

**Katy Independent School District**  
**Creech Elementary**  
**2016-2017 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's total enrollment is 850 students. We services students in Prekindergarten - 5th grade.

#### Race/Ethnicity:

White - 42.5%

Hispanic - 21.1%

Asian - 19.1%

Black or African American - 12.1%

Two or More Races - 5.1%

Other - .2%

At-Risk - 41.3%

Low Income - 15.9%

Limited English Proficient - 25.6%

SpecialEducation - 9.5%

Bil/English as a Second Language - 24.7%

Gifted/Talented - 6.6%

AttendanceRate - 97.7%

### 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 ethnicities 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.

### Demographics Needs

To address students in special populations, we will continue to implement on-site and district level staff trainings to support special education students, gifted students and English Language Learners (ELL). We will continue to monitor student participation in these programs for balanced representation to mirror our overall enrollment by ethnicity.

# Student Achievement

## Student Achievement Summary

All schools in the Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Creech Elementary met all four targets:

- Index 1 – Student Achievement – Creech Elementary Score: 99 (state target score = 60)
- Index 2 – Student Progress – Creech Elementary Score: 75 (state target score = 5<sup>th</sup> percentile)
- Index 3 – Closing Performance Gaps – Creech Elementary: 50 (state target score = 5<sup>th</sup> percentile)
- Index 4 – Post-Secondary Readiness – Creech Elementary: 37 (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 2016 STAAR, the following scores for all grades show the percentage at Level II Satisfactory or above:

	3rd Grade	4th Grade	5th Grade
<b>Reading</b>	89%	93%	95%
<b>Math</b>	%93	93%	97%
<b>Writing</b>		88%	
<b>Science</b>			94%

## Student Achievement Strengths

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

- Increase in STAAR Writing Level 3 Advanced
- STAAR scores above district in all writing, reading and math scores
- Instructional Coaches and teachers used data analysis for curriculum enhancement
- Teacher understand new math TEKS and share information with the school community
- Small group instruction in math 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.

## **Student Achievement Needs**

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading and mathematics.

The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.

2. 3rd grade 2016 STAAR scores in reading are significantly lower than scores in grades 3 and 5. The root cause is that the 3rd grade RTI structure needs to be strengthened including additional professional development provided for teachers and paraprofessionals.

3. 2016 Accountability Data reveals that the Index 2 score only decreased by 6 points. The cause of this could be continued focus on meeting minimum standard and not focusing on growth for all students. Extended Learning time will be structured to address the strengths and needs of individual students and will be fluid groups.

## **School Culture and Climate**

### **School Culture and Climate Summary**

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.

### **School Culture and Climate Strengths**

Sue Creech Elementary celebrates these strengths:

- 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

### **School Culture and Climate Needs**

The needs are proiritized:

1. Building staff/student/parent relationships (work/personal)
2. Continue the implementation of PBIS - Year 2



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

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.

Each year Creech Elementary have 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.

### **Staff Quality, Recruitment, and Retention Strengths**

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.

### **Staff Quality, Recruitment, and Retention Needs**

The following needs are listed in priority order:

1. We will continue to encourage our staff to become ESL certified and continue with ELPS training.
2. Guided Math and Guided Reading training will continue.
3. Increasing staff morale is always a priority.
4. We will also continue to mentor our new teachers through their second year.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment 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 2<sup>nd</sup> 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.

### **Curriculum, Instruction, and Assessment 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.

### **Curriculum, Instruction, and Assessment Needs**

#### Areas for Instructional Improvement:

Refine and align all core content areas  
Align planning, instruction and assessment  
Ensure there is balance in achievement of all student groups

#### Actions to Improve Student Performance:

The instructional coaches will meet with teams and individual teachers to select and implement appropriate and effective strategies to meet the needs of all Teachers will align the written, taught and tested curriculum.  
The leadership team will build staff capacity by providing support, training, modeling, coaching and mentoring.  
Creech will analyze student data to identify and differentiate for the individual needs of students.



## **Family and Community Involvement**

### **Family and Community Involvement 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.

### **Family and Community Involvement Strengths**

Creech Elementary works hard to maintain these strengths:

A process to involve parents in planning, implementing and evaluating family involvement activities (in conjunction with PTA)  
An orientation program to prepare volunteers  
Community-Coffee with the leadership team  
Campus weekly newsletters, The Stargazer and weekly grade-level newsletters (weebly)  
Partner with sister school (MCE) to offer fundraisers and provide school supplies and presents at Christmas time.

### **Family and Community Involvement Needs**

These needs are listed in priority order:

1. In order to continue serving our students to the best of our ability, an increase in parent involvement would create more visible interactions for our students and increase the productivity of the school as a whole.
2. Working with the PTA to provide more family nights (games nights, movie night, etc.)
3. Provide a curriculum night that focuses on fun and content

## **School Context and Organization**

### **School Context and Organization Summary**

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 Context and Organization Strengths**

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.
- 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.

### **School Context and Organization Needs**

The following have been identified as areas to improve on:

1. Intervention time needs to be targeted among all students regardless of their needs (flexible grouping)
2. Collaboration between special education teachers and classroom teachers needs to be strengthened

# Technology

## Technology Summary

As part of the Katy ISD systems, Creech Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPad, Apple TV, Smartboard, document camera, and laptops/netbook. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are 8 computers in the library where teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using iPads and computers such as: padlet, edcreation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. The majority of the teachers are accustomed to integrating use of Smartboard technology including document camera and Mirroring 360 into their daily activities and lessons.

## Technology Strengths

Creech Elementary strengths include:

- Every classroom has iPad access for students with a minimum of 5 per classroom.
- Each teacher has access to an iPad for individual use of instructional material and school related business.
- Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology.
- All classrooms are equipped with computers, iPad, Mirroring 360, Smartboard, and document camera in keeping with current technology.
- Our campus is provided a Classroom Technology Designer as well as Campus Technology Coordinator.
- Common Sense Digital Citizenship Certified School

## Technology Needs

Creech Elementary needs include:

1. As technology continues to advance, teachers need updated and refresher trainings to improve and enhance skills and comfort levels for using the new and ever-changing hardware and software.
2. Students using technology to complete a project and show evidence of learning.

# Comprehensive Needs Assessment Data Documentation

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

# 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% on Index 1 for STAAR Reading.

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

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide PDR time for teachers to 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. Provide professional development and build capacity of staff to increase knowledge of the STAAR assessment and its impact on instructional practices. Use Lead4ward resources.	Administration, Instructional Coaches, Classroom Teachers	PDR agendas, lesson plans in Forethought, and classroom observations will be used to track implementation of activities and strategies.				
2) Utilize Campus Support and Accountability representative to facilitate data discussions and provide data for teachers and ICs. Quintile reports will be analyzed to determine the level of intervention or enrichment needed by each student.	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).				
3) Change the way the PLAAFP are written and utilized to target instruction for special education students.	Sped teachers	Monitor progress of each special education student after all campus and district assessments and address the needs of each student.				
4) Utilize small group instruction (guided reading, strategy group and/or conferring) as a way to track reading comprehension and reading level progress on a daily basis. Lesson plans and student progress will be monitored and documented.	Classroom teachers, Instructional Coaches	lesson plans, small group plans, documentation of student progress				
						








**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 score above 95% on Index 1 for STAAR Math.

**Evaluation Data Source(s) 2:** At the end of the year we will use STAAR Reading Index 1 scores for all student groups with special attention towards special education students to determine if this performance objective was met.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Change the way the PLAAFP are written and utilized to target instruction for special education students.</p>	Sped Teachers	Monitor progress of each special education student after all campus and district assessments and address the needs of each student.				
<p>2) Utilize small group instruction (guided math and number progressions) as a way to track reading comprehension and reading level progress on a daily basis. Lesson plans and student progress will be monitored and documented.</p>	Classroom teachers, Instructional Coaches	lesson plans, small group plans, documentation of student progress				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						


**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 3:** All student groups in grades 3, 4, 5 will increase by 10 points on Index 2 (student progress).

**Evaluation Data Source(s) 3:** 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 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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. Data analysis through 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).				
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				
3) ELT (ORBIT) 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				
						


## 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:** Discipline data will be examined monthly to determine the effectiveness of the PBIS system and end of the year data will be examined to determine goals for previous years.

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the PBIS program including positive incentives, common language, and interventions for students and staff.	Administrators, Counselor, PBIS Team, Behavior Specialists as requested	Monthly PBIS agendas and discussions will examine the discipline data and provide modifications and suggestions for the campus. End of the data will be examined and monthly data will be compared.				
2) 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 in such areas as password protection, identity theft/privacy and personal safety and external devices capturing private info.	Librarian, Classroom Teachers	Achieve Common Sense Digital Citizenship Status				
3) Create staff Commitments that outline how we develop positive relationships with colleagues, students and parents.	Staff	Follow, review and modify Creech Commitments throughout the year				
						

### 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:** Volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of our efforts.

#### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain and recruit parents to participate in PTA activities and volunteer activities including:  CDOC Sister Schools Parent/Leadership Coffees After-School Family Fun Nights  Communicate about these activities and efforts through weekly Stargazer newsletters, team newsletters, and individual teacher communication.	Administrators, Teachers, PTA Board Members	Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth				
2) Provide a science curriculum night for all Creech families	Science Vertical Team Members	Documents from the science night. Send home a survey to determine the effectiveness.				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


## 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 *Math Vertical *ELA Vertical *Science Vertical *SS Vertical *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.				
						

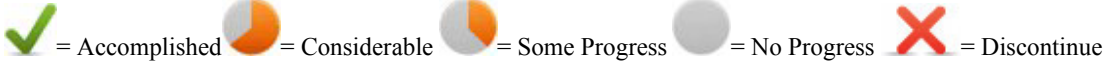
## Goal 5: Organizational Improvement

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

**Performance Objective 1:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Creech Elementary will be 100% compliant by implementing the following strategies.

**Evaluation Data Source(s) 1:** These mandates have been identified as non-priority strategies for this school year. They will be implemented at 100% and reevaluated for increasing or decreasing priority each school year.

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Support new teachers to Katy ISD to become ESL certified within 2 years of employment	Principal, Asst. Principal, Department of Other Languages	Send memos from DOA, followup by ELL Team lead, provide encouragement and support, SBEC records				
2) Support new teachers with ongoing professional development sessions and mentor support	Lead Mentor, Principal, Secretary	Rookie meeting minutes				
3) Recruit and retain highly qualified staff, defined through state, ESEA and local criteria, by highlighting the school and it's students on the Website and by participating in job fairs	Principal	Job fair, roster				
						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Change the way the PLAAFP are written and utilized to target instruction for special education students.

# State Compensatory

## Personnel for Creech Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charmane Vanya	Teacher	Academic Support	1
Coa Rayburn	Teacher	Academic Support	1



## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Euberta Lucas	Principal
Classroom Teacher	Heather Barron	2016-2018 - 1st Grade Teacher
Classroom Teacher	Alicia Markowsky	2016-2018 ESL Teacher
Classroom Teacher	Stephanie Smith	2015-2017 - 2nd Grade Teacher
Classroom Teacher	Rebecca Weiser	2015-2017 - Kindergarten Teacher
Community Representative	Margaret Sparkman	2015-2017 Business Member
District-level Professional	Karen Lindsey	2015-2017 - District Rep
Non-classroom Professional	Lisa Mills	2015-2017 - Librarian
Parent	Emily Silva	2015-2017 - 3rd Grade Parent
Parent	Felisa Torres	2015-2017 - 2nd/Kinder Grade Parent

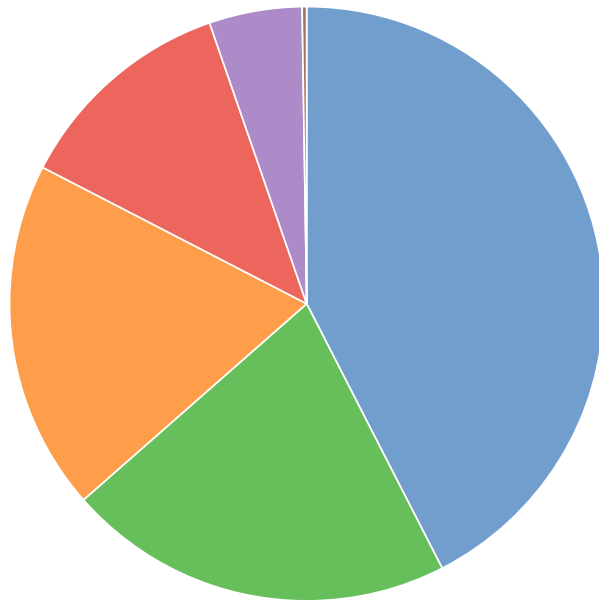
# Addendums

## **Sue Creech Elementary CIP Timeline 2016-2017**

September 20, 2016-	Develop Needs Assessment
October 5, 2016-	CAT Meeting
November 3, 2016-	Revise CIP with input from staff and CAT
December 7, 2016-	CAT Meeting
January 31, 2017-	Review CIP Progress
February 8, 2017-	CAT Meeting
April 27, 2017-	Review CIP Progress
May 18, 2017-	Review and Assess implementation of CIP, Review data.
May 3, 2017-	CAT Meeting

# Creech Elementary

## Student Profile



## Student Statistics

Total Enrollment	850
At-Risk	41.3%
Low Income	15.9%
Limited English Proficient	25.6%
Special Education	9.5%
Career Technology Education	-
Bil/English as a Second Language	24.7%
Gifted/Talented	6.6%
Title I	-
Attendance Rate (2013-14)	97.7%

' \* ' indicates the number was masked by TEA. ' - ' indicates zero students.  
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
White	361	42.5%
Hispanic	179	21.1%
Asian	162	19.1%
Black or African American	103	12.1%
Two or More Races	43	5.1%
Other	2	0.2%

Other includes student groups whose counts were masked by TEA, where applicable.

**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 SUE CREECH EL (101914119) - KATY ISD

**Accountability Rating**

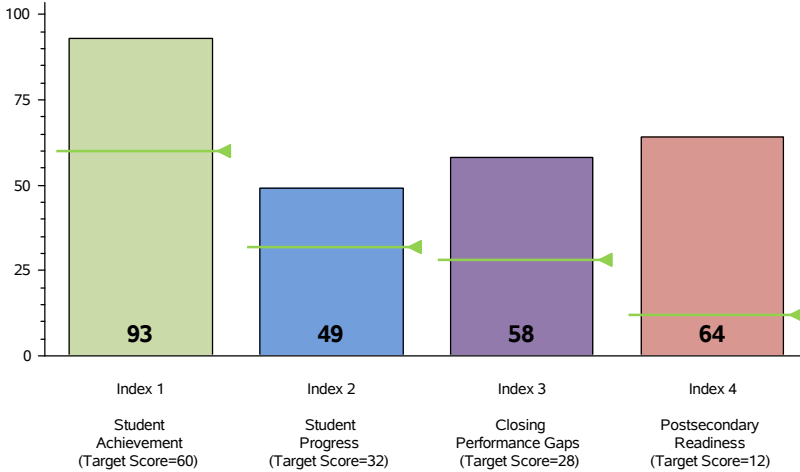
**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, 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	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	848 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	15.9
Percent English Language Learners	25.7
Mobility Rate	6.7

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	999	1,070	93
2 - Student Progress	682	1,400	49
3 - Closing Performance Gaps	1,052	1,800	58
4 - Postsecondary Readiness			
STAAR Score	64.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		64

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	22 out of 22 = 100%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>38 out of 38 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

## Sue Creech Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	420	397	95%	269	64%	154	37%	100%
Black/African American	56	53	95%	25	45%	9	16%	100%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	78	77	99%	64	82%	48	62%	100%
Hispanic	86	78	91%	45	52%	19	22%	100%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	183	172	94%	125	68%	72	39%	100%
Two or More Races	17	17	100%	10	59%	6	35%	70%
Economically Disadvantaged	62	56	90%	29	47%	10	16%	100%
Special Education	42	33	79%	18	43%	9	21%	90%
English Language Learner	81	78	96%	42	52%	23	28%	100%

## Sue Creech Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	420	388	92%	283	67%	174	41%	100%
Black/African American	56	50	89%	34	61%	18	32%	95%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	78	75	96%	57	73%	39	50%	100%
Hispanic	86	77	90%	43	50%	20	23%	100%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	183	170	93%	137	75%	88	48%	100%
Two or More Races	17	16	94%	12	71%	9	53%	100%
Economically Disadvantaged	62	54	87%	33	53%	17	27%	95%
Special Education	42	33	79%	17	40%	9	21%	90%
English Language Learner	81	71	88%	38	47%	14	17%	95%

### Sue Creech Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	143	132	92%	89	62%	27	19%	100%
Black/African American	22	20	91%	14	64%	2	9%	100%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	29	29	100%	18	62%	6	21%	75%
Hispanic	20	16	80%	12	60%	2	10%	95%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	68	63	93%	44	65%	16	24%	100%
Two or More Races	4	*	*	*	*	*	*	
Economically Disadvantaged	17	16	94%	10	59%	2	12%	100%
Special Education	13	11	85%	7	54%	2	15%	95%
English Language Learner	10	6	60%	1	10%	0	0%	75%



## Sue Creech Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	130	113	87%	80	62%	44	34%	95%
Black/African American	10	6	60%	5	50%	2	20%	75%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	24	22	92%	19	79%	11	46%	97%
Hispanic	34	30	88%	17	50%	11	32%	95%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	56	49	88%	36	64%	18	32%	95%
Two or More Races	6	6	100%	3	50%	2	33%	45%
Economically Disadvantaged	18	16	89%	8	44%	4	22%	95%
Special Education	13	6	46%	3	23%	1	8%	65%
English Language Learner	22	18	82%	8	36%	4	18%	95%