessions with Principal Ms. Felicia Ashabranner. The CIP is also available for viewing during Title I meetings or in the office at any time. Staff members are familiar with the CIP as they actively participate in its annual revision.

The CIP, Parent and Family Engagement Policy, and School-Parent Compact are available in both English and Spanish. They can be easily accessed through a QR code, as well as through the Gator News and our campus website.

## 2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies aim to provide all students with opportunities to meet or exceed state performance standards across all curricular areas.

The following outlines the activities and initiatives we use to achieve this goal:

### Instructional Program Review and Enhancement

1. **Program Evaluation:** Review all instructional programs and strategies to ensure they are supported by scientifically-based research their effectiveness of mastery.
2. **Use of Manipulatives:** Explore the use of manipulatives across various core subjects to enhance hands-on learning and deepen student understanding of skills and concepts.
3. **Advanced Curriculum:** Implement district approved programs that focus on enriched, rigorous, and accelerated learning for students.
4. **Data Analysis and Adjustments:** Disaggregate student performance data by subgroups to evaluate the effectiveness of our programs, making instructional and programming adjustments as needed.

### Targeted Support for At-Risk Students

1. **Remediation and Tutorials:** Provide fall and spring tutorials for students who failed STAAR or are identified for remediation due to poor progress, economic hardship, or limited access to tutoring outside of school. Small group instruction is organized by age, ability, and academic performance (TELPAS, SPED data, At-Risk status, and historical data such as CBA, DreamBox, Growth Measure, and Amira assessments).

## Professional Development for Staff

Mayde Creek Elementary is committed to ongoing, high-quality professional development for teachers, paraprofessionals, and administrators. We emphasize continuous learning to help students meet academic achievement and growth standards. Our professional development initiatives include:

1. **Needs-Based Training:** Select PD opportunities that meet the needs of all staff, including principals, teachers, paraprofessionals, and parents.
2. **Program-Specific Training:** Provide training for staff on existing programs and initiatives to strengthen their implementation.
3. **Content-Specific PD:** Allow teachers to attend year-round and summer PD on subjects relevant to their teaching assignments.
4. **Collaborative Learning:** Encourage teachers to share knowledge gained from PD with the rest of the staff, promoting collaborative growth.
5. **Time for Collaboration:** Provide dedicated time during and after school for grade-level and content-area teams to meet and plan.

## High-Quality Instruction

To ensure high-quality instruction at MCE, we take the following steps:

1. **Professional Development Attendance:** Teachers are given time off to attend high-quality PD on campus, regionally, and nationally.
2. **Teacher Assignments:** Assign teaching roles based on certification and individual strengths and passions.
3. **New Teacher Training:** Provide professional development for new staff on existing programs.
4. **Teacher Effectiveness Monitoring:** Conduct regular walk-throughs and evaluations based on TTESS guidelines.
5. **Learning Walks:** Offer opportunities for teachers to observe master teachers on and off campus.
6. **Data-Driven Collaboration:** Provide training and time for staff to collaborate on student achievement data, with support from the district assessment office.
7. **Clear Communication:** Establish communication between administration and teachers through assigned grade-level assistant principals.
8. **Staff Recruitment:** Participate in the Katy ISD Job Fair to attract high-quality candidates.
9. **New Teacher Mentorship:** Assign mentors to new teachers and hold monthly support meetings to aid their transition and development.

## Programs that Enhance Student Growth

To further enhance student achievement and growth, we offer a variety of academic and extracurricular programs, including:

1. **Before and After-School Tutorials**
2. **Summer Learning Academy at MCE**
3. **PALS Program**
4. **Online Learning Tools:** Reflex, I-Station, and DreamBox Math
5. **Student Council and Read, Deed, Run Program**
6. **Academic Huddles:** Grade-level huddles (2nd-5th grade) in math, science, and reading for targeted instruction and review.

These comprehensive strategies ensure that every student at Mayde Creek Elementary has the support and opportunities needed to meet state standards and achieve academic success.

## 2.5: Increased learning time and well-rounded education

Teachers receive training in a variety of instructional strategies to meet the diverse needs of each student.

Students who experience learning difficulties are identified through both formal and informal assessments. When a teacher observes a student struggling, data is gathered, and Tier 1, or in-class, interventions are implemented. If the student does not respond to these documented interventions and continues to face challenges, the teacher recommends additional support beyond the classroom. Regular MTSS (Multi-Tiered System of Support) Collaboratives and Kid Chats are held to review and address the needs of individual students. For students in grades K-5, academic support in reading and math is provided through AST (Academic Support Team). Data is continuously collected to monitor progress, and students either exit the MTSS process or advance through the MTSS tiers as needed. If a student progresses through the tiers without improvement, further evaluations may be recommended. Academic support teachers collaborate with classroom teachers to ensure that additional support is provided within the classroom environment, rather than through pull-out programs.

Students can also be identified for gifted and talented (G/T) services through teacher referrals or parent requests. G/T students meet weekly with the G/T teacher, who enriches their curriculum. This year, the G/T teacher is on campus two days a week, and the number of students in the program has grown significantly.

MCE is implementing an Extended Day Tutorial Program in order to increase the learning time and provide additional opportunities for a well-rounded education for all students to be able to understand and master state standards. This tutorial framework was created by the Academic Support Teachers and Instructional Coordinator based on a research based professional development presented by Katy ISD.

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

To help in meeting the needs of our at-risk students, MCE implements a variety of targeted strategies addressing academic, emotional, and social challenges:

Individualized Learning Plans and Progress Monitoring for students who fail state assessments and/or readiness assessments identifying academic strengths and weaknesses with specific goals, interventions and benchmark dates using formative assessment and feedback to track student mastery of skills and adjust the plan as needed.

Professional development that enhances teachers' understanding of how to effectively utilize multiple assessment measures and apply the results to improve instructional practices

Parent and Family Engagement Activities/Events

Project Class Social Learning Opportunities, School Counseling Lessons, School Counseling Social Groups, KEYS Mentors, PALs High School Mentors, Gator Staff Buddies

Positive Behavior Interventions using Gator Chomps System

Various Community Partnerships providing additional resources

## **3.1: Annually evaluate the schoolwide plan**

At MCE, parents actively participate in the development and distribution of the Parent and Family Engagement Policy. This policy is regularly communicated to parents through a variety of channels, ensuring ongoing awareness and involvement. Our campus website consistently provides up-to-date Title I information. In addition, we engage with parents via multiple platforms, including our Facebook & Twitter pages, PTA Facebook page, Remind 101, Instagram, and weekly *Smore Gator News* emails.

Parents are also reminded of the policy during before- and after-school events, where they can view it on our Gator trifold. For easy access, the policy is kept at the front of the school and is available in both English and Spanish.

Throughout the school year, we review data during CAT (Campus Action Team) meetings. Meetings will take place during the following months: October, January, April and June. The administrative team also conducts ongoing formative and summative assessments, making necessary adjustments to the Campus Improvement Plan (CIP) as needed.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Parents have the opportunity to review and revise our Parent and Family Engagement Policy during various before and after-school events. The policy is prominently displayed on our Gator trifold and is also available at the front of the school for easy access. It is provided in both English and Spanish. Additionally, the Campus Advisory Team reviews the policy throughout the year. Copies of the policy are distributed to parents during Parent-Teacher conferences, and it is discussed during these meetings. At every after-school parent event, the policy is available for viewing by all community members.

## **4.2: Offer flexible number of parent involvement meetings**

Each year, we host at least three events dedicated to helping parents learn how to support their children's education at home while also encouraging parental involvement and family engagement at MCE.

This year, we have organized the following events:

Curriculum Night/Open House: Evening

Family Literacy Night: Evening

Veterans Day Program: Morning

STEM Night: Houston Children's Museum: Evening

Family Multicultural Event: Evening

Campus & PTA Spirit Events: Evening

Music Performances: Morning & Evening Times

Student Council Sponsored Math & Science Events: Evening

Gator STAR Breakfast: Morning

PTA Sponsored Events: Evening

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Bankston	non classroom teacher	Title 1	1
Belinda Sena	non classroom teacher	Title 1	1
Lyndsey Arocha	non classroom teacher	Title 1	1

# 2024-2025 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Jocelyn Schroeder	teacher
Non-classroom Professional	Belinda Sena	Title 1 teacher
Non-classroom Professional	Bonny Cole	Instructional Coordinator
Paraprofessional	PARA PARA	Para
Paraprofessional	Mayara Fernandez Choque	PARA
Paraprofessional	Vicky Schwarz	para
Classroom Teacher	Brittany Thomas	teacher
Parent	Nicole Meyer	parent
Administrator	Patty Wagner	AP
Non-classroom Professional	Taz Abousteit	Math Coach
Non-classroom Professional	Jennifer Studdard	ELA Coach
District-level Professional	Vivian Muldune	Title 1 District Rep.
Administrator	Felicia A. Sheedy	principal

# Campus Advisory Team

Committee Role	Name	Position
Non-classroom Professional	Nicole Bigelow-Moore	AST Title 1 teacher
Parent	aa aa	Parent
Parent	aa aaa	Parent
Aide	Erica Glover	Para
Aide	Susan Carey	Para
Non-classroom Professional	Renee Glasscock	Instructional Coordinator
Non-classroom Professional	Michelle Bolt	AST Title 1 teacher
District-level Professional	Vivian Muldune	title one district rep.
Administrator	Patty Wagner	AP
Non-classroom Professional	Jennifer Studdard	Coach
Administrator	Felicia Ashabranner	principal

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$233,134.00
1	1	3	Online Subscription Reflex/Frax		\$4,800.00
1	2	2	Supplies and Materials		\$2,500.00
1	2	3			\$20,000.00
1	3	2	Busses to the event		\$1,200.00
1	3	4			\$20,000.00
1	4	1	salary of staff for summer		\$5,000.00
1	4	1	salary of staff for summer		\$52,000.00
1	4	2			\$10,000.00
1	6	1	Subs for Learning Walks		\$2,000.00
1	6	2	Go Guardian		\$1,792.50
1	6	3			\$10,000.00
2	1	1	Project Class		\$12,500.00
2	2	1	STAAR Meeting Supplies		\$200.00
2	2	1	Parental Involvement Activities- Children's Museum Fall		\$2,850.00
3	1	2	American Association of Counselors Conference		\$2,073.50
3	1	2	reading materials for PD		\$2,000.00
3	1	2	registrations for professional development for staff		\$6,000.00
Sub-Total					\$388,050.00

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**MAYDE CREEK EL (101914111) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		81	B
<b>Student Achievement</b>		77	C
<a href="#">STAAR Performance</a>	49	77	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		82	B
<a href="#">Academic Growth</a>	74	79	C
<a href="#">Relative Performance (Eco Dis: 68.1%)</a>	49	82	B
<a href="#">Closing the Gaps</a>	85	80	B

**Identification of Schools for Improvement**

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

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	51%	52%
Actual	47%	38%	36%	50%	37%	
Met Goal			N	Y	N	

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Mayde Creek	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		2023 Target		53%		54%		52%		0%		43%				33%		26%		38%		42%
		2023 Actual	35	40%	46	37%	12	42%	1	0%	5	40%	0		6	17%	22	14%	89	34%	23	39%
		Met Target		N		N		N				N				N		N		N		N
		2024 Target		53%		47%		52%		0%		43%				33%		26%		44%		42%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **22%** to **34%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			23%	25%	27%	34%
Actual	52%	22%	24%	21%	33%	
Met Goal			Y	N	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		2023 Target		23%		34%		38%		0%		57%				0%		13%		24%		18%
		2023 Actual	36	33%	46	30%	12	42%	1	0%	5	60%	0		6	17%	22	14%	90	30%	23	26%
		Met Target		Y		N		Y				Y						Y		Y		Y
		2024 Target		23%		40%		38%		0%		57%				0%		13%		40%		18%