

Katy Independent School District
Creech Elementary
2019-2020 Campus Improvement Plan



Mission Statement

We will collaborate using data analysis, technology, and innovative ideas to educate and meet the needs of the whole child to be productive citizens of the future.

Vision

We envision an SCE Community of responsible, respectful citizens who embrace a life long commitment to innovative learning.

Value Statement

The values of the Creech Elementary Community are to:

Commit to do our best
Open our minds to new ideas
Model good citizenship
Expect all to be involved
Treat each other with respect
Skyrocket to academic achievement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sue Creech Elementary is a Pre-kindergarten through 5th grade campus in the Katy Independent School District. Student enrollment at Sue Creech Elementary is 849. The majority of the student population is 39.1% from the White race/ethnicity group, followed by 25% Hispanic, 16.4% Asian, and 15.2% Black or African American race/ethnicity groups. There is 3.6% of the student population represented by two or more races.

The Attendance Rate is 96.7%, which signifies the shared belief between school staff and parents that attendance is a priority. Sue Creech Elementary's student groups include 20% English as a Second Language (ESL) students, 21% Limited English Proficient students, 5.5% Gifted/Talented students, and 9.9% Special Education students. Our current at-risk population is 24.5% and economically disadvantaged at 37.8%.

While the federal mandate for highly qualified requirements has expired, Creech elementary school continues to place a high priority in employing a high-quality, talented staff.

Nineteen staff joined the Sue Creech Elementary (SCE) school family this year. All teachers, including new teachers, will attend bi-monthly professional development rotations (PDR). The professional development will align to the campus data, grade level needs and align to district and campus initiatives.

Demographics Strengths

Since moving back into our building in August 2018, the enrollment has increased by about 75-100 students per year. The diverse ethnicity of our student population are certainly a strength of our school community. Our LEP students identified and receiving ESL services has increased with our population growth as well as an increase in the number of students receiving special education services.

Our staff values professional development and seeks opportunities to participate in staff development outside of what the district provides. The certified staff and paraprofessional staff have participated in multiple professional development opportunities during this past school year. Many grade levels have teachers who are ESL and/or GT certified. Grade level PLCs and PDRs strengthen instruction through the alignment of the curriculum, lesson planning and year-at a glance. Technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Local and state assessment data reflects that EL students are not as successful as other student groups. **Root Cause:** Current instructional practice is not producing instructional gains across content areas as previous professional development is not being implemented with fidelity.

Problem Statement 2: 24.5% of our student population is considered at-risk and the number of students that are economically disadvantages has finally leveled out. While this is a decrease from the past few years, it is still a concern that needs to be addressed. In order to make sure we are meeting the needs of our changing demographics, we should adjust our delivery of instruction , by providing engaging activities that help build a positive culture and meet the needs of our students. **Root Cause:** The staff need strategies and tools to effectively implement engaging, collaborative lessons that impact our diverse population.

Problem Statement 3: Create a collaborative, cooperative, contributing working environment for all staff members. Mentor and provide support for all new teachers. **Root Cause:** We have 13 new instructional teachers on our campus.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas are scored in three areas: Student Achievement, School Progress and Closing the Gap. For the 2019-20 school year, Creech Elementary scores were:

- Domain 1 – Student Achievement – Creech Elementary Score: 91 (A)
- Domain 2 – Student Progress – Creech Elementary Score: 83 (B)
- Domain 3 – Closing the Gaps – Creech Elementary: 94 (A)

These scores result in Creech Elementary receiving a 2019 Texas Accountability A rating. The campus also received 3 Distinction Designations, including:

Academic Achievements in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness

A comparison of STAAR scores at the All Students level show that the 2018 and 2019 scores do not show much variance, except in writing and science. The largest change is in WRITING with a 8% decrease.

ALL GRADE LEVELS

	2018	2019
READING	94	91
MATH	91	90
WRITING	92	84
SCIENCE	89	91

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have a likelihood of success in the next grade level or course.

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	11%	89%	66%	40%
4th Math	19%	81%	46%	28%
5th Math	5%	95%	70%	52%
3rd Reading	13%	87%	61%	48%
4th Reading	16%	84%	62%	39%
5th Reading	3%	97%	75%	47%
4th Writing	18%	82%	53%	27%
5th Science	11%	89%	69%	42%

ALL GRADE LEVELS - SPED - APPROACHES GL

	2018	2019
Reading	71	49
Math	64	49

While the campus shows overall strong scores in comparison to state and district average, there are still gaps in some student groups. A deep analysis showed that our students who performed at the Masters Level increased in all areas except three. The performance of our African American, Special Education, ESL and LEP in the area of science is significantly lower than in years past. Intervention strategies will be implemented to reduce the performance gaps in the area of math, writing and science particularly.

Student Academic Achievement Strengths

Creech Elementary has a population of hard-working, dedicated students. The campus is proud of many different student achievement strengths, including:

- Our campus is in the top quartile in our comparison group in three areas: Academic Achievements in English Language Arts/Reading, Academic Achievement in Science and Postsecondary Readiness.
- With our changing population, we continue to seek out and provide the best instruction that meet the needs of you learners. Our teachers provide instruction that addresses the whole-child, not just academics.
- Our Masters scores showed significant growth over the past year in most areas.

- We scored a 40/40 System Safeguard Indicators for a total of 100%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers are not maximizing (to the fullest potential) strategy groups and targeted/individualized small groups during reader's and math workshop. **Root Cause:** Students growth progress has continued to decrease over the past year. We need to focus on the individual needs of each student.

Problem Statement 2: The STAAR data shows that Special Education student performance remains significantly below other students groups in grades 3-5. , at the APPROACHES grade level, are significantly lower than in the previous year. **Root Cause:** Large academic gaps between the level of performance and STAAR expectations.

Problem Statement 3: Writing STAAR scores are lower than in the previous year, falling from 92 to 84. **Root Cause:** More time needs to be spent on individualized instruction based on the writing needs of the students.

School Processes & Programs

School Processes & Programs Summary

Creech Elementary classrooms teach the TEA prescribed Texas Essential Knowledge and Skills, follow Katy ISD curriculum as well as its scope and sequence. Instruction also incorporates Lucy Calkins Units of Study for Reading and Writing and Math Workshop to teach the depth and complexity of the TEKS. Both formative and summative assessments are embedded into long range campus lesson planning that includes District Learning Assessments created by Katy ISD and campus based common assessments developed in collaboration with the campus Instructional Coaches.

Student achievement is monitored and data is disaggregated by teacher teams and administrators. In Kindergarten through 2nd grade, sources of student achievement data include I-station, Fountas and Pinnell Assessment, Dream Box, and campus benchmarks. Third through fifth grade student achievement data includes STAAR, iStation, Dream Box, and campus benchmarks. Dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELL students.

Creech Elementary has a strong school culture focused on building relationships with all stakeholders, providing a safe, caring environment for all, and has high expectations for student achievement. Students and staff recite SCE's Core Values each week to reinforce the standards that all hold each other accountable. Community circles are included in the master schedule to provide time for teachers to facilitate discussions that build character and classroom community. PBIS is implemented at Creech Elementary with common expectations explicitly taught and reinforced in all areas of the building. The campus PBIS committee collaborates regularly to monitor and adjust the current system as needed. Bullying prevention lessons are taught by our counselor and librarian in all grade levels and include the notion of "being an upstander" and reporting incidents to a trusted adult. Investigations into allegations of bullying and/or harrasment are completed swiftly by administration and involve all parties in the subsequent resolution of the incident(s).

Teachers attend professional development sessions throughout the year. The professional development will be based upon the needs identified in this improvement plan. The sessions will be provided by our own teacher leaders, instructional coaches, campus administration and district level specialists. In addition to professional development, the weekly planning meetings and PDR meetings will reinforce what they are learning.

Parents, teachers, and students at Creech Elementary take pride in their school and the school's reputation of success. The perception of Creech Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Creech Elementary's focus goes far beyond just STAAR scores. Learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Processes & Programs Strengths

The Creech staff have a strong congenial and collegial relationship. They are able to work together in grade level team and vertical teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout the Creech campus. This has helped align our best practices, incorporate high yield strategies and focus on engaged learning.

Creech Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans.
- RTI is being utilized successfully with students being referred to the appropriate special population.
- 100% of the certified staff have participated in 16+ hours of staff development opportunities which many have taken place off contract hours.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- PBIS is implemented in all classrooms by all staff.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.
- Technology is routinely used to support instruction and engage students.
- Teachers work in collaborative planning teams to develop rigorous lessons for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict. **Root Cause:** Students need consistent and explicit instruction in social/emotional learning.

Problem Statement 2: Students do not have a cultural awareness or understanding for others. **Root Cause:** Students are not taught about cultures and diversity.

Problem Statement 3: To decrease tardies and promote engagement and cooperative play among students in the morning before 8:20am. **Root Cause:** On average, 35 students are tardy to school everyday.

Perceptions

Perceptions Summary

Creech Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. We begin in early July updating the website for the new school year, including as many dates as possible to help parents plan ahead. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our

routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our office staff as very parent friendly.

The staff have collaborated to develop "Creech Core Commitments" which outlines our promises to always keep students and the relationships we build with stakeholders at the forefront of our day to day operations. These commitments align with the larger Katy ISD Mission Statement that together with family and community, we will provide unparalleled learning experiences for our students designed to prepare and inspire each student to live an honorable, fulfilling life to create the future. We believe students learn best in a safe, supportive and engaging environment. We want our students to “own” their learning.

Through ongoing implementation of PBIS and fostering strong classroom communities, expectations for students are explicitly taught and positively reinforced. Students receive reinforcers (BARK Bucks) when they exhibit appropriate behaviors that are aligned with the BARK (Be respectful, Act Responsible, Ready to Learn, Keep Safe) matrix. Creech continues to show positive progress in the number of discipline referrals being produced by Creech staff. Creech processes that support this decrease in referrals are: PBIS, counselor and/or LSSP student support groups, social skills trainings, principal positive phone calls, and RTI academic and behavior support meetings. Additionally, students and teachers conduct daily community circles with focused discussions that build character, teach social skills, encourage verbal expression, and build strong classroom community.

Perceptions Strengths

Creech Elementary works hard to maintain these strengths:

- A process to involve parents in planning, implementing and evaluating family involvement activities (in conjunction with PTA)
- An orientation program to prepare volunteers
- Community-Coffee with the leadership team
- Campus weekly newsletters, The Stargazer and weekly grade-level newsletters
- Partner with sister school (MCE) to offer fundraisers and provide school supplies and presents at Christmas time
- Creating a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- Implementation of a student council program (3rd-5th) grade that is a contributing members of the school climate
- Implementation of PBIS strategies in creating common expectations throughout the school
- All classrooms participate in daily Community Circles.
- All classrooms create shared classroom agreements.
- 13 staff members have been trained through Capturing Kids Hearts.
- Awarding staff and students with PBIS bucks/prizes to reinforce school wide expectations
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting
- All classrooms have classroom greeters to welcome adults as they enter the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Creech population continues to change each year. We want more parents to be involved in creating the culture of our school community. **Root Cause:** Parents have non-school-aged children and are unable to volunteer. Parents are also very busy and cannot commit to all events.

Problem Statement 2: There is a lack of consistency implementing our BARK expectations and rewarding students for following these expectations. **Root Cause:** We need 100% by in for PBIS. Students will be recognized for following BARK expectations by earning BARK Points to be used to purchase weekly rewards.

Priority Problem Statements

Problem Statement 1: Local and state assessment data reflects that EL students are not as successful as other student groups.

Root Cause 1: Current instructional practice is not producing instructional gains across content areas as previous professional development is not being implemented with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The STAAR data shows that Special Education student performance remains significantly below other students groups in grades 3-5. , at the APPROACHES grade level, are significantly lower than in the previous year.

Root Cause 2: Large academic gaps between the level of performance and STAAR expectations.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 4: Teachers are not maximizing (to the fullest potential) strategy groups and targeted/individualized small groups during reader's and math workshop.

Root Cause 4: Students growth progress has continued to decrease over the past year. We need to focus on the individual needs of each student.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict.

Root Cause 5: Students need consistent and explicit instruction in social/emotional learning.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Students do not have a cultural awareness or understanding for others.

Root Cause 6: Students are not taught about cultures and diversity.

Problem Statement 6 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





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

Performance Objective 1: 70% of all students groups, in grades 3, 4, 5, will score at the MEETS level or above for STAAR math.

Evaluation Data Source(s) 1: At the end of the year we will use STAAR Math scores, at the MEETS level, to determine if all student groups met the goal.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Instructional Coaches will meet twice a semester with the special education cluster (general education teachers and the special education teacher) in grade 3-5 to track progress of special education students. Power TEKS will be identified for focus areas with these students.	2.4, 2.5, 2.6	Instructional coaches Special Ed Teachers General Ed Teacher	Demonstrated through the data meetings where special education progress is discussed and future instructional needs planned for. Student achievement for 3rd-5th special education students will grow by at least 3% on each campus and district assessment.				
	Problem Statements: Student Academic Achievement 2						
2) Utilize Title III Immigrant funds to supplement instruction provided to ESL/LEP students.	2.4	Principal Instructional Coaches	To show 5% growth at the Meets Grade Level for all STAAR subjects.				
	Problem Statements: Demographics 1						
3) 3rd-4th grade students will participate in student-led conferences. Each student will participate in goal-setting sessions with teachers, analyze performance on COAs, track results, and aim for improvement.		Teachers Leadership Team	Students are able to understand and express and their strengths and areas of growth to their parents. Data will be collected and shared at the spring conference.				
	Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Local and state assessment data reflects that EL students are not as successful as other student groups. Root Cause 1: Current instructional practice is not producing instructional gains across content areas as previous professional development is not being implemented with fidelity.
Student Academic Achievement
Problem Statement 2: The STAAR data shows that Special Education student performance remains significantly below other students groups in grades 3-5. , at the APPROACHES grade level, are significantly lower than in the previous year. Root Cause 2: Large academic gaps between the level of performance and STAAR expectations.
School Processes & Programs
Problem Statement 1: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict. Root Cause 1: Students need consistent and explicit instruction in social/emotional learning.

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

Performance Objective 2: All student groups in grades 4 and 5 will increase by 5 percentage points in Student Progress Measure.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR data for all student groups to determine if a minimum of one years growth was made.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will implement strategies from Lead4Ward materials and webinars to increase their knowledge of students strengths and areas of growth.	2.4, 2.5, 2.6	Instructional Coaches, Classroom Teachers	All teachers will have a deeper understanding of data and utilize this data to plan instruction that addresses individual needs.				
Problem Statements: Student Academic Achievement 2							
2) Identify, monitor progress and provide supplemental instructional support and resources to ELL/LEP, Special Ed and dyslexic students.	2.4, 2.5, 2.6	ASTs, ESL teachers and dyslexia teacher	monitor student progress every grading period				
Problem Statements: Demographics 1 - Student Academic Achievement 2							
3) Teachers will create diverse small -group lessons to meet the individual needs of the learners in the classroom.		Instructional Coaches	Students' individual needs are being met and they will show progress on the reading and writing STAAR test.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Local and state assessment data reflects that EL students are not as successful as other student groups. Root Cause 1: Current instructional practice is not producing instructional gains across content areas as previous professional development is not being implemented with fidelity.
Student Academic Achievement
Problem Statement 2: The STAAR data shows that Special Education student performance remains significantly below other students groups in grades 3-5. , at the APPROACHES grade level, are significantly lower than in the previous year. Root Cause 2: Large academic gaps between the level of performance and STAAR expectations.

Student Academic Achievement

Problem Statement 1: Teachers are not maximizing (to the fullest potential) strategy groups and targeted/individualized small groups during reader's and math workshop. **Root Cause 1:** Students growth progress has continued to decrease over the past year. We need to focus on the individual needs of each student.

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

Performance Objective 1: Creech Elementary will increase the implementation of instructional strategies that best support our ELL population.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) All instructional staff will continue to implement the the strategies from "7 Steps to a Language Rich Interactive Classroom."	2.4, 2.6	Leadership Team	Teachers will implement learned strategies and see an increase in vocabulary and progress from our ELL learners.				
Problem Statements: Demographics 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Local and state assessment data reflects that EL students are not as successful as other student groups. Root Cause 1: Current instructional practice is not producing instructional gains across content areas as previous professional development is not being implemented with fidelity.


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

Performance Objective 1: Creech Elementary will implement activities to build staff moral and engage teacher participation in campus activities and celebrations.


Evaluation Data Source(s) 1: The end of the year staff survey will reflect at least 85% satisfactory rate.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Leadership team will write productive feedback comments related to instruction for each staff member at least 2 times per semester.	2.5	Leadership Team	Staff moral and student achievement will increase.				
2) Minimum of three culture building activities for teachers and staff to participate each semester.	2.5	Leadership Team	Measured by documented activities on calendar, staff participation, and culture and climate survey at the end of the year.				
3) New staff members are invited to bond with the Leadership Team. 2 opportunities will be provided throughout the school year.		Principal	The new staff feel welcomed, heard and appreciated by the Leadership Team.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Creech students and staff will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment.

Evaluation Data Source(s) 1: Bright Bytes survey will be reviewed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use.	2.5	Librarian	Achieve Common Sense Digital Citizenship Status				
2) Help 4th-5th grade students understand the importance of CyberSafety.		Counselor	Students become better digital citizens.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 1: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict. Root Cause 1: Students need consistent and explicit instruction in social/emotional learning.

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

Performance Objective 1: SCE will address the emotional needs and well-being of all learners.

Evaluation Data Source(s) 1: Counselor's grade level meeting calendar; training certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) During 2019-20 school year, additional teachers will be trained in Capturing Kids Hearts.	2.5, 2.6	Principal Teachers	Teachers will be able to address students' needs and behavior and build relationships, while implementing the strategies learned from the training.				
Problem Statements: School Processes & Programs 1 Funding Sources: 199 - General Fund Other Donation - 3850.00							
2) The Purposefull People resource will be used to develop character and social-emotional skills in our students, staff and families.		Counselor Principal	Students, staff and families will be changed by the way we treat others and ourselves.				
Problem Statements: School Processes & Programs 1, 2							
3) The House System will be implemented, campus-wide, to promote collaboration and respect among our students and staff. Students and staff will participate in House Day activities on designated days.		Principal House Committee	Students will understand that we are all part of the Creech family. Our hope is that there will be positive interaction between students in multiple grade levels. We want to see an increase in the understanding of others. And we hope to see a decrease in the number of discipline referrals.				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 1: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict. Root Cause 1: Students need consistent and explicit instruction in social/emotional learning.
Problem Statement 2: Students do not have a cultural awareness or understanding for others. Root Cause 2: Students are not taught about cultures and diversity.

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

Performance Objective 1: Creech Elementary, in partnership with our parents and community, will create unique opportunities for parents and community members to support the learners at Creech Elementary.

Evaluation Data Source(s) 1: Family Needs Assessment Survey will be utilized

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide a curriculum night for Creech families.	2.4, 2.5	Vertical Team Members	Documents from the curriculum night. Send home a survey to determine the effectiveness.				
2) Implement a new way to reward PBIS BARK Buck points. Staff will utilize the PBIS Rewards App.		Assistant Principal Counselor	Students and parents will be able to see the points earned at home. Students can spend their points weekly in the classroom.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Discipline data from 2018-2019 reflects an increase in referrals related to peer conflict. Root Cause 1: Students need consistent and explicit instruction in social/emotional learning.

State Compensatory

Personnel for Creech Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Henderson	Teacher	Academic Support	1
Christine Searle	Teacher	Academic Support	1
Melissa Wright	Teacher	Academic Support	1
Stephanie Bruno	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Euberta Lucas	Principal
Classroom Teacher	Alicia Osen	3rd Grade Teacher
Non-classroom Professional	Carrie Dasher	PE Teacher
Parent	Natalia Morando	Parent

District Funding Summary

199 - General Fund Other Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	registration costs for Capturing Kids Heart training		\$3,850.00
Sub-Total					\$3,850.00
Grand Total					\$3,850.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
SUE CREECH EL (101914119) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		91	A
STAAR Performance	65	91	
College, Career and Military Readiness Graduation Rate			
School Progress		83	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 28.0%)	65	83	B
Closing the Gaps	97	94	A

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