

**Katy Independent School District**  
**Creech Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Value Statement

The values of the Creech Elementary Community are to:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sue Creech Elementary is a Pre-kindergarten through 5th grade campus in the Katy Independent School District. Student enrollment at Sue Creech Elementary is projected to be 800 students for the 2023-2024 school year. The student population is 40% from the White race/ethnicity group, followed by 26% Hispanic, 13.5% Asian, and 15% Black/African American race/ethnicity groups. There is 5% of the student population represented by two or more races.

Sue Creech Elementary's student enrollment includes 29% Limited English Proficient students, 4.6% Gifted/Talented students; 55% of our students meet at least one of the criteria as at-risk population and 40% of our students are categorized as economically disadvantaged. Almost 20% of Creech students are served in special education.

The daily attendance rate for the 2022-2023 school year was 95.48%.

Creech has a staff of 96 employees. All teachers, including new teachers, will attend bi-monthly professional development rotations (PDR); first year teachers meet monthly with their mentor. The professional development will align to the campus data, grade level needs and align to district and campus initiatives.

### Demographics Strengths

The diversity of our student population is a strength of our school community. Our students are representative of many diverse backgrounds and cultures, speaking 25 different languages at home.

Most of our staff members have more than 5 years of teaching experience. Our staff values professional development and seeks opportunities to participate in staff development outside of what the district provides. The certified staff participated in multiple professional development opportunities in preparation for the school year. The vast majority of our teachers are ESL and/or GT certified. Grade level PLCs and PDRs strengthen instruction through the alignment of the curriculum, lesson planning and assessments.

# Student Learning

## Student Learning Summary

Creech achieved an overall A rating in 2019 with a scale score of 92. Due to the state of emergency declared by the State of Texas, the 2019-2020 official rating and the 2020-2021 was Not Rated: Declared State of Disaster. **In 2022, Creech achieved an overall rating of a B with an overall score of 88.**

All schools in Texas are scored in three areas: Student Achievement, School Progress and Closing the Gap. For the 2021-2022 school year, Creech Elementary scores were:

- **Domain 1 – Student Achievement – Creech Elementary Score: 92 (A)**
- **Domain 2 – Student Progress – Creech Elementary Score: 88 (B)**
- **Domain 3 – Closing the Gaps – Creech Elementary: 80 (B)**

**Creech will not receive 2023 Accountability ratings until August 2023.**

Below is a summary of preliminary raw data received.

Content	# tested	Likely Did not Pass	Zone of Uncertainty	Likely Passed
Math	453	2% (10)	25% (112)	73% (331)
District		4%	27%	69%
Reading	453	3% (12)	12% (53)	86% (388)
District		3%	17%	80%
5th grade Science	162	6% (9)	26% (42)	69% (111)
District		6%	31%	63%

### Below is a review of previous year's data:

A comparison of STAAR scores at the All Students level over the pasts 3 available tested years are as follows:

ALL GRADE LEVELS - APPROACHES GRADE LEVEL			
	2019	2021	2022
READING	91	85	90
MATH	90	88	86
SCIENCE	91	83	87

The 2022 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are

all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have a likelihood of success in the next grade level or course.

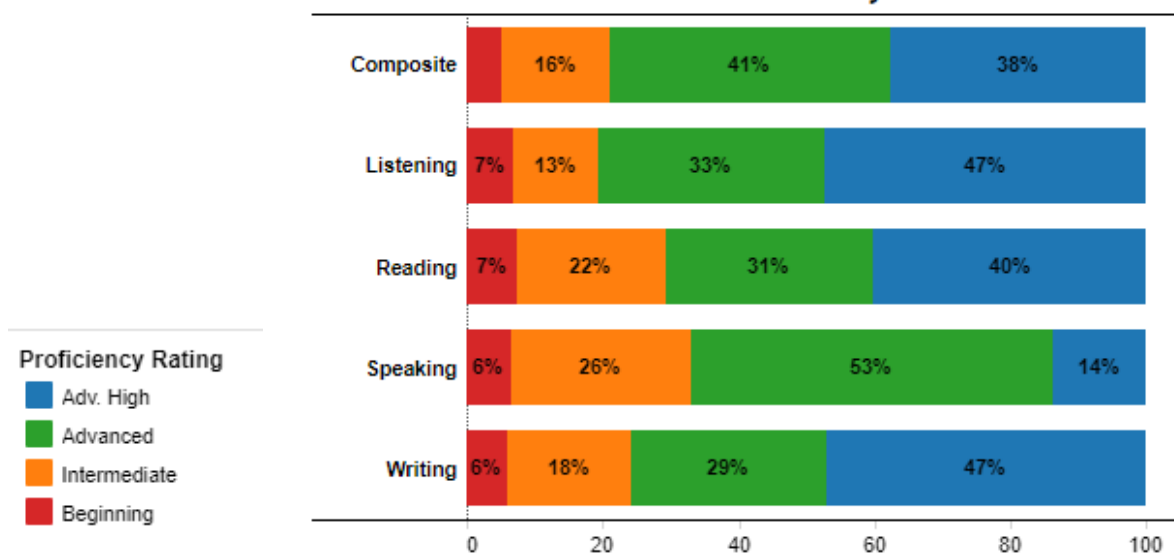
2022 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	11%	25%	26%	37%
4th Math	23%	25%	28%	24%
5th Math	7%	19%	30%	43%
3rd Reading	6%	13%	22%	59%
4th Reading	17%	16%	28%	38%
5th Reading	6%	13%	22%	59%
5th Science	12%	31%	29%	28%

Katy ISD's Research, Assessment, and Accountability department reviews plans with the school board annually in a public meeting. Plans are posted on the campus and district websites within the Campus Improvement Plan.

**TELPAS 2023 Summary Data will not be released to campuses until August 2023. Below is a summary of spring 2022 data:**

**TELPAS 2022 Summary: # Students Tested = 216**

### Creech Elementary



Number of students tested with 1 prior year of comparison: 145

**TELPAS Progress Summary:**

**Creech Elementary**

	Progressed at Least One Level			Did Not Progress	
	One Level	Two Levels	Three Levels	Lower or the Same	Total
Beginning				100%	100%
Intermediate	8%			92%	92%
Advanced	32%			68%	68%
Adv. High	92%	8%			100%
<b>Total</b>	<b>61%</b>	<b>4%</b>		<b>35%</b>	<b>35%</b>

**Student Learning Strengths**

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

- When analyzing student data from 2022-2023, including raw STAAR data provided by the TEA, Creech meets or exceeds the district and state percentages on all tests in the area of Approaching grade level standards.
- Our students that attended intervention throughout the year showed tremendous gains on assessments at the end of the year, showing the impact of the instruction and time spent with support staff.
- With our changing population, we continue to seek out and provide the best instruction that meet the needs of learners. Our teachers provide instruction that addresses the whole-child, not just academics

# School Processes & Programs

## School Processes & Programs Summary

Creech Elementary classrooms teach the TEA prescribed Texas Essential Knowledge and Skills, follow Katy ISD curriculum as well as its scope and sequence. Both formative and summative assessments are embedded into long range campus lesson planning that includes District Learning Assessments created by Katy ISD and campus based common assessments developed in collaboration with the campus Instructional Coaches.

Student achievement is monitored and data is disaggregated by teacher teams and administrators. Sources of student achievement data include Amira Assessment, Dreambox, district math checkpoints, and campus benchmarks. Kindergarteners are assessed via Texas Kea. Both TX KEA and Amira assessments in Kinder-2nd grade serve as a screener the possibility of dyslexia. Third through fifth grade student achievement data includes the additional of STAAR Interims and STAAR assessments. Dyslexia and EL instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for EL students.

All emergent bilingual students (English learners) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s). Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing. Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.

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

Teachers attend robust professional development sessions during the summer months and also participated in job embedded opportunities during the school year. Job embedded sessions are facilitated by our own teacher leaders, instructional coaches, campus administration and district level specialists. In addition to professional development, the weekly planning meetings and PDR meetings will reinforce what they are learning.

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

## School Processes & Programs Strengths

The Creech staff are strongly connected, collaborative, and professional. They work in high performing teams to align curriculum and ensure everyone has a clear understanding of



the expectations and goals. Feedback and the PLC process supports professional growth which aligns our best practices, incorporate high yield strategies and focus on engaged learning with students.

Creech Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans.
- MTSS is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- The social and emotional needs of our students are of highest priority and supported through many initiative on the campus that foster the school family. This includes a robust campus discipline management plan, implementation of PurposeFULL People curriculum, Conscious Discipline, the PBIS framework, and the House System.
- Safety drills are performed frequently and efficiently.
- Technology is routinely used to support instruction and engage students.
- Teachers work in collaborative planning teams to develop rigorous lessons for students.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The total number of discipline referrals over the past 2 school years reflects a consecutive increase. **Root Cause:** Students need explicit instruction on expectations and the essential components of the SCE discipline management plan need to be implemented with fidelity.

**Problem Statement 2 (Prioritized):** Average Daily Attendance has decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%). **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

# Perceptions

## Perceptions Summary

Creech Elementary is intentional about creating and sustaining a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. We begin in mid summer with communicating back to school information to parents, updating all communication platforms (website, Remind messaging, social media, and email distributions). A fall semester "Save the Date" page is included regularly in the school newsletter beginning in the summer to provide parents ample notice of campus events and happenings. We maintain consistent routines and external communication and solicit feedback from parents through surveys and feedback forms. New in 2023-2024 is an ongoing parent feedback form included in the weekly newsletter that will provide parents an avenue to provide celebrations and shout outs of staff that have gone the extra mile as well as provide real time feedback to the leadership team in any area needed. Our office staff focus on positive customer service and remain helpful for parents and families. Creech PTA actively supports through the school through volunteer efforts, events, fundraising, and contribute greatly to the school family here at Creech. Our school counselor hosts parent learning sessions on various timely topics such as anxiety and parenting strategies.

Creech has a set of "Creech Core Values" that are recited each Monday schoolwide and reinforced daily in the classrooms. Students learn these statements quickly from the earliest of ages. These values align with the larger Katy ISD Mission Statement that together with family and community, we will provide unparalleled learning experiences for our students designed to prepare and inspire each student to live an honorable, fulfilling life to create the future. We believe students learn best in a safe, supportive and engaging environment. We want our students to "own" their learning.

The Leadership team is intentional about providing frequent feedback to staff and providing varied opportunities for staff to recognize and celebrate each other's accomplishments and show appreciation. Our culture is maintained through traditions and systems that are reviewed and improved upon when needed. Staff plan monthly birthday celebrations for each other and the Leadership team provides a appreciation event each month for staff as well as a culture-building activity off campus each semester. This further builds the school family and contributes to a positive school climate.

Through ongoing implementation of PBIS and fostering strong classroom communities, expectations for students are explicitly taught and positively reinforced. Students receive reinforcers (BARK Bucks) when they exhibit appropriate behaviors that are aligned with the BARK (Be respectful, Act Responsible, Ready to Learn, Keep Safe) matrix. The Campus Discipline Management plan includes supports for students through Conscious Discipline structures in the classroom, multiple systems of support through our school counselor, professional development for staff on restorative practices and building the classroom community, and RTI academic and behavior support meetings. Additionally, students and teachers conduct daily community circles with focused discussions that build character, teach social skills, encourage verbal expression, and build strong classroom community.

Creech has an established House System in place which has been transformative in further connecting all members of the Creech family. Our motto, "6 Houses - 1 Creech Family" has been embraced by both students and staff. House rallies are engaging and exciting for students and staff, friendly competitions with house points add fun to the events and is motivating for students. House rallies always incorporate a PurposeFULL People lesson from the Character Strong curriculum.

### Discipline data reflects the following:

Total referrals for 2020-2021 = 184 ; Total referrals for 2021-2022= 298; Total referrals for 2022-2023 = 332

Most frequent infractions:

Physical Contact

Non-Compliance

## Perceptions Strengths

Creech Elementary works to maintain these strengths:

- A process to involve parents in planning, implementing and evaluating family involvement activities (in conjunction with PTA)
- An orientation program to prepare volunteers for being on campus
- A robust campus communication plan including external communication through 3 platforms weekly.
- Partnership with sister school to offer fundraisers and provide school supplies.
- Creating a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- Implementation of a student council program (3rd-5th) grade to build student leadership.
- Implementation of PBIS strategies in creating common expectations throughout the school
- All classrooms participate in daily Community Circles.
- All classrooms create shared classroom agreements.
- All classrooms have classroom greeters to welcome adults as they enter the classroom.
- Creech Houses (the House System) connects students and staff from different grade levels and teams.
- 17 staff members have attended the 7-day Conscious Discipline Institute.
- All staff members were trained in the basics of Conscious Discipline during the 2020-2021 school year. All new paras and teachers were provided the same overview at the start of the 2021-2022 school year.
- A refresher was held January 3, 2023 in an Unconference format.

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

**Problem Statement 1 (Prioritized):** Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions. **Root Cause:** Students lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."

# Priority Problem Statements

**Problem Statement 1:** The total number of discipline referrals over the past 2 school years reflects a consecutive increase.

**Root Cause 1:** Students need explicit instruction on expectations and the essential components of the SCE discipline management plan need to be implemented with fidelity.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions.

**Root Cause 2:** Students lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Average Daily Attendance has decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%).

**Root Cause 3:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- 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

**Support Systems and Other Data**

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

# Goals


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


**Performance Objective 1:** HB3 - The percent of 3rd grade Creech Elementary students who achieve meets and above in Reading will increase to 78% by July 2024..


**HB3 Goal**


**Evaluation Data Sources:** 3rd grade 2023 STAAR Reading data will be used.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will administer the Amira assessment regularly and analyze the data collaboratively to drive skills-based, systematic instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading instruction is targeted and differentiated in the classroom to meet each student's individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

**Performance Objective 2:** HB3 - The percent of 3rd grade Creech Elementary students who achieve Meets and above in Math will increase from to 73% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** 3rd grade 2023 STAAR Math data will be used.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coach will train and support teachers in utilizing DreamBox student/class/grade level data during PDR to identify students in need of support or extension.</p> <p><b>Strategy's Expected Result/Impact:</b> The Predictive insights report will be used by teachers to drive small group instruction and targeted intervention groups during extended learning time.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Instructional Coordinator, Instructional Coach, Administrators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Performance data on each student group will be analyzed regularly by teacher teams and the leadership team to guide instructional planning and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will drive instructional planning, delivery, and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Increase the number of students participating scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** Creech Elementary Average Daily Attendance for 2023-2024 school year will increase by .5% overall.

**Evaluation Data Sources:** ADA percentage by grade level will be analyzed for improvement each 6 weeks.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, Staff, and Administration will educate and provide resources to parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily average attendance will improve in comparison to the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A variety of incentives and celebrations of exemplary attendance will be developed and implemented with students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have an increased focus on regularly attending school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ADA Clerk, Assistant Principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 4 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Average Daily Attendance has decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%). <b>Root Cause:</b> Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.</p>

**Goal 2:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** Creech Elementary will implement activities to maintain connection and collaboration between staff members, maintain a positive staff moral and engage staff in campus activities and celebrations.





**Evaluation Data Sources:** The end of the year staff survey will reflect at least 85% satisfactory rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All new staff members engage with the Leadership team at the beginning of the year for campus orientation. First year teachers meet with their assigned mentor monthly to address questions and provide support in day to day challenges of teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> New staff are provided support and feel connected to the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Creech students and staff will responsibly utilize and integrate technology resources that enhance instruction for students, provide real time comprehensive data for teachers to guide instruction, and provide consistent external communication to parents.

**Evaluation Data Sources:** Bright Bytes survey will be reviewed.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers, parents, and students will utilize Canvas as a virtual learning platform and communication tool.  <b>Strategy's Expected Result/Impact:</b> External communication is consistent campuswide.  <b>Staff Responsible for Monitoring:</b> Teachers                      Instructional Coaches                      Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use.  <b>Strategy's Expected Result/Impact:</b> Achieve Common Sense Digital Citizenship Status  <b>Staff Responsible for Monitoring:</b> Librarian</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will host CrimeStoppers to support 5th grade students in a deep understanding of the importance of cyber safety through explicit instruction and increased awareness of the consequences of misuse and threats that exist in an online world.  <b>Strategy's Expected Result/Impact:</b> Students become better digital citizens.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** SCE will utilize the framework of MTSS to address the emotional needs and well-being of all students through a coordination of all campus support systems in place at Creech.

**Evaluation Data Sources:** Professional development provided for staff in PurposeFULL People and Conscious Discipline. Implementation of all strategies with students as evidenced by lesson plans, house rally activity plans, MTSS B committee meetings, and guidance lesson schedule.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Purposefull People resource will continue to be used to develop character and social-emotional skills in our students, staff and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff and families will be changed by the way we treat others and ourselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Purposefull People Core Team</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The House System continue to be implemented, campus-wide, to promote collaboration, connection, and teamwork among our students and staff. Students and staff will participate in schoolwide House Rallies, grade level house meetings with character lessons and community circles, and weekly house activities and games in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand that we are all part of the Creech family. Our hope is that there will be positive interaction between students and staff across grade levels. Students will have an increased connection with others which will lead to a decrease in peer conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Principal House Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classrooms will implement Conscious Discipline structures in all classrooms to build the school family, including Safe Space, Friends and Family Board, Jobs, Brain Smart Starts, restorative practices during conflict, and greeting students regularly at the classroom door.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel connected to the school family and receive explicit instruction in emotional self regulation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The counselor will provide ongoing guidance lessons to each grade level that will teach a variety of social skills and skills in self regulation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain skills to better deal with conflict with others as well as emotional self awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The counselor will schedule and host Fort Bend County Sheriff Department's "Now that You're 10" program for 5th graders.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain insight and knowledge into the consequences of behavior that is deemed illegal such as cyberbullying, acts of violence/aggression, and substance abuse and/or possession of an illegal or controlled substance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** Creech Elementary will involve and engage stakeholders through unique events, partnerships, and educational outreach opportunities throughout the school year that supports academic achievement.

**Evaluation Data Sources:** Multiple events and outreach opportunities are consistent on the campus calendar and executed with fidelity.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide two curriculum education nights for Creech families during the 2023-2024 school year that is engaging for both parents and students to provide information and insight into day-to-day instructional practice. One curriculum night will be STEM focused, the other will focus on the shift to Structured Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum night provides a window into instructional practice and pedagogy that will support parents ability to understand and help students at home.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Principal, Curriculum Night Staff Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will advertise Title III: Parent Engagement Events - Enhancing Educational Supports for EB Students.</p> <p><b>Strategy's Expected Result/Impact:</b> This provides parents with the skills, activities, and training needed to improve their English language skills and become more active participants in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, ESL ISSTs</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Creech administration and staff will maintain a robust external communication plan that keeps parents connected to their student's teachers as well as campus wide events, opportunities, and information. Platforms of communication are email, weekly campus and teacher newsletters, active social media presence, and Remind messaging.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are informed of campus information in a variety of platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers, Staff, and Administration will educate and provide resources to parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily average attendance will improve in comparison to the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Average Daily Attendance has decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%). <b>Root Cause:</b> Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.</p>



**Goal 5:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 2:** Creech Elementary will involve and engage stakeholders through unique events, partnerships, and educational outreach opportunities throughout the school year that supports the social and emotional needs of students.

**Evaluation Data Sources:** Events and outreach opportunities are consistent on the campus calendar and executed with fidelity.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The SCE counselor will host and facilitate at least 1 parent engagement session focused on the social/emotional wellbeing of students and how parents can best support their children at home.</p> <p><b>Strategy's Expected Result/Impact:</b> These opportunities provides learning opportunities for parents to provide improved support for their children at home.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 282 - ESSER III</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions. <b>Root Cause:</b> Students lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."</p>

**Goal 6:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** Creech will implement a coordinated approach to Campus Discipline Management so that total discipline referrals in 2023-2024 reflect a reduction of at least 15% compared to the 2022-2023 total.

**Evaluation Data Sources:** 2023-2024 End of year discipline referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will participate in MTSS-B, year #2 with Katy ISD and attend 2 full days of professional development provided. The newly formed campus MTSS-B committee consists of lead representatives of our campus systems (PBIS, Discipline, SpEd, House System, PurposeFULL People, Counseling, MTSS, Gen Ed in primary/intermediate).</p> <p><b>Strategy's Expected Result/Impact:</b> The integration of all systems to support shifting student behavior will result in a reduction of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The total number of discipline referrals over the past 2 school years reflects a consecutive increase. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the SCE discipline management plan need to be implemented with fidelity.</p>

**Goal 7:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Teachers and staff will fully implement the Amira assessment system along with HMH end of module assessments to inform the systematic literacy instruction in place in our ELA classrooms.

**Evaluation Data Sources:** Ongoing Amira assessment data will be analyzed and monitored.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HMH and Amira assessment windows will be included in Long Range Planning documents and communicated regularly during weekly planning. Teachers access the data regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have real time access to ongoing formative data on specific skills that will drive small group instruction and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Creech Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Creech Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christine Searle	Academic Support Teacher	1
Stephanie Bruno	Academic SupportTeacher	1

# Campus Funding Summary

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

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

**Accountability Rating Summary**

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

**Identification of Schools for Improvement**

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

**Distinction Designations**

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

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Reading will increase **61%** to **78%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>62%</b>	<b>64%</b>	<b>77%</b>	<b>78%</b>
Actual	<b>64%</b>	<b>61%</b>	<b>66%</b>	<b>76%</b>	<b>76%</b>	
Met Goal			Y	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Creech	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
		2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
		2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
		2023 Target		53%		76%		67%				75%		0%				29%		78%		64%
		2023 Actual	20	75%	38	63%	62	79%	1	100%	17	88%	0		5	80%	35	51%	50	52%	31	65%
		Met Target		Y		N		Y				Y				Y		Y		N		Y
		2024 Target		53%		76%		67%				75%		0%		60%		<b>61%</b>		<b>62%</b>		64%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Goals			<b>67%</b>	<b>69%</b>	<b>71%</b>	<b>73%</b>
Actual	<b>56%</b>	<b>66%</b>	<b>58%</b>	<b>63%</b>	<b>55%</b>	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Creech	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
		2021 Actual	19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
		2022 Actual	23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
		2023 Target		53%		74%		73%				85%		0%		80%		36%		56%		75%
		2023 Actual	20	45%	38	47%	62	60%	1	0%	17	65%	0		5	60%	35	43%	50	34%	31	45%
		Met Target		N		N		N				N				N		Y		N		N
		2024 Target		53%		74%		<b>70%</b>				85%		0%		80%		36%		<b>44%</b>		75%