

Katy Independent School District
Creech Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



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 Kindergarten through 5th grade campus in the Katy Independent School District. Student enrollment at Sue Creech Elementary was 882 at the beginning of the year, however, due to the impact of Hurricane Harvey on the Katy community on August 20, 2017, enrollment has declined to 732 students due to 77% of the student being displaced from their homes. The majority of the student population is 41.9% from the White race/ethnicity group, followed by 23.1% Hispanic, 15.7% Asian, and 12.5% Black or African American race/ethnicity groups. There is 6.6% of the student population represented by two or more races and 0.2% designated by other.

The Attendance Rate is 96.7%, which signifies the shared belief between school staff and parents that attendance is a priority. Sue Creech Elementary's student groups include 22.52% English as a Second Language (ESL) students, 22.97% Limited English Proficient students, 7.21% Gifted/Talented students, and 8.9% Special Education students. Prior to Hurricane Harvey's impact on the community, 43.02% of the student population is At-Risk and 20.27% of the students are from Low Income families.

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

Nine new staff joined the Sue Creech Elementary (SCE) school family this year. Each teacher will participate in the SCE New Teacher trainings that occur monthly. All teachers, including new teachers, will attend bi-monthly professional development rotations (PDR). The professional development will align to the campus data, grade level needs and align to district and campus initiatives.

On August 30, 2017, our community experienced devastation from Hurricane Harvey. 95% of the community surrounding Creech Elementary was flooded, displacing the majority of the students from their homes. On Monday, September 11, 2017, when KISD re-opened after being closed for two weeks due to the devastation from Hurricane Harvey, it was expected that 550 students would return to attend classes at a satellite campus at University of Houston Cinco Ranch satellite campus which has a significantly smaller design capacity. Most every room in the satellite campus was doubled for 4 - 6 weeks until portable buildings could be set up. It is expected that Creech Elementary will remain at the satellite campus for the remainder of the school year.

Demographics Strengths

Creech's student enrollment continues to increase slightly each year as more families move into new neighborhoods in the Creech zone. The diverse ethnicity of our student population are certainly a strength of our school community. Our students identified and receiving ESL and GT (Gifted and Talented) services

has increase each year.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The diversity of our population still continues to include learners from a variety of backgrounds. Teachers need additional training addressing the academic needs of ELL students. **Root Cause:** Increasing number of students speaking languages other than English.

Problem Statement 2: The Gifted/Talented and/or high achievers population continues to increase at SCE. **Root Cause:** The teachers need additional training (resources/strategies) on how to meet the needs of high achieving and GT students.

Problem Statement 3: 77% of the students are homeless and displaced from their homes. **Root Cause:** Hurricane Harvey impact on the Katy area devastated the Creech community, flooding most of the homes, making their homes inhabitable.

Student Academic Achievement

Student Academic Achievement Summary

All schools in the Texas must meet standards set in four state accountability areas. For the 2016-17 school year, Creech Elementary met all four targets:

- Index 1 – Student Achievement – Creech Elementary Score: 93 (state target score = 60)
- Index 2 – Student Progress – Creech Elementary Score: 48 (state target score = 32)
- Index 3 – Closing Performance Gaps – Creech Elementary: 57 (state target score = 28)
- Index 4 – Post-Secondary Readiness – Creech Elementary: 63 (state target score = 12)

These scores result in Creech Elementary receiving a 2016 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know there is much more work to be done. On our 2017 STAAR, the following scores for all grades show the percentage at Level II Satisfactory or above:

| | 3rd Grade | 4th Grade | 5th Grade |
|----------------|-----------|-----------|-----------|
| Reading | 94% | 94% | 97% |
| Math | 93% | 92% | 96% |
| Writing | | 84% | |
| Science | | | 91% |

Student Academic Achievement Strengths

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

- Grade 4 Writing Performance - Q1 of our 2017 Campus Comparison Group
- STAAR scores above district in all writing, reading and math scores
- Instructional Coaches and teachers used data analysis for curriculum enhancement
- Teachers share curriculum and classroom-connections with parents and the school community
- Small group instruction in math and reading helped target the instruction
- I-Station contributed to our K-5 students early intervention success due to consistency, repetition, differentiation, support, and instant feedback for teacher and student
- Teachers participating in PDR meetings.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2017 Accountability Data reveals that Index 2 score only decreased by 1 point. **Root Cause:** SCE will focus and monitor on the growth for all students, instead of meeting minimum standard.

School Processes & Programs

School Processes & Programs Summary

Creech Elementary classrooms teach the TEA prescribed Texas Essential Knowledge and Skills, follow District Learning Assessments, campus common assessments, and are incorporating Lucy Calkins Units of Study for Reading and Writing and Math Workshop to teach the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area which align to the TEKS and STAAR assessments.

Kindergarten through 2nd grade focus on I-station, Fountas and Pinnell Assessment, mClass, and campus benchmarks. Third through fifth grade focus on STAAR, iStation, Think Through Math, and campus benchmarks. Dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELL students.

Each year Creech Elementary has movement within our school. We gain teachers new to the profession and teachers taking advantage of different positions throughout the district. Our new teachers are supported through a mentor program at the district and campus level. Creech Elementary also has implemented a Buddy/Mentor System, so our teachers have an additional support system.

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

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

School Processes & Programs Strengths

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

Creech Elementary is proud of the following strengths:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With sixteen percent of the teaching staff at Creech Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. **Root Cause:** KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals.

Perceptions

Perceptions Summary

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

One of the core beliefs at Sue Creech Elementary is 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.

SCE staff continues to receive year round training and updates on PBIS strategies and tools to foster a positive school/classroom climate and culture. Creech encourages teachers to recognize when students are modeling expected behaviors. Students receive reinforcers (BARK Bucks) when they exhibit appropriate behaviors that are aligned with the BARK (Be respectful, Act Responsible, Ready to Learn, Keep Safe) matrix. Creech continues to show positive progress in the number of discipline referrals being produced by Creech staff. Some Creech activities that support this decrease in referrals are: counselor and/or LSSP student support groups, social skills trainings, principal positive phone calls, and RTI academic and behavior support meetings.

Perceptions Strengths

Creech Elementary works hard to maintain these strengths:

- A process to involve parents in planning, implementing and evaluating family involvement activities (in conjunction with PTA)
- An orientation program to prepare volunteers
- Community-Coffee and book study with the leadership team
- Planning P.T.A. hosted classroom events twice per year celebrating all students
- Campus weekly newsletters, The Stargazer and weekly grade-level newsletters (weebly)
- Partner with sister school (MCE) to offer fundraisers and provide school supplies and presents at Christmas time
- Creating a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- Implementation of a student council program (3rd-5th) grade that is a contributing members of the school climate
- Implementation of PBIS strategies in creating common expectations throughout the school
- Awarding staff and students with PBIS bucks/prizes to reinforce school wide expectations
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting

- All classrooms have classroom greeters to meet with visitors

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Input from the families and staff would enhance the goal setting for the campus. **Root Cause:** The perception of administration is that families are engaged and happy with the learning environment at SCE.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

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

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: All student groups in grades 3, 4, 5 will score above 95% for STAAR Reading & Math.

Evaluation Data Source(s) 1: At the end of the year we will use STAAR Reading & Math scores for all student groups with special attention towards sub-populations groups students to determine if this performance objective was met.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) At least twice per grading period, SCE will provide time for teaches to work as Professional Learning Communities and track/discuss student growth and progress as well as training on how to plan lessons that grow those students who are on or above level. | Administration, Instructional Coaches, Classroom Teachers | PDR agendas, lesson plans in Forethought, and classroom observations will be used to track implementation of activities and strategies. | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | |
| 2) Instructional staff will utilize small group instruction (guided reading/math, strategy group and/or conferring) at least 2-3 days a week as a way to track reading/math comprehension and reading level progress on a daily basis. | Classroom teachers, Instructional Coaches | lesson plans, small group plans, documentation of student progress | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|---|
| Problem Statement 1: 2017 Accountability Data reveals that Index 2 score only decreased by 1 point. Root Cause 1: SCE will focus and monitor on the growth for all students, instead of meeting minimum standard. |


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: All student groups in grades 3, 4, 5 will increase by 10 points in Student Progress Measure.

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

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Utilize collaborative teamwork for instructional planning to include: Data analysis by grade, subject, student group, and progress measure. Utilize reflective questions using the Lead4Ward processes Grade-level, vertical, and/or interdisciplinary team meetings for data analysis and dialogue. Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans. | Support and Accountability Rep, Instructional Coaches, Classroom Teachers | Data discussions were held and planning was adjusted based on needs. Increased student achievement noted on various measures as identified by campus (ie: STAAR, DLAs, grades, workshop products). | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | |
| 2) Identify, monitor progress and provide supplemental instructional support and resources to struggling at-risk, ELL, and dyslexic students. | Counselor, Principal, ASTs, ICs | monitor student progress every grading period | | | | |
| Problem Statements: Demographics 1 - Student Academic Achievement 1 | | | | | | |
| 3) Extended Learning Time will be realigned to target student needs. In 2nd-5th grade (gen ed/sped) flexible groups will be created to address all students academic needs. In Academic Support, students will attend a minimum of 4 days a week for at least a 6 week period. | Classroom Teachers, ASTs, ICs | ELT plans and student groups, AST lesson plans | | | | |
| Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 | | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The diversity of our population still continues to include learners from a variety of backgrounds. Teachers need additional training addressing the academic needs of ELL students. Root Cause 1: Increasing number of students speaking languages other than English. |

Problem Statement 2: The Gifted/Talented and/or high achievers population continues to increase at SCE. **Root Cause 2:** The teachers need additional training (resources/strategies) on how to meet the needs of high achieving and GT students.

Student Academic Achievement

Problem Statement 1: 2017 Accountability Data reveals that Index 2 score only decreased by 1 point. **Root Cause 1:** SCE will focus and monitor on the growth for all students, instead of meeting minimum standard.


Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

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

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

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use. | Librarian, Classroom Teachers | Achieve Common Sense Digital Citizenship Status | | | | |
| Problem Statements: Demographics 1 - School Processes & Programs 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: The diversity of our population still continues to include learners from a variety of backgrounds. Teachers need additional training addressing the academic needs of ELL students. Root Cause 1: Increasing number of students speaking languages other than English. |
| School Processes & Programs |
| Problem Statement 1: With sixteen percent of the teaching staff at Creech Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. Root Cause 1: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals. |


Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

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

Evaluation Data Source(s) 1: Family Needs Assessment Survey will be utilized, Counselor, teacher observation, LSSP consultations

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Provide a science curriculum night for 3rd, 4th and 5th grade Creech families | Science Vertical Team Members | Documents from the science night. Send home a survey to determine the effectiveness. | | | | |
| Problem Statements: Student Academic Achievement 1 - Perceptions 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|---|
| Problem Statement 1: 2017 Accountability Data reveals that Index 2 score only decreased by 1 point. Root Cause 1: SCE will focus and monitor on the growth for all students, instead of meeting minimum standard. |
| Perceptions |
| Problem Statement 1: Input from the families and staff would enhance the goal setting for the campus. Root Cause 1: The perception of administration is that families are engaged and happy with the learning environment at SCE. |

Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Various committees and vertical teams will be formed to establish campus priorities and procedures. These groups will meet throughout the year (monthly or bi-monthly) to review norms and expectation and provide input and suggestions.

Evaluation Data Source(s) 1: Agendas and minutes from each committee and vertical team meeting will be collected and examined to determine input and changes to be made, if any.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Committees will be formed with the purpose of school improvement. Practices and Shared Agreements will be examined and refined throughout committee meetings. Most will meet monthly, some bi-monthly and notes will be shared on the campus drive. Current Committees include: *PBIS *Safety *School-wide Vertical Team *Sunshine Committee *Technology | Administrators , Instructional Coaches, Counselor, Librarian, Committee Chairperson | Minutes and agendas from each meeting will be submitted and reviewed. Changes based on shared agreements will be made and communicated throughout the staff. Surveys at the end of the year will be collected to determine goals for the next year. | | | | |
| | | | | | | |


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 2: Creech Elementary will implement activities to build staff moral and engage teacher participation in campus activities and celebrations.

Evaluation Data Source(s) 2: The end of the year staff survey will reflect at least 85% satisfactory rate.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) All teams will collaborate twice a week to improve team moral and to create student-centered lessons so that positive relationships are built in order to increase student achievement and provide quality instructions. | Teachers, Leadership | Staff moral and student achievement will increase. | | | | |
| Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 | | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: 2017 Accountability Data reveals that Index 2 score only decreased by 1 point. Root Cause 1: SCE will focus and monitor on the growth for all students, instead of meeting minimum standard. |
| School Processes & Programs |
| Problem Statement 1: With sixteen percent of the teaching staff at Creech Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. Root Cause 1: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals. |


Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: Teachers will utilize self reflection as a means to grow professionally.

Evaluation Data Source(s) 1: Staff reflection sheets will be reviewed each semester and growth will be discussed in appraisal conferences.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-----------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| 1) Support new teachers with ongoing professional development sessions and mentor support. | Lead Mentor, Principal, Secretary | Rookie meeting minutes | | | | |
| Problem Statements: School Processes & Programs 1 | | | | | | |
| 2) At least once per semester staff will complete a Learning Walk where they will observe another teacher's classroom instruction in an area that aligns with their T-TESS goals. | Administration, Teachers | Teachers will gain new learning from colleagues and incorporate strategies and structures learned into their instruction which will positively impact student growth. | | | | |
| Problem Statements: Demographics 1 - School Processes & Programs 1 | | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: The diversity of our population still continues to include learners from a variety of backgrounds. Teachers need additional training addressing the academic needs of ELL students. Root Cause 1: Increasing number of students speaking languages other than English. |
| School Processes & Programs |
| Problem Statement 1: With sixteen percent of the teaching staff at Creech Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. Root Cause 1: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals. |

State Compensatory

Personnel for Creech Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|------------------|------------|
| Charmane Vanya | Teacher | Academic Support | 1 |
| Wanda Rayburn | Teacher | Academic Support | 1 |

Campus Advisory Team

| Committee Role | Name | Position |
|-----------------------------|----------------------|------------------------------|
| Administrator | Euberta Lucas | Principal |
| Classroom Teacher | Alicia Osen | 3rd grade Teacher |
| Classroom Teacher | Rebecca Weiser | Kindergarten Teacher |
| Classroom Teacher | Alicia Markowsky | ESL Teacher |
| Classroom Teacher | Heather Barron | 1st Grade Teacher |
| Non-classroom Professional | Victoria Nunez | Instructional Coach |
| District-level Professional | Kelli Rivera | ESL Elem Program Facilitator |
| Parent | Alexander Rozenfield | Parent |
| Parent | Colleen Brown | Parent |
| Parent | Richard Bell | Parent |
| Business Representative | Duni Mejia | Community Director |

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

SUE CREECH EL (101914119) - KATY ISD

Accountability Rating

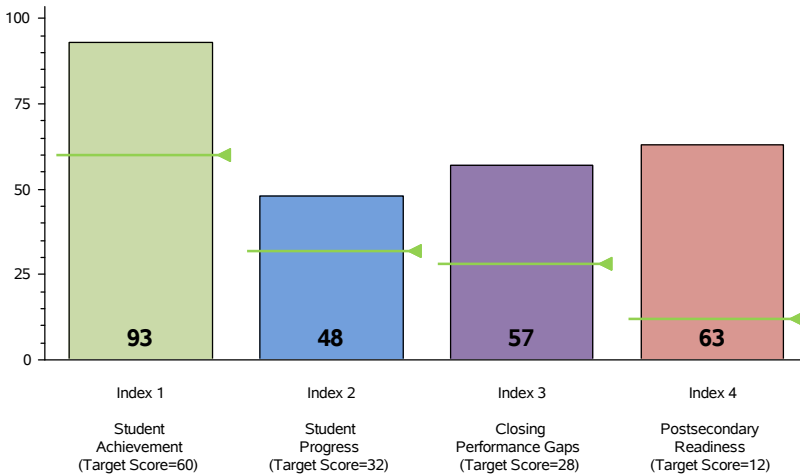
Met Standard

| Met Standards on | Did Not Meet Standards on |
|---|--|
| <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | <ul style="list-style-type: none"> - NONE |
| In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4. | |

Distinction Designation

| | |
|---|------------------------------|
| Academic Achievement in ELA/Reading | NO DISTINCTION EARNED |
| Academic Achievement in Mathematics | NO DISTINCTION EARNED |
| Academic Achievement in Science | NO DISTINCTION EARNED |
| Academic Achievement in Social Studies | NOT ELIGIBLE |
| Top 25 Percent Student Progress | NO DISTINCTION EARNED |
| Top 25 Percent Closing Performance Gaps | NO DISTINCTION EARNED |
| Postsecondary Readiness | NO DISTINCTION EARNED |

Performance Index Report



Campus Demographics

| | |
|--|--------------|
| Campus Type | Elementary |
| Campus Size | 886 Students |
| Grade Span | PK - 05 |
| Percent Economically Disadvantaged | 20.7 |
| Percent English Language Learners | 22.9 |
| Mobility Rate | 9.3 |
| Percent Served by Special Education | 8.7 |
| Percent Enrolled in an Early College High School Program | 0.0 |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 1,008 | 1,081 | 93 |
| 2 - Student Progress | 775 | 1,600 | 48 |
| 3 - Closing Performance Gaps | 1,243 | 2,200 | 57 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 62.7 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 63 |

System Safeguards

| Number and Percentage of Indicators Met | |
|---|----------------------------|
| Performance Rates | 26 out of 26 = 100% |
| Participation Rates | 18 out of 18 = 100% |
| Graduation Rates | N/A |
| Total | 44 out of 44 = 100% |

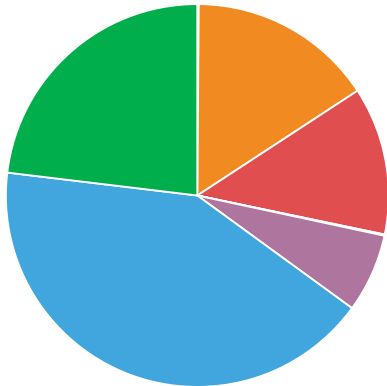
For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Sue Creech Elementary CIP Timeline 2017-18

| | |
|----------------------|--|
| August 16, 2017 - | Develop Needs Assessment |
| September 26, 2017 - | CAT Meeting |
| November 3, 2017 - | Revise CIP with input from staff and CAT |
| November 14, 2017 - | CAT Meeting |
| January 31, 2017 - | Review CIP Progress |
| February 13, 2017 - | CAT Meeting |
| April 9, 2017 - | Review CIP Progress |
| April 23, 2017 | Review and Assess implementation of CIP, Review data |
| May 1, 2017 - | CAT Meeting |

119 - Creech Elementary

Student Profile



Student Statistics

| | |
|----------------------------|--------|
| Total Enrollment | 888 |
| At-Risk | 43.02% |
| Low Income | 20.27% |
| Limited English Proficient | 22.97% |
| Special Education | 8.90% |
| Career Technology Educat.. | 0.00% |
| Bilingual | 0.00% |
| ESL | 22.52% |
| Gifted/Talented | 7.21% |
| Title I | 0.23% |
| Attendance Rate | 96.70% |

| Race/Ethnicity | # | % |
|----------------------------------|-----|--------|
| White | 372 | 41.89% |
| Hispanic | 205 | 23.09% |
| Asian | 139 | 15.65% |
| Black/African American | 111 | 12.50% |
| Two or More Races | 59 | 6.64% |
| Am Indian/Alaskan Native | 1 | 0.11% |
| Native Hawaiian Pacific Islander | 1 | 0.11% |

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.