

**Katy Independent School District**  
**Creech Elementary**  
**2018-2019 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

# 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 793. The majority of the student population is 39.1% from the White race/ethnicity group, followed by 24.8% Hispanic, 16.7% Asian, and 14.3% Black or African American race/ethnicity groups. There is 4.8% of the student population represented by two or more races.

The Attendance Rate is 96.7%, which signifies the shared belief between school staff and parents that attendance is a priority. Sue Creech Elementary's student groups include 16.4% English as a Second Language (ESL) students, 16.6% Limited English Proficient students, 7.6% Gifted/Talented students, and 7.8% Special Education students. Our current at-risk population is 31.8% and economically disadvantaged at 54.2%.

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.

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

### Demographics Strengths

Last year our enrollment decreased slightly due to Hurricane Harvey hitting our area. Since moving back into our building in August 2018, the enrollment has increased by about 75 students. The diverse ethnicity of our student population are certainly a strength of our school community. Our LEP students identified and receiving ESL services has increased with our population growth.

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 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 are not scoring at the masters level on STAAR tests. **Root Cause:** The teachers need additional training (resources/strategies) on how to meet the needs of high achieving and GT students.

# Student Academic Achievement

## Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability domains. For the 2017-18 school year, Creech Elementary met standard in all three domains:

- Domain 1 – Student Achievement – Creech Elementary Score: 92
- Domain 2 – Student Progress – Creech Elementary Score: 92
- Domain 3 – Closing the Gaps – Creech Elementary: 94

These scores result in Creech Elementary receiving a 2018 Texas Accountability Met Standard rating. The campus also received 6 Distinction Designations, including:

Academic Achievements in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

A comparison of STAAR scores at the All Students level show that the 2017 and 2018 scores do not show much variance, except in writing and science. The largest change is in WRITING with a 9.5% increase.

### ALL GRADE LEVELS

	2017	2018
READING	94	94
MATH	94	91
WRITING	84	92
SCIENCE	91	89

The 2018 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have a likelihood of success in the next grade level or course.

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	17%	83%	56%	29%
4th Math	9%	91%	59%	35%
5th Math	1%	99%	71%	47%
3rd Reading	12%	88%	64%	39%
4th Reading	4%	96%	72%	48%
5th Reading	2%	98%	78%	45%
4th Writing	8%	92%	79%	35%
5th Science	11%	89%	56%	30%

#### ALL GRADE LEVELS - SPED - APPROACHES GL

	2017	2018
Reading	76	71
Math	74	64

While the campus shows overall strong scores in comparison to state and district average, there are still gaps in some student groups. A deep analysis shows that sub group scores increased in 6 areas and decreased in 24 areas. The performance of our Hispanic and GT students dropped significantly compared to other sub groups. Intervention strategies will be implemented to reduce the performance gaps in the area of math particularly.

#### 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:

- Our campus is in the top quartile in our comparison group in six areas: Academic Achievements in English Language Arts/Reading Academic Schievement in Mathematics Academic Achievment in Science Top 25 Percent: comparative Academic Growth Top 25 Percent: Comparative Closing the Gaps Postsecondary Readiness
- Given that your campus community experienced a hurricane, and many homes, as well as our school, was damaged, our scores were above the district and state in writing, reading and math.

- Our writing scores showed significant growth over the past year.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The STAAR scores for SpEd, at the APPROACHES grade level, are significantly lower than in the previous year. **Root Cause:** Large academic gaps between the level of performance and STAAR expectations.

**Problem Statement 2:** Math STAAR scores are lower than in the previous year, falling from 94 to 91. **Root Cause:** More time needs to be spent on individualized instruction based on the math needs of the students.

**Problem Statement 3:** Not all students groups are hitting the targets for progress as set by the state. **Root Cause:** Demographics are changing quicker than staff can adjust their teaching.

## School Processes & Programs

### School Processes & Programs Summary

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

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

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

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

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

### School Processes & Programs Strengths



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

Creech Elementary is proud of the following strengths:

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

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

**Problem Statement 1:** While data is analyzed continuously by teaching staff, how the data is reported at the state level remains confusing to staff members and difficult to interpret. **Root Cause:** The state accountability system and its indicators are currently changing and involve multiple measures. Staff needs more training on understanding state accountability system and indicators.

**Problem Statement 2:** Creech community (staff, students, and parents) do not all have a clear understanding of bullying; how to report, the resources available and the definition. **Root Cause:** More education is needed to build a deeper understanding of bullying.

**Problem Statement 3:** Students do not know how to successfully use a digital device/tool for instructional purpose. **Root Cause:** Starting in 2018-19, SCE does not have a computer lab. All classrooms are equipped with digital devices/tools to help students seamlessly integrate technology into the classroom lessons.

**Problem Statement 4:** Not all teachers feel that they have the knowledge and skill to create a classroom culture that reduces behavior and maximizes instructional learning. **Root Cause:** Lack of training related to classroom management and building relationships with students.

# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

Creech Elementary works hard to maintain these strengths:

- A process to involve parents in planning, implementing and evaluating family involvement activities (in conjunction with PTA)
- An orientation program to prepare volunteers
- Community-Coffee and book study with the leadership team
- Campus weekly newsletters, The Stargazer and weekly grade-level newsletters
- Partner with sister school (MCE) to offer fundraisers and provide school supplies and presents at Christmas time
- Creating a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- Implementation of a student council program (3rd-5th) grade that is a contributing members of the school climate
- Implementation of PBIS strategies in creating common expectations throughout the school

- All classrooms participate in daily Community Circles.
- All classrooms create shared classroom agreements.
- 11 staff members have been trained through Capturing Kids Hearts.
- Awarding staff and students with PBIS bucks/prizes to reinforce school wide expectations
- Building leadership capacity with team leaders by focusing on a leadership strategy during each team leader meeting
- All classrooms have classroom greeters to welcome adults as they enter the classroom.

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

**Problem Statement 1:** Staff feel the need for more specific feedback related to their job performance. **Root Cause:** There is a misalignment in the perception of the amount and quality of feedback related to instruction between admin and staff.

**Problem Statement 2:** In order to reconnect with Creech parents, opportunities need to be offered that provide time and space for collaborative conversations. **Root Cause:** Due to our situation last year with Hurricane Harvey, the school was unable to host events at the same level to which SCE has done in the past. Parents, as well as the school, were occupied with rebuilding their homes.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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**

- 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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

Revised/Approved: July 24, 2017

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

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) At least twice per grading period, SCE will provide time for teachers 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.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches	Kid Chats, lesson plans and classroom observations will be used to track implementation of activities and strategies.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Instructional Coaches will meet twice a semester with the special education cluster (general education teachers and the special education teacher) in grade 3-5 to track progress of special education students. Power TEKS will be identified for focus areas with these students.</p>	2.4, 2.5, 2.6	Instructional coaches Special Ed Teachers General Ed Teacher	Demonstrated through the data meetings where special education progress is discussed and future instructional needs planned for. Student achievement for 3rd-5th special education students will grow by at least 3% on each campus and district assessment.				
Problem Statements: Student Academic Achievement 1							

### Performance Objective 1 Problem Statements:

### Student Academic Achievement

**Problem Statement 1:** The STAAR scores for SpEd, at the APPROACHES grade level, are significantly lower than in the previous year. **Root Cause 1:** Large academic gaps between the level of performance and STAAR expectations.

**Problem Statement 2:** Math STAAR scores are lower than in the previous year, falling from 94 to 91. **Root Cause 2:** More time needs to be spent on individualized instruction based on the math needs of the students.

### School Processes & Programs

**Problem Statement 1:** While data is analyzed continuously by teaching staff, how the data is reported at the state level remains confusing to staff members and difficult to interpret. **Root Cause 1:** The state accountability system and its indicators are currently changing and involve multiple measures. Staff needs more training on understanding state accountability system and indicators.



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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  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.	2.4, 2.5, 2.6	Instructional Coaches, Classroom Teachers	Data discussions held and planning adjusted based on needs. Increased student achievement noted on various measures as identified by campus (ie: STAAR, DLAs, grades, workshop products).				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Identify, monitor progress and provide supplemental instructional support and resources to struggling at-risk, ELL, and dyslexic students.	2.4, 2.5, 2.6	ASTs, ESL teachers and dyslexia teacher	monitor student progress every grading period				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  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.	2.4, 2.5, 2.6	Classroom Teachers, ASTs, ICs	ELT plans and student groups, AST lesson plans				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 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 are not scoring at the masters level on STAAR tests. **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:** The STAAR scores for SpEd, at the APPROACHES grade level, are significantly lower than in the previous year. **Root Cause 1:** Large academic gaps between the level of performance and STAAR expectations.

**Problem Statement 2:** Math STAAR scores are lower than in the previous year, falling from 94 to 91. **Root Cause 2:** More time needs to be spent on individualized instruction based on the math needs of the students.

**Problem Statement 3:** Not all students groups are hitting the targets for progress as set by the state. **Root Cause 3:** Demographics are changing quicker than staff can adjust their teaching.

### School Processes & Programs



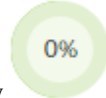

**Problem Statement 1:** While data is analyzed continuously by teaching staff, how the data is reported at the state level remains confusing to staff members and difficult to interpret. **Root Cause 1:** The state accountability system and its indicators are currently changing and involve multiple measures. Staff needs more training on understanding state accountability system and indicators.

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) All instructional staff will participate in a book study, while reading, discussing, and applying strategies from "7 Steps to a Language Rich Interactive Classroom."	2.4, 2.6	Leadership Team	Teachers will implement learned strategies and see an increase in vocabulary and progress from our ELL learners.				
Problem Statements: Demographics 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 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. <b>Root Cause 1:</b> Increasing number of students speaking languages other than English.

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 3 CSF 7  1) Leadership team will write productive feedback comments related to instruction for each staff member at least 2 times per semester.	2.5	Leadership Team	Staff moral and student achievement will increase.				
Problem Statements: Perceptions 1							
<b>Critical Success Factors</b> CSF 7  2) Minimum of three culture building activities for teachers and staff to participate each semester.	2.5	Leadership Team	Measured by documented activities on calendar, staff participation, and culture and climate survey at the end of the year.				
Problem Statements: Perceptions 1							

**Performance Objective 1 Problem Statements:**





<b>Perceptions</b>
<b>Problem Statement 1:</b> Staff feel the need for more specific feedback related to their job performance. <b>Root Cause 1:</b> There is a misalignment in the perception of the amount and quality of feedback related to instruction between admin and staff.

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 5  1) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use.	2.5	Librarian	Achieve Common Sense Digital Citizenship Status				
Problem Statements: School Processes & Programs 2							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  2) Implement digital tools (Chromebooks, iPads and laptops) into the daily classroom procedures/lessons.	2.5	Classroom teachers	Students will be able to use a device as an instructional tool. They will know how to access the online resources and utilize them to create projects.				
Problem Statements: School Processes & Programs 3							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Creech community (staff, students, and parents) do not all have a clear understanding of bullying; how to report, the resources available and the definition. <b>Root Cause 2:</b> More education is needed to build a deeper understanding of bullying.
<b>Problem Statement 3:</b> Students do not know how to successfully use a digital device/tool for instructional purpose. <b>Root Cause 3:</b> Starting in 2018-19, SCE does not have a computer lab. All classrooms are equipped with digital devices/tools to help students seamlessly integrate technology into the classroom lessons.

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

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) During the 2018-19 school year, each homeroom will participate in at least 3 lessons with the counselor. At least 1 lesson will focus on bullying.	2.5	Counselor	Our students will understand the complete definition of bullying, know how to report concerns, and to seek assistance when needed.				
Problem Statements: School Processes & Programs 2							
<b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7  2) During 2018-19 school year, additional teachers will be trained in Capturing Kids Hearts.	2.5, 2.6	Principal Teachers	Teachers will be able to address students' needs and behavior and build relationships, while implementing the strategies learned from the training.				
Problem Statements: School Processes & Programs 4							
Funding Sources: 199 - General Fund Other Donation - 3850.00							

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Creech community (staff, students, and parents) do not all have a clear understanding of bullying; how to report, the resources available and the definition. <b>Root Cause 2:</b> More education is needed to build a deeper understanding of bullying.
<b>Problem Statement 4:</b> Not all teachers feel that they have the knowledge and skill to create a classroom culture that reduces behavior and maximizes instructional learning. <b>Root Cause 4:</b> Lack of training related to classroom management and building relationships with students.

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Provide a STREAM/curriculum night for Creech families.	2.4, 2.5	Science Vertical Team Members	Documents from the science night. Send home a survey to determine the effectiveness.				
Problem Statements: Student Academic Achievement 3							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Conduct a parent book study using Hacking Parenthood. The book study group will meet 2 times in the fall of 2018.	3.1, 3.2	Assistant Principal Instructional Coach (ELA)	Create collaborative relationship between the school and home.				
Problem Statements: Perceptions 2							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 3:</b> Not all students groups are hitting the targets for progress as set by the state. <b>Root Cause 3:</b> Demographics are changing quicker than staff can adjust their teaching.
<b>Perceptions</b>
<b>Problem Statement 2:</b> In order to reconnect with Creech parents, opportunities need to be offered that provide time and space for collaborative conversations. <b>Root Cause 2:</b> Due to our situation last year with Hurricane Harvey, the school was unable to host events at the same level to which SCE has done in the past. Parents, as well as the school, were occupied with rebuilding their homes.

# State Compensatory

## Personnel for Creech Elementary:

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



## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Euberta Lucas	Principal
Non-classroom Professional	Victoria Nunez	Instructional Coach
Classroom Teacher	Dominique Rosario	5th Grade Teacher
Classroom Teacher	Yvette Garcia	2nd Grade Teacher
Classroom Teacher	Alicia Osen	3rd Grade Teacher
Non-classroom Professional	Carrie Dasher	PE Teacher
Parent	Natalia Morando	Parent

## Campus Funding Summary

<b>199 - General Fund Other Donation</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	2	registration costs for Capturing Kids Heart training		\$3,850.00
<b>Sub-Total</b>					\$3,850.00
<b>Grand Total</b>					\$3,850.00

# Addendums

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

SUE CREECH EL (101914119) - KATY ISD

### Accountability Rating

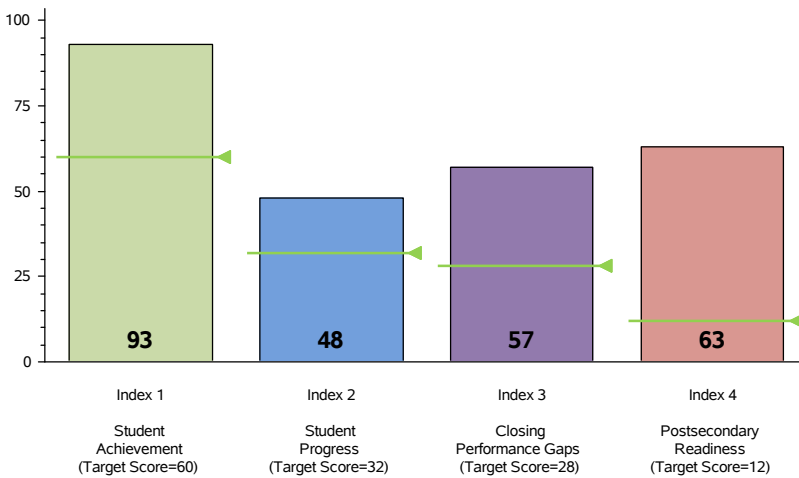
**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
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	<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	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
<b>Total</b>	<b>44 out of 44 = 100%</b>

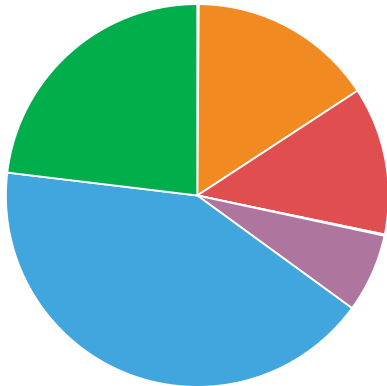
For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

## **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.