

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



Mission Statement

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

Mayde to Believe, Lead, and Achieve.

Vision

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

Values

Ram PRIDE

Purpose

Respect

Integrity

Determination

Excellence

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Mayde Creek High School hosted Campus Needs Assessment meeting #1 on April 10, 2024 to review the purpose of the CNA and the CNA process. During that meeting, stakeholders discussed the campus mission, vision, Title 1, and strategic priorities. They reviewed the various options for data and discussed what they would like to review to determine campus needs. The stakeholders requested the following data points to review in the next meeting: attendance, graduation and dropout rates, special programs demographic data, STAAR/EOC Accountability data, culture/climate survey data, teacher retention data, parent engagement data, teacher support structures, and professional development information.

Mayde Creek High School held the second CNA meeting on April 29, 2024. In this meeting, stakeholders reviewed the data and were able to ask questions and make comments regarding the data which included a root cause analysis.

The data provided consisted of:

Accountability measures - state testing data for TELPAS and STAAR

Culture and climate survey data

Student attendance rates over last five years

CCMR data including TSIA, SAT, ACT, Dual Credit, IBC, and Military data

Graduation and Dropout rates

MCHS Staff Turnover Data

Stakeholders participated in the chalk talk protocol in order to provide feedback on the data and the needs of the campus. Following the chalk talk, the group engaged in large group discussion about the items seen as well as questions they had. Through this discussion the following problem statements were established:

1. Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps.

Root Cause: Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

2. Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community.

Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions

3. Based on the high staff turnover rate the last five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay.

Root Cause: Lack of professional development, support, and resources for teachers to feel tied to the campus.

4. Mayde Creek High School has low levels of parent and family engagement and needs to increase opportunities to allow parents, families, and the community to be an active part of Mayde Creek High School.

Root Cause: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

Stakeholders for these meetings consisted of parents, community members, teachers, principal, administrators, school leaders, paraprofessionals, and students. Those who were unable to attend a specific meeting met individually with the principal to review data and provide feedback. The data chalk talk was also shared with our campus leadership team on campus that consisted of department chairs, instructional coaches, instructional coordinators, and other campus leaders. They provided feedback as well. Meeting members are noted below as well as on the sign in sheets.

Lizzie Herring - Principal

Richard Grassau - Parent

Edna Cummings - Parent

Tracy French - Community Member

Taylor Dillingham - Community Member

Jennifer Valencia - Paraprofessional

Edith Millan-Paraprofessional

DuWayne La Fountain - Teacher

Jocelyn Kang - Teacher

Erik Smith - Administrator (other school leader)

Adrian Berg - Administrator (other school leader)

Celiana Huckleba - instructional coach (other school leader)

Taylor Kratz - instructional coordinator (other school leader)

Jayden Timmons - Student

Emma Elrod - Student

Jeanne Knierim - District Personnel

Demographics

Demographics Summary

Mayde Creek High School is a 40-year-old high school campus serving grades 9-12 in Katy ISD. The demographics addressed in this plan come from the 2023-24 school year. Student enrollment has increased from the last several years to 2928 students. Our student population consists of 58.85% Hispanic, 10.76% White, 21.35% African American, and 8.8% Other ethnicities, including Asian, Pacific Islanders, American Indian, and students who are Two-or-More Races. Mayde Creek High School is very diverse and this diversity has increased through the years. The 17% mobility rate for Mayde Creek High School is below the state average. Additional student groups include 24.97% Limited English Proficient (LEP,) and 13.8% Special Education. This school year, Mayde Creek High School reached 80.60% Economically Disadvantaged, making it necessary for the campus to be designated as Title 1. MCHS is currently staffed at a ratio of 23 students to every 1 teacher. We are consistently working to increase the diversity of the staffulty in order to allow students to see representation in their teachers. With the diversity of the student population, culturally responsive supports are necessary to ensure the needs of all learners are met. The teacher retention has decreased from 81.2% to 74.5% in four years.

Demographics Strengths

Mayde Creek High School is a diverse campus that prides itself on the inclusivity and acceptance provided to all students, staff, and community members. When students were surveyed as to what is the best part of Mayde Creek High School, they highlighted the diversity and inclusive environment. Staffulty work to address the needs of all learners, regardless of ethnicity or special needs and are willing to do whatever it takes to help all students be successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

Problem Statement 2: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure CCMR. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

Student Learning

Student Learning Summary

Mayde Creek High School received an accountability letter grade in the 2021 school year of a B, with STAAR Performance at 67%, College, Career, and Military Readiness at 63%, Graduation Rate at 92.6%, and TELPAS Progress Rate = 28%. There were no letter grades for accountability for the 22-23 school year. The number of students who satisfied the 2024 Approaches Grade Level Standard or above are at 73% in Reading, 81% in Mathematics, 93% in Science, and 95% in Social Studies. Special Education students scored Approaches Grade Level across all tests at 48%. Emergent Bilingual students scored Approaches Grade Level across all tests at 52%. Student scores on the STAAR exam fell in all tested areas from 2019 to 2021, but have increased since. This is consistent with other schools' performance over the same time period. Also, students approaching grade level in Algebra I grew from 68% to 74% and students approaching grade level in Biology grew from 87% to 89%. Preliminary scores for the 23-24 STAAR test show an increase in students approaching grade level for Algebra 1 to 81% and Biology to 93%. Our African American and Hispanic student populations continue to show learning gaps in comparison with the broader student population over the past three years. In prior years, Mayde Creek had seen exceptional growth in STAAR performance. Distance learning and the Covid year have caused all tested areas to suffer. Much of this can be attributed to the drop in attendance rate since Covid. Attendance improved to 91.61% overall this school year after a post-COVID low of 88.86%.

Student Learning Strengths

Mayde Creek High School has many things to be proud of. STAAR performance was still above the state average. Mayde Creek accomplished this despite having the highest percentage of students who are economically disadvantaged in the district as a Title 1 campus. Staff/faculty have opportunities to participate in job-embedded professional development throughout the year that focuses on helping teachers improve student performance in all accountability measures.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

School Processes & Programs

School Processes & Programs Summary

Our focus for professional development this year is on Literacy strategies, the Fundamental Five, Safety, Campus Culture framed through the lens of Ram P.R.I.D.E., improving Positive Behavioral Interventions and Supports (PBIS), purposeful Professional Learning Teams (PLT), and strategies to address the needs of special populations with a push for more voluntary involvement in all professional development opportunities. Teachers will attend professional development throughout the year from the campus level as well as trainings provided by the district. Teachers are also supported on campus by having team/department PLT meetings each week. End of Course tested subjects will also have a daily common planning time built into their schedule to purposefully plan for strong first-time teach, data-informed differentiation, and corrective instruction. These teams strive to follow backward design by first analyzing what students are expected to learn, and at what level they are expected to master. Teachers then use the provided unit plan outline and resources to address which instructional strategies will best help students achieve the level of mastery necessary. Focus is placed on creating lessons that get students talking and writing in the classroom. Teams administer a campus common assessment at the end of each unit to assess the mastery of the curriculum and determine where students were not successful in order to spiral content and re-introduce in a different manner throughout future units. Teachers are also given access to an instructional coach and four instructional coordinators who help to identify our needs and offer ongoing, targeted and job-embedded professional development. This collaborative environment strives to improve the retention of faculty and staff. Mayde Creek High School strives to hire the most qualified staff. The school has a wide range of teachers when it comes to years of experience, from first year teachers to teachers with over 20 years experience. Mayde Creek High School continues to recruit quality staff by attending many job fairs throughout the year and the Katy Independent School District Job Fair in April and June. In addition, we have created a marketing video highlighting the great things that Mayde Creek has to offer from the perspective of students. This school year we welcome 50 new teachers to our campus from within the district as well as those that come to us from other districts and business communities with a variety of talents and experience. This is an increase in turnover from the previous year. Mayde Creek High School currently has a mentor program that new teachers attend every three weeks in an effort to provide support and allow new teachers to ask questions throughout the year. All of these supports, when put in place, will address the increase in the teacher turnover rate and align with our strategic priority of recruiting, supporting, and retaining teachers and principals.

School Processes & Programs Strengths

Mayde Creek High School has reduced discipline referrals over the past nine years to approximately one referral per student enrolled due to PBIS implementation. We have also implemented core area common planning times to allow teams to meet at least once per week to collaborate on the needs of students with the support of a designated administrator and instructional coach. Teachers in EOC tested areas have a daily PLT period in addition to their regular conference period. In addition, new teachers to the campus are provided a departmental mentor and first year teachers participate in the campus mentor program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay. **Root Cause:** Lack of professional development, support, and resources for teachers to feel tied to the campus.

Perceptions

Perceptions Summary

Mayde Creek High School believes our campus is a place where students are "Mayde to Believe, Lead, and Achieve." Our values focus on our commitment as a faculty and staff to provide exceptional learning opportunities in order to prepare students for life after high school and celebrate the diversity of our campus. Mayde Creek High School has also taken an active role in ensuring that the community is informed and involved in all aspects of what occurs on our campus. There is a Parent, Teacher, Student Association at Mayde Creek High School that holds fundraisers and supports many of the activities that occur on campus. The campus continued the initiative to send out a weekly community newsletters in the 2023-2024 school year, the Creek Speak that provides a week at a glance for upcoming campus activities, as well as future dates to be aware of, and important announcements. Parents were also given the ability to sign-up for Remind in various ways to get up-to-date text messages regarding important campus information. Mayde Creek High School staff continue to maintain an active presence on social media to inform the local community of the great things occurring on campus. The campus also continued to include parents from our Spanish speaking population by holding "Hispanic Parents in Action" meetings monthly to invite our Hispanic parents to be informed and involved in MCHS activities. These meetings were conducted entirely in Spanish.

Perceptions Strengths

Mayde Creek High School utilizes many forms of communication to solicit input and community involvement including social media and Blackboard. We also celebrate and value the diversity of our campus. Our Hispanic Parents in Action meetings offered an opportunity for our Spanish speaking parents to get involved and stay informed at MCHS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improve parent, family, and community involvement through various opportunities to allow parents, families, and the community to be an active part of the Mayde Creek High School family. **Root Cause:** Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

Priority Problem Statements

Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps.

Root Cause 1: Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community.

Root Cause 2: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay.

Root Cause 3: Lack of professional development, support, and resources for teachers to feel tied to the campus.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Improve parent, family, and community involvement through various opportunities to allow parents, families, and the community to be an active part of the Mayde Creek High School family.

Root Cause 4: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion 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

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: By June 2025, Mayde Creek High School will improve Special Education and Limited English Proficiency passing percentages by 3% in order to close the achievement gap between these populations and the general student population.

Evaluation Data Sources: 2025 EOC STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement strategies and instructional practices from Seidlitz Education partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A - \$0, Seidlitz Education Training - 211 - Title I Part A - \$25,900</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implement strategies and instructional practices found in The Fundamental Five Framework. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically. Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities and additional support to ensure that the English Limited Proficiency and Special Education populations' academic needs are met. Strategy's Expected Result/Impact: Increase in EOC STAAR scores by 3% in all subject areas, Strategies for building better writers and developing academic literacy, Intentional planning in Professional Learning Communities Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Seidlitz Education Training - 211 - Title I Part A, Teaching and Learning Alliance - 211 - Title I Part A, Bilingual Dictionaries - 211 - Title I Part A - \$121.98	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.


Student Learning


Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.






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

Performance Objective 2: By June 2025, Mayde Creek High School will improve student performance in English I and English II by 5% for all students.

Evaluation Data Sources: 2025 EOC STAAR Scores

Strategy 1 Details		Reviews			
Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically. Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores by 5%. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 2 Details	Reviews			
Strategy 2: Implement strategies and instructional practices from Seidlitz Education partnership to enhance language development and improve academic literacy. Strategy's Expected Result/Impact: MCHS will show an increase in English I and English II EOC STAAR scores by 5%. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide data-driven, intentional interventions to those students who were not initially successful on the English I and English II STAAR EOC in the form of Strategic Literacy classes, tutorials outside of the school day, and summer tutorial opportunities. Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores, Reduce the number of English I and English II retesters Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide data-driven, intentional interventions in all English classes through the use of instructional resources and collaborative teaching to close academic learning gaps and build stronger readers and writers. Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores, Reduce retesters, Improved TSI and SAT scores Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, Academic Support Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



Performance Objective 2 Problem Statements:

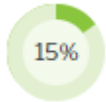




Student Learning
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By June 2025, Mayde Creek High School will improve student performance in Algebra I by 3%.

Evaluation Data Sources: 2025 EOC STAAR scores.

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically. Strategy's Expected Result/Impact: MCHS will show an increase in Algebra I EOC STAAR scores by 3%. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A	Formative			Summative
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	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide data-driven, intentional interventions to those students who were not initially successful on the Algebra I STAAR EOC in the form of Strategic Math Intervention classes, Saturday tutorials, and summer school. Strategy's Expected Result/Impact: Increase Algebra I EOC STAAR scores by 3%, Reduce retesters Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A - \$104.44	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide data-driven, intentional interventions in all Algebra classes through the use of instructional resources and collaborative teaching with General Ed teacher and Academic Support teachers, SPED teacher and ESL teachers to close academic learning gaps. Strategy's Expected Result/Impact: Increase Algebra I EOC STAAR scores by 3%, Reduce retesters Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, Academic Support Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1 Funding Sources: Instructional Materials-360 Whiteboards - 211 - Title I Part A - \$27,992.55, DeltaMath Online Subscription - 211 - Title I Part A - \$2,200, Title I Staff - 211 - Title I Part A - \$1,010,246, Headphones for SPED/Resource Math - 211 - Title I Part A - \$121.45, Dry Erase Markers - 211 - Title I Part A - \$1,034.60, Algebra I Math Supplies - 211 - Title I Part A - \$2,698.70	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:


Student Learning



Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

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





Performance Objective 4: By June 2025, Mayde Creek High School will increase the students achieving Meets and Masters Grade Level EOC performance standards in English I, English II, Algebra I, Biology, and US History by 3%.

Evaluation Data Sources: 2025 EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically. Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams, Improved TSI and SAT scores Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Social Studies Instructional Materials - 211 - Title I Part A - \$1,041.24	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement strategies and instructional practices from Seidlitz Education partnership to enhance language development and improve academic literacy. Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ESL Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: Implementation of critical literacy strategies (reading, writing, listening, speaking, & thinking) in all classrooms to give students the opportunity to interpret and express their learning in their own unique modality, allowing teachers to provide meaningful individual feedback in order to show growth in all students. Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Social Studies Instructional Materials - 211 - Title I Part A - \$239.95		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 4 Details	Reviews			
Strategy 4: Provide accelerated learning opportunities during the school year and summer school in order to increase the students achieving Meets and Masters grade level performance on all EOC exams. Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters grade level on all EOC STAAR exams, Improved TSI and SAT scores Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 4 Problem Statements:



Student Learning
Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. Root Cause: Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

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

Performance Objective 5: HB3: The percent of Mayde Creek High School students who achieve the College, Career, and Military Readiness target will increase to 63% by July 2025.

Evaluation Data Sources: College, Career, and Military Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Identify and ensure implementation of course sequences in Career and Technical Education courses. Strategy's Expected Result/Impact: Increase the number of students completing course sequence. Increase the number of students receiving industry certification. Staff Responsible for Monitoring: Principal, Counselors, Career and Technical Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Technology - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve vertical alignment between Katy Advanced Placement, Dual Credit, and Advanced Placement courses. Develop systems to increase enrollment, retain students, and improve scores in advanced classes preparing our students for college by providing targeted professional development opportunities to our teachers and providing teachers and students with equitable resources.</p> <p>Strategy's Expected Result/Impact: Increase number of students who take AP/DC courses and earn credit through AP tests.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator, College and Career Facilitator, Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials- AP Chemistry 5 Steps to a 5 Textbooks - 211 - Title I Part A - \$876.15, KAP & AP Chemistry, Biology, Environmental Science Lab Equipment - 211 - Title I Part A - \$3,148.26, US History, World History, and Human Geo AMSCO Books - 211 - Title I Part A - \$3,572.86</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Build positive relationships and support the Advanced Academics Cohort to build confidence and accountability in our Advanced Academics classes.</p> <p>Strategy's Expected Result/Impact: Students will be successful in their course work, remain in advanced classes, and/or earn their College, Career, and Military Readiness indicator by taking their respective AP exam. 95% of the students in the Advanced Academic Cohort will remain in and select advanced classes the following school year.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



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Performance Objective 5 Problem Statements:


Student Learning

Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.





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

Performance Objective 6: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Fitnessgram, Class Observations, Formative and Summative Fitness Skill Assessments

Strategy 1 Details	Reviews			
Strategy 1: Mayde Creek High School will share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and Alcohol Prevention), Character Awareness, anti-bullying, diversity, and conflict resolution. Strategy's Expected Result/Impact: Students will be provided with multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, Counselors, Health Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and rigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators, Physical Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A			

 No Progress
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Performance Objective 6 Problem Statements:






Student Learning
Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. Root Cause: Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

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

Performance Objective 7: Mayde Creek will implement 1 to 1 technology integration to close the learning loss gap, cultivate positive digital citizenship, and deliver personalized learning experiences for all students.

Evaluation Data Sources: Class Observations, Formative & Summative Assessment Data, 2025 EOC STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Leverage best-in-class digital infrastructure by installing the GoGuardian software program to guide student exploration and focus, facilitate meaningful student-teacher interactions, and ensure a safe and engaging learning environment for all students. Implement technology tools such as headphones, mice, and other equipment in the 1:1 classroom to close the learning loss gap and deliver personalized learning experiences that meet the diverse needs of all students.</p> <p>Strategy's Expected Result/Impact: The expected outcome is an enhanced learning experience where students can independently explore subjects while maintaining focus, supported by seamless and effective student-teacher communication. Additionally, the software will contribute to a secure and stimulating educational environment, ensuring all students are engaged and safeguarded.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: GoGuardian student device monitoring software - 211 - Title I Part A - \$4,630, Languages Other Than English Headphones - 211 - Title I Part A - \$3,193.95, English Headphones - 211 - Title I Part A - \$670.89</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize the Fundamental Five Framework's "working in the power zone" strategy to closely monitor and guide students in a 1 to 1 technology environment, ensuring academic success and fostering responsible digital citizenship. Strategy's Expected Result/Impact: Teachers will effectively engage with students by consistently operating within the "power zone," providing real-time guidance and support to enhance academic performance. This approach will also promote responsible digital citizenship as teachers actively monitor and mentor students in a 1 to 1 technology setting. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
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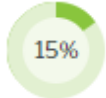

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

Goal 2: 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.

Performance Objective 1: Mayde Creek High School will reduce the number of at-risk students who fall behind their cohort group for the 2024-2025 school year.

Evaluation Data Sources: Attendance Plans, MTSS, Failure Rate Reports, Intervention Participation

Strategy 1 Details	Reviews			
Strategy 1: Implementation of an attendance and intervention tracking system using RaaWee for at-risk students. Strategy's Expected Result/Impact: MCHS will improve attendance rate by 2%. Staff Responsible for Monitoring: Assistant Principal, Drop Out Prevention Specialist Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: MCHS will implement a student reward system to improve attendance. Strategy's Expected Result/Impact: MCHS will improve attendance rate by 2%. Staff Responsible for Monitoring: Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

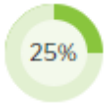




Student Learning

Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

Goal 2: 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.

Performance Objective 2: Mayde Creek High School will implement School-wide Positive Behavioral Interventions and Support (PBIS) to create a positive campus culture and decrease discipline referrals by 5% by the end of the 2024-2025 school year.

Evaluation Data Sources: PEIMS Data, Ram Rewards Data, PBIS Data

Strategy 1 Details	Reviews			
Strategy 1: MCHS will implement the RAM PRIDE incentive system (PBIS Rewards). Strategy's Expected Result/Impact: Reduction in discipline referrals, increase instructional time, building relationships, positive campus culture Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: PBIS Rewards Program - 211 - Title I Part A - \$7,200	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Performance Objective 2 Problem Statements:



Demographics
Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Professional Learning Communities (PLCs) will work collaboratively with Instructional Coaches, Academic Support Teachers, and Administration with aligned protocols to make data-informed decisions regarding student achievement.

Evaluation Data Sources: PLC planning, PLC Lesson Framework, Campus-based Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Provide training to all Professional Learning Communities (PLCs) on lesson framework, data protocols, and expectations for PLC meetings. Strategy's Expected Result/Impact: Efficient PLC meetings, Data-driven instructional practices Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Professional Development - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: MCHS will use a uniform lesson framework and the backward design process to align curriculum with assessments. Strategy's Expected Result/Impact: Intentional TEKS-based instruction and activities, Effective Assessments (Formative, Summative, Team Tests, Campus-based Assessments) Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: To empower our team leaders and elevate the quality of Professional Learning Communities (PLCs) across our campus, we will implement a comprehensive capacity-building initiative. This initiative will be anchored by a series of ongoing, targeted trainings and professional development sessions facilitated by our Academic Support Instructional Coordinator. Through these meticulously designed sessions, team leaders will be equipped with advanced strategies and tools to lead highly effective PLC meetings that foster collaborative learning, data-driven decision-making, and instructional excellence. This strategy will ensure that every PLC is a dynamic hub of professional growth, driving improved student outcomes and reinforcing our commitment to educational excellence. Strategy's Expected Result/Impact: Efficient PLC meetings, Improved instructional practices Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					



No Progress



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Performance Objective 1 Problem Statements:






School Processes & Programs

Problem Statement 1: Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay. **Root Cause:** Lack of professional development, support, and resources for teachers to feel tied to the campus.

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Mayde Creek High School will increase the number of Katy Education Foundation Teacher Grants written in 2024-2025 in order to acquire funding for instructional materials, equipment, and resources to support instructional goals.

Evaluation Data Sources: Number of grants written at the end of the 2024-2025 school year.

Strategy 1 Details		Reviews			
Strategy 1: Encourage teachers to apply for the Katy Education Foundation Teacher Grants to acquire innovative learning opportunities for MCHS students. To support this effort, we will offer campus-led workshops and lunch-and-learn sessions designed to develop and enhance teachers' grant writing skills. These opportunities will equip our educators with the tools and knowledge needed to craft compelling grant proposals, ultimately enriching the educational experiences available to our students. Strategy's Expected Result/Impact: Increased learning opportunities for students/classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
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Performance Objective 1 Problem Statements:

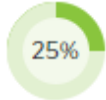
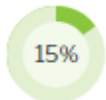




School Processes & Programs
Problem Statement 1: Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay. Root Cause: Lack of professional development, support, and resources for teachers to feel tied to the campus.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Mayde Creek High School staff will participate in intentional Professional Development in order to meet student and staff needs in the 2024-2025 school year.

Evaluation Data Sources: Eduphoria Professional Development Hours, New Teacher Mentor Program participation, Lab School Cohort participation, Seidlitz participation, Teacher choice Professional Development

Strategy 1 Details	Reviews			
Strategy 1: MCHS will utilize campus leadership team, faculty feedback, and campus data to tailor professional development opportunities to teacher needs and preferences. Strategy's Expected Result/Impact: Intentional, tailored professional development to campus teacher needs and preferences. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ESL Facilitator, Instructional Coordinators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz Partnership and Training - 211 - Title I Part A, Instructional Materials - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: MCHS will provide job-embedded professional development opportunities through Learning Walks, Lunch and Learns, collaboration, and participation in external professional development and conferences that enhance teachers' capacity to effectively support all students, particularly those served under Title I. These initiatives will maximize opportunities for growth, continued improvement, and retention. Strategy's Expected Result/Impact: Increased professional development, Improved instructional delivery, Positive classroom environments Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I Part A, Professional Development Materials - 211 - Title I Part A, TAEA Annual Conference Professional Development Registration - 211 - Title I Part A - \$130, HS Criminal Justice Instructor Training (HSCJIT) Conference-Science - 211 - Title I Part A - \$250	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: MCHS will continue utilizing Lab School Cohort classroom protocols. Strategy's Expected Result/Impact: Provide teachers the opportunity to collaborate and improve instructional strategies that increase student academic literacy and achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Teaching and Learning Alliance - 211 - Title I Part A - \$28,800	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






School Processes & Programs

Problem Statement 1: Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports, connectivity, and professional development opportunities to teachers and staff in order for them to see the benefits of making Mayde Creek High School a place they want to stay. **Root Cause:** Lack of professional development, support, and resources for teachers to feel tied to the campus.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Mayde Creek High School will support and retain high quality staff by focusing on climate and culture.

Evaluation Data Sources: Staff Ram Rewards, Implementation of Character Strong program, Climate and Culture Surveys, Jostens Renaissance

Strategy 1 Details	Reviews			
Strategy 1: MCHS will implement staff Ram Rewards, Character Strong lessons, Climate and Culture Surveys, and Jostens Renaissance activities to improve the campus climate and culture. Strategy's Expected Result/Impact: Improve staff participation in campus events by having 75% of staff members attend a campus event each semester. 50% of staff will participate in the Climate and Culture Surveys. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Staff Rewards - 199 - General Fund, Jostens Renaissance Conference - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				




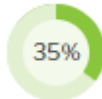
Performance Objective 2 Problem Statements:






Demographics
Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase opportunities for stakeholders to engage in the 2024-2025 school year.

Evaluation Data Sources: Open House analytics, Ram Camp participation, Remind analytics, Smore analytics, Canvas analytics, PTSA membership, Booster Club membership, Parent and Family Engagement, Community Outreach participation, Campus Advisory Team participation

Strategy 1 Details	Reviews			
Strategy 1: To engage incoming freshmen and their families, Mayde Creek High School will host Ram Camp, an orientation event designed to familiarize students and parents with high school expectations, academic resources, and extracurricular opportunities. By partnering with staff, community members, and student leaders, Ram Camp will foster a supportive network that eases the transition to high school and strengthens community involvement in student success. Strategy's Expected Result/Impact: Increase in PTSA membership numbers by 25%. Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: MCHS will hold Hispanic Parents in Action meetings each six weeks to provide the Hispanic parent community a voice in school decisions and encourage parent involvement. Strategy's Expected Result/Impact: Increase PTSA membership hours, Volunteer hours, Increased parent and family engagement and involvement Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: To increase opportunities for stakeholders to engage in the 2024-2025 school year, our campus will host a variety of inclusive events and activities. This includes the Inktober ELA/Visual Arts contest to showcase student creativity, a club-hosted trunk-or-treat event to foster community spirit, and athletics community service projects to encourage collaborative efforts and local involvement.</p> <p>Strategy's Expected Result/Impact: These initiatives are designed to enhance engagement and build stronger connections between students, families, and the broader community.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals, instructional coordinators, club sponsors, athletic directors.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Performance Objective 1 Problem Statements:




Demographics
<p>Problem Statement 1: Teachers need support in order to build positive relationships with students that encourage classroom engagement, student success, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive behavior interventions.</p>
Perceptions
<p>Problem Statement 1: Improve parent, family, and community involvement through various opportunities to allow parents, families, and the community to be an active part of the Mayde Creek High School family. Root Cause: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.</p>






Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Mayde Creek High School will increase the number of opportunities for the community to engage in the learning process by hosting Parent and Family Engagement Events to build a partnership with parents.

Evaluation Data Sources: Parent and Family Engagement Participation, Number of parent meetings held, Number of people signed up for Remind accounts, MCHS Social Media activity

Strategy 1 Details	Reviews			
Strategy 1: MCHS will use "Creek Speak" to inform parents about activities occurring on campus for the week and future activities. Strategy's Expected Result/Impact: Increase parent involvement in school activities Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MCHS will use campus level Remind accounts to provide parents with text messages about important school events. Remind accounts are campus level and grade level to allow parents to personalize the information received. Strategy's Expected Result/Impact: Increase parent involvement in school activities Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Encourage faculty and staff to promote Mayde Creek events and daily school activities on Social Media to show the positive impacts that are being made in and outside of the classroom. Strategy's Expected Result/Impact: Increase parent involvement in school activities, Build a strong culture and climate Staff Responsible for Monitoring: All faculty and staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 4 Details		Reviews			
Strategy 4: Invite parents of English Language Learners to campus to provide information about the resources available to help their child be successful. Strategy's Expected Result/Impact: Increase parent involvement at school, Increase student achievement Staff Responsible for Monitoring: Principal, ESL Facilitator, Parent and Family Engagement Coordinator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent and Family Resources - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: Invite parents to Class meeting nights that allow parents to hear about important class events and give them an opportunity to hear about scheduling and college planning from the counselors. Strategy's Expected Result/Impact: Increase parent involvement in school activities Staff Responsible for Monitoring: Principal, Assistant Principal, Parent and Family Engagement Coordinator Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent and Family Resources - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 6 Details	Reviews			
Strategy 6: Mayde Creek High School will host Parent and Family Engagement events to build parent capacity, build community, and share Title 1 Parent and School Compact and Policies. Strategy's Expected Result/Impact: Increase parent involvement in school activities, Build capacity in parents Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A, Parent and Family Resources - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Improve parent, family, and community involvement through various opportunities to allow parents, families, and the community to be an active part of the Mayde Creek High School family. Root Cause: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Mayde Creek High School students will be provided opportunities outside of the classroom to explore real world experiences and build deeper connections and understanding of the content and our community.

Evaluation Data Sources: Participation in provided opportunities

Strategy 1 Details	Reviews			
Strategy 1: MCHS will provide field trips to colleges, universities, and technical schools. Strategy's Expected Result/Impact: MCHS students will gain access and exposure to post-secondary learning opportunities. Staff Responsible for Monitoring: College and Career Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 Funding Sources: Transportation - 199 - General Fund, Registration/Entrance Fees - 199 - General Fund, Food - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MCHS will provide field trips to local community partners that will connect learning experiences across environments. Strategy's Expected Result/Impact: MCHS students will gain access and real world experiences to support their learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 Funding Sources: Transportation - 199 - General Fund, Registration/Entrance Fees - 199 - General Fund, Food - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June
	 15%			



No Progress



Accomplished



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Performance Objective 3 Problem Statements:







Student Learning

Problem Statement 1: Accountability measures are not meeting required standards on state testing, attendance, graduation with cohort, and CCMR. Mayde Creek High School needs supports in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals, at-risk, and special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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






Evaluation Data Sources: Visits with counseling staff and social worker, Participation in the Character Strong program

Strategy 1 Details	Reviews			
Strategy 1: Train all MCHS faculty and staff on the resources that are available for students experiencing emotional challenges. Strategy's Expected Result/Impact: Be well equipped to support students experiencing emotional challenges, Tools and resources will be available for students experiencing emotional challenges Staff Responsible for Monitoring: Counselors, Social Worker, Behavior Coordinator Title I: 2.6	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: MCHS faculty and staff will promote the use of the SpeakUp App to students. Strategy's Expected Result/Impact: Opportunities for mediation, Foster engagement and provide customized resources Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Worker	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Mayde Creek High School will implement district standards for violence prevention and mitigation. Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

Evaluation Data Sources: SpeakUp App analytics, BHIP Tile submissions, Campus Violent Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Administrators will work with necessary stakeholders to complete Behavior Threat Assessments including bullying investigations. Strategy's Expected Result/Impact: Identify potential threats to campus Staff Responsible for Monitoring: Principals, Assistant Principals	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

Mayde Creek High School held a meeting with the Campus Advisory Team on April 10, 2024 to explain the processes of being a Title 1 campus. During that meeting, stakeholders discussed the campus mission, vision, what it means to be Title 1, and strategic priorities. They also reviewed the options for data and discussed what they would like to review to determine campus needs. The committee determined the strategic priorities for Mayde Creek High School will be to recruit, support, and retain teachers and principals, and to connect high school to career and college.

The stakeholders requested the following data points to review in the next meeting: attendance, graduation rate, parent and family engagement, and campus processes and programs. The campus also selected to review state and national assessment and accountability data.

Mayde Creek High School held a second meeting to dig into the data and develop the Campus Needs Assessment on April 29, 2024. In this meeting stakeholders reviewed the data and were able to ask questions and make comments regarding the data which included a root cause analysis. The data provided consisted of the following:

- STAAR Performance Data
- Accountability Ratings including STAAR Performance, College, Career and Military Readiness, Graduation Rate, Academic Growth, Relative Performance, Closing the Gaps, and Distinction Designations
- Academic Achievement in English Language Arts/Reading - Attendance Rate, Accelerated Student Progress, English I Performance (Meets and Masters, English II Performance (Meets and Masters), AP Exam Participation, AP Exams Results, SAT Participation, Advanced/Dual Credit Completion
- Academic Achievement in Mathematics - Attendance Rate, Accelerated Student Progress, Algebra I Performance (Meets and Masters), SAT/ACT Results for Accelerated Testers, AP/IB Exam Participation, AP/IB Exam Results, SAT/ACT Participation, Average SAT Score, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Science- Attendance Rate, EOC Biology Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Social Studies - Attendance Rate, EOC US History Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Advanced/Dual Credit Completion
- Postsecondary Readiness - Percent of STAAR Results at Meets or Above (All subjects), Four-Year Longitudinal Graduation Rate, Four-Year Longitudinal Graduation Plan Rate, TSI Criteria Graduates, College, Career, and Military Ready Graduates, SAT/ACT Participation, AP/IB Exam Participation (any subject)
- TELPAS Data (2022-2023, 2023-2024) - Proficiency Levels (Beginner, Intermediate, Advanced, Advanced High), Closing the Gaps, English Language Proficiency Status, TELPAS Progress Rate and TELPAS Progress
- College Readiness - PSAT Data (2022-2023), SAT Data (2022-2023)
- College Career Military Readiness Data - SAT, ACT, TSI/TSIA2, Advanced Placement, Dual Credit, Military, College Prep, Industry Based Certification, SPED/IEP Workforce Readiness, SPED Advanced Degree Plan
- Attendance, Graduation, and Dropout Rates - 2018-2023 by sub-pop

- MCHS Turnover Rate - 2017 - 2022

Stakeholders participated in the chalk talk protocol in order to provide feedback on the data and the needs of the campus. The following problem statements were established from the chalk talk:

1. Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community.
2. Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps.
3. Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports and connectivity to teachers in order for them to see the benefit of making MCHS their home.
4. Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family.

Stakeholders participated in small group discussions to discuss and reflect on the Campus Improvement Plan.

Stakeholders for these meetings consisted of parents, community members, teachers, principal, administrators, other school leaders, and students. Those who were unable to attend specific meetings met individually with the campus Principal and Instructional Coordinators to provide feedback and review data. Data was also reviewed with the campus leadership team on April 30, 2024, in order to ensure alignment with campus instructional priorities.

The stakeholders involved in this process are below.

April 10, 2024:

Name	Role
DuWayne LaFountain	Teacher
Kyisha Alim	Instructional Coordinator
Autumn Long	Instructional Coordinator
Richard Grassau	Parent
Jennifer Valencia	Parent
Edna Cummings	Parent
Whitney Copeland	Instructional Coach
Jayden Timmons	Student
Tracy French	Parent
Jocelyn Kang	Teacher
Taylor Dillingham	Community Member
Lizzie Herring	Principal
Adrian Berg	Assistant Principal
Erik Smith	Associate Principal

Jocelyn Kang	Teacher
Hilary Brown	Instructional Coordinator
Jade Boyd	Student

April 29, 2024:

Autumn Long	Instructional Coordinator
Taylor Kratz	Teacher
Richard Grassau	Parent
Edna Cummings	Parent
Kyisha Alim	Instructional Coordinator
Emma Elrod	Student
Jeannie Knierim	District CTE Director
Tracy French	Parent
Helen Cochran	College and Career Facilitator
Rossy Vazquez	Instructional Coordinator
Erik Smith	Associate Principal
Adam Sortino	Counselor
Adrian Berg	Assistant Principal
Lizzie Herring	Principal
Kendall Sanchez	Teacher
Alfonso Vazquez	Community Member
Jocelyn Kang	Teacher

2.1: Campus Improvement Plan developed with appropriate stakeholders

After reviewing MCHS attendance, graduation rate, parent and family engagement, and support services data, stakeholders participated in a chalk talk protocol in order to provide feedback on the data and the needs of the campus. The following problem statements were established from the chalk talk:

1. Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community.
2. Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps.
3. Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports and connectivity to teachers in order for

them to see the benefit of making MCHS their home.

4. Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family.

Lizzie Herring - Principal

Richard Grassau - Parent

Edna Cummings - Parent

Tracy French - Community Member

Taylor Dillingham - Community Member

Jennifer Valencia - Paraprofessional

Edith Millan-Paraprofessional

DuWayne La Fountain - Teacher

Jocelyn Kang - Teacher

Erik Smith - Administrator (other school leader)

Adrian Berg - Administrator (other school leader)

Celiana Huckeba - instructional coach (other school leader)

Taylor Kratz- instructional coordinator (other school leader)

Jayden Timmons - Student

Emma Elrod - Student

Jeanne Knierim - District Personnel

Vivian Muldune-District Personnel

2.2: Regular monitoring and revision

The Campus Improvement Plan (CIP) will be reviewed and updated quarterly in October, January, April, and at the end of the academic year. Collaborative meetings will be held with the Administrative Team, Instructional Coaches, and Title I Instructional Coordinators. During these meetings, data will be analyzed, and the CIP will be adjusted as needed to ensure alignment with campus goals.

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

The Campus Improvement Plan (CIP) will be accessible in both English and Spanish on the campus website and in the community newsletter. Additionally, a printed copy will be provided upon request at the campus.

2.4: Opportunities for all children to meet State standards

Mayde Creek High School ensures that all students are provided equitable opportunities to meet State standards. Teachers deliver high-quality instruction through the development of engaging, TEKS-aligned lessons, skill modeling, and varied opportunities for students to demonstrate their learning. Instruction and intervention are offered through whole group, small group, and individualized settings. Additionally, students have access to advisory periods and after-school tutorials. For those who have not yet met State standards on the EOC STAAR exam, targeted support is provided through Strategic Learning for Literacy and Strategic Math programs.

2.5: Increased learning time and well-rounded education

Mayde Creek High School provides students with opportunities to attend advisory sessions and after-school tutorials, extending learning time to support academic success. December EOC retesters are invited to participate in targeted intervention tutorials prior to the December retest. Strategic Learning for Literacy and Strategic Math programs are available for students who have not yet met State standards on the EOC STAAR exams. To further enhance student outcomes, teachers offer accelerated learning opportunities throughout the school year and summer school, aiming to increase the number of students achieving 'Meets' and 'Masters' grade level performance on all EOC assessments. In collaboration with Seidlitz Education, teachers implement instructional strategies that promote language development and academic literacy. These strategies include framing lessons, teaching in the power zone, facilitating small-group purposeful discussions, recognizing and reinforcing student progress, and encouraging critical writing—all contributing to a well-rounded education and improved student achievement.

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

1. Differentiated Instruction

- **Description:** Tailoring teaching methods and materials to address the diverse learning styles and levels of students. This may include offering multiple ways to explore content (visual, auditory, kinesthetic), varying the complexity of assignments, and providing scaffolds for students who need additional support.
- **For At-Risk Students:** Differentiated instruction allows at-risk students to learn at their own pace and in a way that suits their unique needs, helping them grasp concepts they may struggle with in traditional settings.

2. Targeted Interventions

- **Description:** Implementing focused, small-group instruction or one-on-one sessions aimed at students who need extra help in specific areas. These can occur during advisory periods, after-school tutoring, or through pull-out programs.
- **For At-Risk Students:** At-risk students benefit from strategic, data-driven interventions that target their specific skill gaps, particularly in core subjects like reading and math, ensuring they don't fall behind.

3. Extended Learning Opportunities

- **Description:** Offering additional learning time through after-school programs, Saturday school, or summer school. These sessions reinforce content taught during the regular school day and provide a structured environment for extended practice.
- **For At-Risk Students:** Extended learning time, such as after-school tutorials or intervention sessions for retesters, provides at-risk students with the extra support needed to close achievement gaps and prepare for key assessments like EOC or STAAR exams.

4. Use of Data-Driven Instruction

- **Description:** Regularly analyzing student performance data from assessments, classwork, and other sources to inform instructional decisions. This includes identifying struggling students and adjusting instruction or interventions based on the data.

- **For At-Risk Students:** Data helps identify at-risk students early, allowing for timely intervention and individualized support, which is crucial for preventing further academic decline.

5. Social-Emotional Support

- **Description:** Integrating social-emotional learning (SEL) strategies into daily instruction to help students manage emotions, set goals, and develop healthy relationships. SEL can include classroom activities, counseling, or mentorship programs.
- **For At-Risk Students:** At-risk students often face external challenges, and addressing their social-emotional needs improves their engagement, attendance, and overall academic success.

6. Parental Involvement and Communication

- **Description:** Regular communication with parents and guardians to keep them informed about their child's progress and involving them in the educational process. This can include parent-teacher conferences, progress reports, and engagement in school events.
- **For At-Risk Students:** Encouraging parental involvement can provide at-risk students with a stronger support system at home, which reinforces the importance of education and can improve attendance and performance.

7. Culturally Responsive Teaching

- **Description:** Incorporating students' cultural backgrounds into instruction to make learning more relevant and engaging. This includes using diverse materials, texts, and examples that reflect students' lives and experiences.
- **For At-Risk Students:** Culturally responsive teaching helps at-risk students feel valued and understood, leading to higher levels of engagement, motivation, and academic success.

8. Mentorship and Peer Support

- **Description:** Pairing at-risk students with mentors—whether teachers, staff, or peers—who can provide guidance, encouragement, and academic support. Mentorship programs can foster positive relationships and accountability.
- **For At-Risk Students:** A mentor or peer support network gives at-risk students a trusted figure to turn to, helping them stay motivated and on track academically.

9. Personalized Learning Plans (PLPs)

- **Description:** Developing individualized learning plans that outline specific goals, strategies, and supports for each student. These plans are regularly monitored and updated based on student progress.
- **For At-Risk Students:** PLPs ensure that at-risk students receive the tailored instruction and interventions they need to address specific academic deficiencies and stay focused on achieving measurable goals.

10. Technology-Enhanced Learning

- **Description:** Using educational technology tools like adaptive learning software, online tutorials, or apps to reinforce instruction and allow students to learn at their own pace.
- **For At-Risk Students:** Technology can provide at-risk students with personalized practice and immediate feedback, making learning more engaging and accessible, particularly in subjects where they struggle.

3.1: Annually evaluate the schoolwide plan

1. Evaluation Overview: The evaluation of the Campus Improvement Plan (CIP) will occur annually to ensure its effectiveness in addressing key problem areas and improving student achievement, especially for the lowest-performing students. This evaluation will be data-driven and focus on continuous improvement, informed by multiple sources of performance and perception data.

2. Data Sources for Evaluation:

- **State Assessments:** EOC STAAR test results will be the primary indicator of student achievement. The data will be disaggregated by student subgroups (e.g., economically disadvantaged, English learners, special education) to monitor progress, particularly for the lowest-achieving students.
- **Other Student Performance Data:**
 - Formative and summative assessments (benchmarks, teacher-created assessments)
 - Progress monitoring data for targeted interventions (e.g., Strategic Learning for Literacy, Strategic Math)
 - Attendance, graduation rates, and course completion data
- **Perception Data:**
 - Surveys from students, parents, and staff to assess perceptions of the schoolwide program, learning environment, and the impact of instructional strategies
 - Feedback from focus groups or advisory committees composed of teachers, parents, and community members

3. Evaluation Process:

- **Step 1: Data Collection**

Data will be collected continuously throughout the school year. Key data points will be gathered after major assessment periods, including end-of-course exams, progress reports, and interventions. Surveys and focus groups will be conducted throughout the year to capture stakeholder perceptions.
- **Step 2: Data Analysis**

A campus advisory team (CAT) will analyze the collected data, with a focus on:

 - Determining whether the CIP's targeted objectives have been met.
 - Identifying trends in student performance and engagement.
 - Assessing the effectiveness of instructional strategies, interventions, and extended learning opportunities (e.g., tutorials, summer school).
 - Evaluating improvements among the lowest-achieving students.
- **Step 3: Identification of Problem Areas**

The committee will identify areas of the CIP that were effective, as well as any major problem areas or gaps in student achievement. Special attention will be given to any subgroups that did not demonstrate sufficient growth or improvement.

4. Continuous Improvement and Plan Revision:

- **Step 4: Reporting**

The CAT will create an evaluation report that outlines key findings, highlighting successes, challenges, and areas needing improvement. The report will be shared with stakeholders, including campus staff, students, parents, and district leadership.
- **Step 5: Plan Revision**

Based on the findings, the CIP will be revised as necessary to reflect the current needs of students. Revisions may include:

 - Adjustments to instructional strategies, interventions, and professional development plans.

- Changes to resource allocation or scheduling to support increased learning time and enrichment opportunities.
- Updates to the measurable goals and performance targets to ensure continuous progress.

• **Step 6: Implementation of Revised Plan**

The revised CIP will be implemented in the following school year, with a focus on addressing the identified areas of need. Ongoing monitoring and evaluation will continue throughout the year to ensure the plan remains effective and responsive to student needs.

5. Timeline:

- **Fall:** Initial data review and collection (beginning of the school year, state assessments, perception data)
- **Winter:** Mid-year analysis and adjustments (based on first semester data, benchmarks, and intervention progress)
- **Spring:** Final data collection and analysis (EOC STAAR, final assessments)
- **Summer:** Comprehensive evaluation, reporting, and revision of the CIP

6. Stakeholder Involvement:

Throughout the evaluation process, stakeholder engagement will be prioritized. This includes:

- Regular communication with parents and community members via newsletters and campus meetings.
- Gathering feedback from teachers, students, and staff to inform ongoing improvements.
- Involving the campus leadership team and instructional staff in the revision process.

This structured evaluation plan ensures that the CIP remains dynamic, data-informed, and responsive to the changing needs of students at Mayde Creek High School.

4.1: Develop and distribute Parent and Family Engagement Policy

The **Mayde Creek High School Parent and Family Engagement Policy** emphasizes the importance of building strong partnerships between the school, parents, and the community to support student success. As a Title I campus, Mayde Creek High School is dedicated to fostering a collaborative environment that encourages parental involvement in the learning process. The policy outlines opportunities for parents to participate in campus and district activities, access resources to support learning at home, and engage in family meetings to provide input on school programs. The goal is to ensure all students acquire the knowledge and skills needed to thrive academically.

To ensure accessibility, the Parent and Family Engagement Policy will be:

- Distributed through our weekly community newsletter, **Creek Speak**.
- Made available on the district website.
- Provided in hard copy upon request at the campus.

Additionally, the policy will be translated into Spanish to accommodate our diverse community, ensuring that all families can stay informed and engaged.

Link to full Parent and Family Engagement Policy- https://docs.google.com/document/d/11zpXl4_1C8WzBg8MUMB0THhpSBZkC1I/edit?usp=sharing&ouid=101750792103964458157&rtpof=true&sd=true

4.2: Offer flexible number of parent involvement meetings

To promote a strong partnership between Mayde Creek High School and our parent community, we will offer a flexible schedule of meetings and events designed to accommodate the diverse needs of our families. Our goal is to engage parents through multiple channels and formats, ensuring opportunities for involvement regardless of scheduling constraints.

1. Ram Camp: Freshman Orientation

- **Event Purpose:** Ram Camp is designed to familiarize incoming freshmen and their families with high school expectations, academic resources, and extracurricular opportunities.
- **Target Audience:** Freshman students and their parents.
- **Structure:** Partnering with staff, community members, and student leaders, Ram Camp will offer an interactive orientation experience. It will build a supportive network for students and parents, easing the transition into high school.
- **Virtual Option:** Families unable to attend in person will have access to virtual sessions or recordings of key presentations.

2. Hispanic Parents in Action Meetings

- **Event Purpose:** MCHS will host these meetings each six weeks to give our Hispanic parent community a voice in school decisions and encourage greater involvement.
- **Target Audience:** Hispanic parents and families.
- **Structure:** Meetings will focus on cultural, academic, and community topics, offering a forum for parents to share concerns and ideas, and to participate in school activities.
- **Virtual Option:** To ensure flexibility, these meetings will also be accessible via virtual platforms for parents who cannot attend in person.

3. Parent Communication via Creek Speak and Remind

- **Communication Tools:**
 - **Creek Speak:** A weekly community newsletter will be used to keep parents informed about current and upcoming school activities.
 - **Remind:** Campus-level and grade-level Remind accounts will allow parents to receive personalized text messages about important school events.
- **Frequency:** Weekly (Creek Speak) and as needed (Remind).
- **Target Audience:** All parents and guardians.
- **Structure:** Both communication tools will offer timely updates and reminders, keeping parents engaged with campus life.

4. Social Media Engagement

- **Event Purpose:** Faculty and staff will be encouraged to share school activities, events, and student accomplishments on social media.
- **Target Audience:** All parents and the broader community.
- **Structure:** Social media posts will highlight positive impacts being made in the classroom and beyond, fostering greater parent involvement through a visible and engaging platform.

5. English Language Learner (ELL) Parent Meetings

- **Event Purpose:** Invite parents of English Language Learners (ELLs) to campus to provide information about available academic resources and support services for their children.
- **Target Audience:** Parents of ELL students.
- **Structure:** Meetings will offer resources to help ELL students succeed, with opportunities for parents to ask questions and seek guidance from counselors and staff.
- **Virtual Option:** A virtual option will be provided for parents who cannot attend in person, ensuring that language and scheduling are not barriers to participation.

6. Class Meeting Nights

- **Event Purpose:** Class meetings will allow parents to hear from counselors about scheduling, college planning, and other class-specific events.
- **Target Audience:** Parents of students in specific grade levels.
- **Structure:** Counselors will provide detailed presentations on important academic milestones, offering time for questions and discussions.
- **Virtual Option:** A virtual attendance option will be made available to allow for greater participation.

7. Parent and Family Engagement Events

- **Event Purpose:** MCHS will host Parent and Family Engagement events throughout the year to build parent capacity, foster community connections, and share Title I Parent and School Compacts and Policies.
- **Target Audience:** All parents and families.
- **Structure:** These events will focus on equipping parents with tools to support their children's learning, engaging families in the life of the school, and ensuring that parents are informed about Title I initiatives.
- **Virtual Option:** For those unable to attend in person, these events will be offered virtually to maximize participation.

8. Flexible Meeting Options

- **Multiple Times and Days:** To accommodate diverse schedules, many events will be offered at different times and days.
- **Virtual Participation:** Nearly all events and meetings will include a virtual option, allowing parents to attend from home or work if they are unable to come to the school.
- **Recorded Sessions:** For select events, recordings of key sessions will be made available for parents to access on-demand at their convenience.

Summary:

By offering a variety of flexible, inclusive, and virtual opportunities for involvement, Mayde Creek High School will ensure that all parents have the chance to actively participate in their child's education. Through events like Ram Camp, Hispanic Parents in Action meetings, and Class Meeting Nights, combined with digital communication and virtual options, we will create a supportive, engaged, and informed parent community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Robinson	Counselor		
Ashley Flanders	English Academic Support Teacher		
Holly Holst	Science Academic Support Teacher		
Janae Watkins	Counselor		
Jessica Montgomery	English Academic Support Teacher		
Kendall Sanchez	Instructional Coordinator		
Kyisha Alim	Instructional Coordinator		
Maggie Finkeldey	Instructional Coordinator		
Melissa Golden	Math Academic Support Teacher		
Phuongnga Nguyen	Social Studies Academic Support Teacher		
Taylor Kratz	Instructional Coordinator		
Taylor White	Science Academic Support Teacher		
Tiffany Richard	Academic Support Coordinator		

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Staff Rewards		\$0.00
6	3	1	Transportation		\$0.00
6	3	1	Food		\$0.00
6	3	1	Registration/Entrance Fees		\$0.00
6	3	2	Registration/Entrance Fees		\$0.00
6	3	2	Transportation		\$0.00
6	3	2	Food		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$0.00
1	1	1	Seidlitz Education Training		\$25,900.00
1	1	2	Instructional Materials		\$0.00
1	1	3	Instructional Materials		\$0.00
1	1	3	Seidlitz Education Training		\$0.00
1	1	3	Bilingual Dictionaries		\$121.98
1	1	3	Teaching and Learning Alliance		\$0.00
1	2	1	Instructional Materials		\$0.00
1	2	2	Instructional Materials		\$0.00
1	2	3	Tutorial Snacks		\$0.00
1	2	3	Instructional Materials		\$0.00
1	2	4	Instructional Materials		\$0.00
1	3	1	Instructional Materials		\$0.00
1	3	2	Instructional Materials		\$0.00
1	3	3	Tutorial Snacks		\$104.44
1	3	3	Instructional Materials		\$0.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Headphones for SPED/Resource Math		\$121.45
1	3	4	Title I Staff		\$1,010,246.00
1	3	4	Algebra I Math Supplies		\$2,698.70
1	3	4	Instructional Materials-360 Whiteboards		\$27,992.55
1	3	4	DeltaMath Online Subscription		\$2,200.00
1	3	4	Dry Erase Markers		\$1,034.60
1	4	1	Social Studies Instructional Materials		\$1,041.24
1	4	2	Instructional Materials		\$0.00
1	4	3	Social Studies Instructional Materials		\$239.95
1	4	4	Instructional Materials		\$0.00
1	4	4	Tutorial Snacks		\$0.00
1	5	1	Instructional Materials		\$0.00
1	5	1	Technology		\$0.00
1	5	2	US History, World History, and Human Geo AMSCO Books		\$3,572.86
1	5	2	KAP & AP Chemistry, Biology, Environmental Science Lab Equipment		\$3,148.26
1	5	2	Instructional Materials- AP Chemistry 5 Steps to a 5 Textbooks		\$876.15
1	5	3	Instructional Materials		\$0.00
1	7	1	Languages Other Than English Headphones		\$3,193.95
1	7	1	English Headphones		\$670.89
1	7	1	GoGuardian student device monitoring software		\$4,630.00
1	7	2	Instructional Materials		\$0.00
2	2	1	PBIS Rewards Program		\$7,200.00
3	1	1	Professional Development		\$0.00
3	1	1	Instructional Materials		\$0.00
3	1	2	Instructional Materials		\$0.00
3	1	3	Instructional Materials		\$0.00
5	1	1	Instructional Materials		\$0.00
5	1	1	Teaching and Learning Alliance		\$0.00
5	1	1	Seidlitz Partnership and Training		\$0.00
5	1	2	TAEA Annual Conference Professional Development Registration		\$130.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Instructional Materials		\$0.00
5	1	2	HS Criminal Justice Instructor Training (HSCJIT) Conference-Science		\$250.00
5	1	2	Professional Development Materials		\$0.00
5	1	3	Teaching and Learning Alliance		\$28,800.00
5	2	1	Jostens Renaissance Conference		\$0.00
6	1	1	Parent and Family Engagement Events		\$0.00
6	1	2	Parent and Family Engagement Events		\$0.00
6	2	4	Parent and Family Resources		\$0.00
6	2	5	Parent and Family Resources		\$0.00
6	2	6	Parent and Family Resources		\$0.00
6	2	6	Parent and Family Engagement Events		\$0.00
Sub-Total					\$1,124,173.02

Addendums



The percent of **Mayde Creek High School** students who achieve the CCMR target will increase from **63%** to **65%** by July 2029.

Mayde Creek HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	69					
		Actual Component	63%					
		State Component	76%					
		Met State Component Rate	N					
		Goal Component	-	63%	64%	64%	65%	65%
		Met Component Goal	-					

Mayde Creek HS Targets	CCMR		# 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	# EB/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	141	53%	375	61%	78	63%	2	50%	43	86%	2	100%	16	63%	92	75%	512	59%	241	66%
		2025 Target						73%							73%							