

# Katy Independent School District

## Mayde Creek High School

### 2023-2024 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

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

Mayde to Believe, Lead, and Achieve.

## Vision

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

## Values

Ram PRIDE

Purpose

Respect

Integrity

Determination

Excellence

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# Comprehensive Needs Assessment

Revised/Approved: May 11, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Mayde Creek High School hosted an informational meeting on April 13, 2023 to explain that our campus was receiving the designation of Title 1. During that meeting, stakeholders discussed the campus mission, vision, what it means to be Title 1, and strategic priorities. They also reviewed the options for data and discussed what they would like to review to determine campus needs. The committee determine the strategic priorities for Mayde Creek High School will be to recruit, support, and retain teachers and principals, and to connect high school to career and college.

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

Mayde Creek High School held a second meeting to dig into the data on April 27, 2023. In this meeting stakeholders reviewed the data and were able to ask questions and make comments regarding the data which included a root cause analysis. The data provided consisted of the following:

- STAAR Performance Data
- Accountability Ratings including STAAR Performance, College, Career and Military Readiness, Graduation Rate, Academic Growth, Relative Performance, Closing the Gaps, and Distinction Designations
- Academic Achievement in English Language Arts/Reading - Attendance Rate, Accelerated Student Progress, English I Performance (Meets and Masters, English II Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exams Results, SAT/ACT Participation, Average SAT Score, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Mathematics - Attendance Rate, Accelerated Student Progress, Algebra I Performance (Meets and Masters), SAT/ACT Results for Accelerated Testers, AP/IB Exam Participation, AP/IB Exam Results, SAT/ACT Participation, Average SAT Score, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Science- Attendance Rate, EOC Biology Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Social Studies - Attendance Rate, EOC US History Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Advanced/Dual Credit Completion
- Postsecondary Readiness - Percent of STAAR Results at Meets or Above (All subjects), Four-Year Longitudinal Graduation Rate, Four-Year Longitudinal Graduation Plan Rate, TSI Criteria Graduates, College, Career, and Military Ready Graduates, SAT/ACT Participation, AP/IB Exam Participation (any subject)
- TELPAS Data (2019-2022) - Proficiency Levels (Beginner, Intermediate, Advanced, Advanced High), Closing the Gaps, English Language Proficiency Status, TELPAS Progress Rate and TELPAS Progress

- College Readiness - PSAT Data (2018-2022), SAT Data (2020-2023)
- College Career Military Readiness Data - SAT, ACT, TSI/TSIA2, Advanced Placement, Dual Credit, Military, College Prep, Industry Based Certification, SPED/IEP Workforce Readiness, SPED Advanced Degree Plan
- Attendance, Graduation, and Dropout Rates - 2018-2021 by sub-pop
- MCHS Turnover Rate - 2017 - 2022

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

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

Mayde Creek High School held a third meeting on May 11, 2023, to review and approve the Campus Needs Assessment. Stakeholders participated in small group discussions to comment and ask questions about the plan. Feedback and suggestions for edits were obtained during this process.

Stakeholders for these meetings consisted of parents, community members, teachers, principal, administrators, other school leaders, and paraprofessionals. Those who were unable to attend specific meetings met individually with the campus principal to provide feedback and review data. Data was also reviewed with the campus leadership team on May 8, 2023, in order to ensure alignment with campus instructional priorities.

The three meetings held with the MCHS Title I committee were held on April 13, April 27, and May 11 in the 9th grade commons of Mayde Creek High School all beginning at 6:00pm. The stakeholders involved in this process are below. Other stakeholders attended some of the meetings to gain more insight to Title I. Committee members who were not present at all three meetings met individually with the Principal in person to review and gather the information and to provide feedback and ask questions as noted on the sign in sheets.

Name	Role
Edna Cummings	Parent
Karla Viesca	Parent
Heather Cornell	Parent
Jennifer Valencia	Community Member

Name	Role
Gabriel Valencia	Community Member
Helen Cochran	Campus Leader
Janet Terlow	Teacher
Autumn Long	Teacher
Mary Margaret Crandall	Assistant Principal/Other School Leader
Jennifer Beck	Assistant Principal/Other School Leader
Ana Contreras	Paraprofessional
Erin Ward	Paraprofessional
Gina Cobb	Principal
Jeannie Knierim	District Administrator
Tiffany White	District Administrator

# Demographics

## Demographics Summary

Mayde Creek High School is a 39-year-old high school campus serving grades 9-12 in Katy ISD. The demographics addressed in this plan come from the 2022-23 school year. Student enrollment has increased from the last several years to 2903 students. Our student population consists of 58.2% Hispanic, 12% White, 21% African American, and 8.8% Other ethnicities, including Asian, Pacific Islanders, American Indian, and students who are Two-or-More Races. Mayde Creek High School is very diverse and this diversity has increased through the years.

The 14% mobility rate for Mayde Creek High School is below the state average. Additional student groups include 20% Limited English Proficient (LEP,) and 12.8% Special Education. This school year, Mayde Creek High School reached 80.35% Economically Disadvantaged, making it necessary for the campus to be designated as Title 1. MCHS is currently staffed at a ratio of 23 students to every 1 teacher. We are consistently working to increase the diversity of the staffulty in order to allow students to see representation in their teachers. Despite this, teacher retention has decreased from 81.2% to 74.5% in four years.

With this diversity, culturally responsive supports are necessary to ensure the needs of all learners are met.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

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

# Student Learning

## Student Learning Summary

Mayde Creek High School received an accountability letter grade in the 2021 school year of a B, with STAAR Performance at 67%, College, Career, and Military Readiness at 63%, Graduation Rate at 92.6%, and TELPAS Progress Rate = 28%. The number of students who satisfied the 2021 Approaches Grade Level Standard or above are at 74% in Reading, 78% in Mathematics, 89% in Science, and 92% in Social Studies. Special Education students scored Approaches Grade Level across all tests at 48%. Emergent Bilingual students scored Approaches Grade Level across all tests at 52%.

Student scores on the STAAR exam fell in all tested areas from 2019 to 2021. This is consistent with other schools' performance over the same time period. Also, students approaching grade level in Algebra I grew from 68% to 74% and students approaching grade level in Biology grew from 87% to 89%. Our African American and Hispanic student populations continue to show learning gaps in comparison with the broader student population over the past three years.

In prior years, Mayde Creek had seen exceptional growth in STAAR performance. Distance learning and the Covid year have caused all tested areas to suffer. Much of this can be attributed to the drop in attendance rate to 89.1% for the 2021-2022 school year.

## Student Learning Strengths

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

## Problem Statements Identifying Student Learning Needs

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



# School Processes & Programs

## School Processes & Programs Summary

Our focus for professional development this year is on the Fundamental Five, Safety, Campus Culture framed through the lens of Ram P.R.I.D.E., improving Positive Behavioral Interventions and Supports (PBIS), purposeful Professional Learning Teams (PLT), and strategies to address the needs of special populations with a push for more voluntary involvement in all professional development opportunities.

Teachers will attend professional development throughout the year from the campus level as well as trainings provided by the district. Teachers are also supported on campus by having team/department PLT meetings each week. End of Course tested subjects will also have a daily common planning time built into their schedule to purposefully plan for strong first-time teach, data-informed differentiation, and corrective instruction. These teams strive to follow backward design by first analyzing what students are expected to learn, and at what level they are expected to master. Teachers then use the provided unit plan outline and resources to address which instructional strategies will best help students achieve the level of mastery necessary. Focus is placed on creating lessons that get students talking and writing in the classroom. Teams administer a campus common assessment at the end of each unit to assess the mastery of the curriculum and determine where students were not successful in order to spiral content and re-introduce in a different manner throughout future units. Teachers are also given access to an instructional coach and four instructional coordinators (in the areas of behavior, academic programs, ESL, and Special Education) who help to identify our needs and offer ongoing, targeted and job-embedded professional development.

This collaborative environment strives to improve the retention of faculty and staff. Mayde Creek High School strives to hire the most qualified staff. The school has a wide range of teachers when it comes to years of experience, from first year teachers to teachers with over 20 years experience. Mayde Creek High School continues to recruit quality staff by attending many job fairs throughout the year and the Katy Independent School District Job Fair in April and June. In addition, we have created a marketing video highlighting the great things that Mayde Creek has to offer from the perspective of students.

This school year we welcome 50 new teachers to our campus from within the district as well as those that come to us from other districts and business communities with a variety of talents and experience. This is an increase in turnover from the previous year. Mayde Creek High School currently has a mentor program that new teachers attend every three weeks in an effort to provide support and allow new teachers to ask questions throughout the year. All of these supports, when put in place, will address the increase in the teacher turnover rate and align with our strategic priority of recruiting, supporting, and retaining teachers and principals.

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

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

# Perceptions

## Perceptions Summary

Mayde Creek High School believes our campus is a place where students are "Mayde to Believe, Lead, and Achieve." Our values focus on our commitment as a faculty and staff to provide exceptional learning opportunities in order to prepare students for life after high school and celebrate the diversity of our campus.

Mayde Creek High School has also taken an active role in ensuring that the community is informed and involved in all aspects of what occurs on our campus. There is a Parent, Teacher, Student Association at Mayde Creek High School that holds fundraisers and supports many of the activities that occur on campus.

The campus continued the initiative to send out a weekly community newsletters in the 2022-2023 school year, the "CreekSPEAK," that provides a week at a glance for upcoming campus activities, as well as future dates to be aware of, and important announcements. Parents were also given the ability to sign-up for Remind 101 in various ways to get up-to-date text messages regarding important campus information. Mayde Creek High School stafffully continue to maintain an active presence on social media to inform the local community of the great things occurring on campus. The campus also continued to include parents from our Spanish speaking population by holding "Hispanic Parents in Action" meetings monthly to invite our Hispanic parents to be informed and involved in MCHS activities. These meetings were conducted entirely in Spanish.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family.

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

# Priority Problem Statements

**Problem Statement 1:** Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community.

**Root Cause 1:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps.

**Root Cause 2:** Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family.

**Root Cause 3:** Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Based on the increase in turnover rate over the past five years, Mayde Creek High School needs to provide supports and connectivity to teachers in order for them to see the benefit of making MCHS their home.

**Root Cause 4:** Lack of professional development, support, and resources for teachers to feel tied to the campus.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


# Goals

**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.


**Performance Objective 1:** By June 2024, Mayde Creek High School will improve SpEd and LEP passing percentages by 3% in order to close the achievement gap between these populations and the general student population.


**Evaluation Data Sources:** 2024 EOC Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement strategies and instructional practices found in The Fundamental Five. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOC scores in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
	 <p>25%</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional support and professional development to ensure that ESL and SpEd populations needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOC scores (3%) in all subject areas, strategies for building better writers, planning in PLTs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Instructional Coach</p> <p>Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Seidlitz Training - 211 - Title I Part A, Teaching and Learning Alliance - 211 - Title I Part A, Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. <b>Root Cause:</b> Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>
Student Learning
<p><b>Problem Statement 1:</b> Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps. <b>Root Cause:</b> Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>







**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.

**Performance Objective 2:** By June 2024, Mayde Creek High School will improve student performance in English I by 5% for all students.

**Evaluation Data Sources:** 2024 EOC Scores

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



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide interventions to those students who were not initially successful on the English I EOC in the form of SL Literacy intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English I EOC scores, reduce the number of retesters.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p>Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide interventions in all English classes at all grade levels through the use of instructional resources and collaborative teaching to support writing, revising, and editing for all students, including current and retesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC English 1 and 2 scores, reduce retesters</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p>Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Academic Support Teachers - 211 - Title I Part A, Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz training - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

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


### Student Learning


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

**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.

**Performance Objective 3:** By June 2024, Mayde Creek High School will improve student performance in Algebra I by 3%.

**Evaluation Data Sources:** 2024 EOC Scores

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide interventions to those students who were not initially successful on the Algebra I through SL Math intervention classes, collaborative teaching and targeted intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Algebra I EOC scores, reduce the number of restesters.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p>Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz training - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue


**Performance Objective 3 Problem Statements:**







Demographics
<p><b>Problem Statement 1:</b> Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. <b>Root Cause:</b> Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>
Student Learning
<p><b>Problem Statement 1:</b> Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps. <b>Root Cause:</b> Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>

**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.

**Performance Objective 4:** By June 2024, Mayde Creek High School will increase the students achieving Meets & Masters Grade Level performance standard in English I, English II, Algebra I, Biology, and US History by 3%.

**Evaluation Data Sources:** 2024 EOC Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement strategies and instructional practices found in The Fundamental Five. Improve student achievement by framing the lesson, working in the power zone, facilitating small-group purposeful talk, recognizing and reinforcing, and having students write critically.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students achieving Meets &amp; Masters Grade level on all subject EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of critical writing in all classrooms to give students the opportunity to put their learning in their own words allowing teachers to provide meaningful individual feedback in order to show growth in all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of student achieving Masters Grade level on all subject EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Seidlitz training - 211 - Title I Part A, Teaching and Learning Alliance - 211 - Title I Part A, Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop relationships in all classes, but focus on building an Advanced Academics cohort to build confidence and accountability in our Advanced Academics classes to support students in a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of student achieving Masters Grade level on all subject EOC exams by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

### Demographics

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

### Student Learning


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

**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.







**Performance Objective 5:** HB3: The percent of Mayde Creek High School students who achieve the College, Career, and Military Readiness target will increase to 64% by July 2024.

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on identifying and ensuring implementation of course sequences in Career and Technical Education courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students completing course sequence; increase number of students receiving industry certification.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Associate Principal Career and Technical Education Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Technology - 211 - Title I Part A, Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Focus on improving vertical alignment between KAP and AP/DC courses; Develop systems to increase enrollment and retain students in advanced courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students who take AP/DC courses and earn credit through AP tests.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach College and Career Facilitator Associate Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop relationships in all classes, but focus on building an Advanced Academics cohort to build confidence and accountability in our Advanced Academics classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful in their course work, remain in Advanced classes, and/or earn their College, Career, and Military Readiness indicator. 95% of the students in the Advanced Academic cohort will remain and select advanced classes for the following school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Performance Objective 5 Problem Statements:**

### Demographics

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







### Student Learning

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

**Goal 1:** All learning environments will work to close the learning loss gap by integrating personalized learning experiences.

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







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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors/ Health Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Goal 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:** Mayde Creek High School will reduce the number of At-risk students who fall behind their cohort group for the 2023-2024 school year.

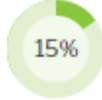
**Evaluation Data Sources:** attendance plans, MTSS, failure rate reports, intervention participation





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of an attendance and intervention tracking system using RaaWee for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate by 2%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Drop Out Prevention Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement student reward system to improve attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Student rewards - 211 - Title I Part A - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**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 2:** Mayde Creek High School will continue to implement School-wide PBIS and decrease discipline referrals by 5% by the end of the 2023-24 school year.

**Evaluation Data Sources:** PEIMS data, Ram Rewards data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement the RAM PRIDE incentive system (PBIS Rewards).</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, increase instructional time, building relationships</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principals</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> PBIS Rewards - 211 - Title I Part A, Student rewards - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

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**Performance Objective 2 Problem Statements:**







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

**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** PLTs will work collaboratively with Instructional Coaches, Instructional Coordinators, Academic Support Teachers, and administration with aligned protocols to make data-informed decisions regarding student achievement.

**Evaluation Data Sources:** PLT minutes and Instructional Coach and Instructional Coordinator input.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training to all Professional Learning Teams on protocols, including data protocols, and expectations for PLT time.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient PLT meetings</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p>Instructional Coaches</p> <p>Instructional Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure teams are using the backward design process to align curriculum with assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong, aligned first time teach and delivery, effective assessments (formative, summative, AWARE)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p>Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Technology - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Coaches and/or Instructional Coordinators attend PLT meetings to partner and offer guidance with skills based teaching, share best teaching practices and promote effective communication with all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient PLT meetings and improved first time instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p>Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Performance Objective 1 Problem Statements:**

### Demographics

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

### Student Learning






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



**Goal 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:** Mayde Creek High School will increase the number of grants written in 2023-2024 in order to acquire funding for needed technology and equipment to support instructional goals.

**Evaluation Data Sources:** Number of grants funded at the end of 2023-24 school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage teachers to apply for the Katy Education Foundation Teacher Grants in order to acquire new learning opportunities for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning opportunities for students/classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase learning opportunities for students through the use of technology and infrastructure.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning opportunities for students/classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Technology and Infrastructure - 211 - Title I Part A - 211</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps. <b>Root Cause:</b> Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>






## Perceptions

**Problem Statement 1:** Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family. **Root Cause**  
: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

**Goal 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 2:** Mayde Creek High School will provide students with needed technology to support instructional goals.

**Evaluation Data Sources:** Principal  
Instructional Coordinators

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students the opportunity to engage with curriculum and lessons through the use of technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores, Support curriculum and instruction, Reduce the number of retesters</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Instructional Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps. <b>Root Cause:</b> Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>

**Goal 5:** 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:** Mayde Creek High School staff will participate in intentional Professional Development in order to meet student and staff needs in the 2023-24 school year.

**Evaluation Data Sources:** Eduphoria rosters of professional development, New Teacher Mentor program participation, lab school cohort participation, Seidlitz participation, teacher led choice PD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to utilize campus leadership team, staffulty feedback, and campus data to tailor professional development opportunities to campus teacher needs and wants.</p> <p><b>Strategy's Expected Result/Impact:</b> Tailored professional development to campus teacher wants/needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz training - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Include job-embedded professional development opportunities such as peer observation and collaboration to maximize opportunities for growth, continued improvement and retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional delivery</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz training - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Proceed with cohort 4 of Lab Classroom protocol at Mayde Creek High School</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers the opportunity to collaborate and improve instructional strategies that increase student literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Teaching and Learning Alliance - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Teachers need support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. <b>Root Cause:</b> Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Accountability measures are not meeting required standards. Mayde Creek High School needs supports in order to close learning gaps. <b>Root Cause:</b> Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>

**Goal 5:** 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 2:** Mayde Creek High School will support and retain quality staff by focusing on climate and culture.

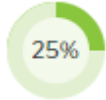





**Evaluation Data Sources:** Staff Ram Rewards, implementation of Character Strong program, staff surveys, Jostens Renaissance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement staff ram rewards, character strong lessons, staff surveys, and Jostens Renaissance activities to improve campus climate and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve staffulty participation in campus events by having at least 75% of staffulty members attend a campus event each semester. 50% of staffulty will participate in the campus culture and climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Staff rewards - 211 - Title I Part A, Conference - Jostens - 282 - ESSER III</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Mayde Creek High School will increase the opportunities for stakeholders to engage with the campus by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Open House analytics, Ram Camp participation, Remind analytics, Smore analytics, Canvas analytics, PTSA membership, Booster Club membership, Parent and Family Engagement Committee, Community outreach nights participations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PTSA will hold a drive to increase the number of parent membership by 25%.  <b>Strategy's Expected Result/Impact:</b> Increase in PTSA membership numbers (25% parent membership)  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2  <b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to hold Hispanic Parents in Action meetings to provide the Hispanic parent community a voice in school decisions and get more parents involved each six weeks.  <b>Strategy's Expected Result/Impact:</b> Increase PTSA membership, volunteer hours, increased parent engagement and involvement.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2  <b>Problem Statements:</b> Perceptions 1  <b>Funding Sources:</b> Parent and Family Engagement food - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## Perceptions




**Problem Statement 1:** Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family. **Root Cause**  
: Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

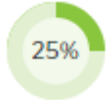
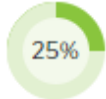






**Goal 6:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 2:** Mayde Creek High School will increase the number of opportunities for community to engage in the learning process.

**Evaluation Data Sources:** Number of parent meetings held, number of people signed up for Remind accounts, social media activity.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue weekly parent newsletter called "CreekSPEAK" to inform parents about activities occurring on campus for the week and future activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in school activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the use of campus level Remind accounts to provide parents with text messages about important school events. These remind accounts are campus level and grade level to allow parents to personalize the information received.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in school activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to encourage faculty and staff to promote Mayde Creek events and daily school activities on social media in order to share what is good about our school with the Katy community and surrounding areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in school activities</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Invite parents of ELL's to campus to provide information about resources available to help their child be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in school</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator EL Facilitator</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Invite parents to Class meeting nights that allow parents to hear about important class events and give them an opportunity to hear about scheduling and college planning from the counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in school activities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family. <b>Root Cause</b> : Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.</p>

**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 3:** Students will be provided outside of the classroom learning opportunities to explore real world experiences and build deeper connection and understanding of the content and our community.

**Evaluation Data Sources:** Participation in provided opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide field trips to colleges, universities, and technical schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain access and exposure to post secondary learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Transportation - 211 - Title I Part A, Registration/Entrance Fees - 211 - Title I Part A, Food - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide field trips to local community partners that will connect learning experiences across environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain access and real world experiences to support their learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Transportation - 211 - Title I Part A, Registration/Entrance Fee - 211 - Title I Part A, Food - 211 - Title I Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Performance Objective 3 Problem Statements:

#### Demographics

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

#### Student Learning

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











#### Perceptions

**Problem Statement 1:** Improve community involvement through various organizations to allow the community to feel a part of the Mayde Creek High School family. **Root Cause** : Lack of time, resources, and understanding of the day-to-day need of being involved in the school community.

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

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






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train all faculty and staff on resources for students having emotional difficulties</p> <p><b>Strategy's Expected Result/Impact:</b> Point students in need to resources</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Social Worker</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote the use of the SpeakUp App to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide more opportunities for mediation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>Counselor</p> <p>Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

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

**Evaluation Data Sources:** SpeakUp tip analytics, BHIP tile submissions, campus violent discipline data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will work with necessary stakeholders to complete Behavior Threat Assessments including bullying investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify potential threats to campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Mayde Creek High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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## Personnel for Mayde Creek High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	7

# Title I

## 1.1: Comprehensive Needs Assessment

Mayde Creek High School hosted an informational meeting on April 13, 2023 to explain that our campus was receiving the designation of Title 1. During that meeting, stakeholders discussed the campus mission, vision, what it means to be Title 1, and strategic priorities. They also reviewed the options for data and discussed what they would like to review to determine campus needs. The committee determine the strategic priorities for Mayde Creek High School will be to recruit, support, and retain teachers and principals, and to connect high school to career and college.

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

Mayde Creek High School held a second meeting to dig into the data on April 27, 2023. In this meeting stakeholders reviewed the data and were able to ask questions and make comments regarding the data which included a root cause analysis. The data provided consisted of the following:

- STAAR Performance Data
- Accountability Ratings including STAAR Performance, College, Career and Military Readiness, Graduation Rate, Academic Growth, Relative Performance, Closing the Gaps, and Distinction Designations
- Academic Achievement in English Language Arts/Reading - Attendance Rate, Accelerated Student Progress, English I Performance (Meets and Masters, English II Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exams Results, SAT/ACT Participation, Average SAT Score, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Mathematics - Attendance Rate, Accelerated Student Progress, Algebra I Performance (Meets and Masters), SAT/ACT Results for Accelerated Testers, AP/IB Exam Participation, AP/IB Exam Results, SAT/ACT Participation, Average SAT Score, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Science- Attendance Rate, EOC Biology Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Average ACT Score, Advanced/Dual Credit Completion
- Academic Achievement in Social Studies - Attendance Rate, EOC US History Performance (Meets and Masters), AP/IB Exam Participation, AP/IB Exam Results, Advanced/Dual Credit Completion
- Postsecondary Readiness - Percent of STAAR Results at Meets or Above (All subjects), Four-Year Longitudinal Graduation Rate, Four-Year Longitudinal Graduation Plan Rate, TSI Criteria Graduates, College, Career, and Military Ready Graduates, SAT/ACT Participation, AP/IB Exam Participation (any subject)
- TELPAS Data (2019-2022) - Proficiency Levels (Beginner, Intermediate, Advanced, Advanced High), Closing the Gaps, English Language Proficiency Status, TELPAS Progress Rate and TELPAS Progress
- College Readiness - PSAT Data (2018-2022), SAT Data (2020-2023)
- College Career Military Readiness Data - SAT, ACT, TSI/TSIA2, Advanced Placement, Dual Credit, Military, College Prep, Industry Based Certification, SPED/IEP Workforce Readiness, SPED Advanced Degree Plan
- Attendance, Graduation, and Dropout Rates - 2018-2021 by sub-pop



- MCHS Turnover Rate - 2017 - 2022

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

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

Mayde Creek High School held a third meeting on May 11, 2023, to review and approve the Campus Needs Assessment. Stakeholders participated in small group discussions to comment and ask questions about the plan. Feedback and suggestions for edits were obtained during this process.

Stakeholders for these meetings consisted of parents, community members, teachers, principal, administrators, other school leaders, and paraprofessionals. Those who were unable to attend specific meetings met individually with the campus principal to provide feedback and review data. Data was also reviewed with the campus leadership team on May 8, 2023, in order to ensure alignment with campus instructional priorities.

The three meetings held with the MCHS Title I committee were held on April 13, April 27, and May 11 in the 9th grade commons of Mayde Creek High School all beginning at 6:00pm. The stakeholders involved in this process are below. Other stakeholders attended some of the meetings to gain more insight to Title I. Committee members who were not present at all three meetings met individually with the Principal in person to review and gather the information and to provide feedback and ask questions as noted on the sign in sheets.

Name	Role
Edna Cummings	Parent
Karla Viesca	Parent
Heather Cornell	Parent
Jennifer Valencia	Community Member
Gabriel Valencia	Community Member
Helen Cochran	Campus Leader

Name	Role
Janet Terlow	Teacher
Autumn Long	Teacher
Mary Margaret Crandall	Assistant Principal/Other School Leader
Jennifer Beck	Assistant Principal/Other School Leader
Ana Contreras	Paraprofessional
Erin Ward	Paraprofessional
Gina Cobb	Principal
Jeannie Knierim	District Administrator
Tiffany White	District Administrator

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

## 2.4: Opportunities for all children to meet State standards

All students at Mayde Creek High School are provided equal opportunities to meet State standards. Mayde Creek High School teachers provide high-quality instruction by planning engaging TEKS-aligned lessons, modeling skills, and providing opportunities for students to show their learning. Instruction and intervention is provided in whole group, small group, and one-on-one settings. Students have the opportunity to attend advisory and after-school tutorials. Strategic Learning for Literacy and Strategic Math are provided to students that have not yet met State standards on the EOC STAAR test.

## 2.5: Increased learning time and well-rounded education

Students at Mayde Creek High School have the opportunity to attend advisory and after-school tutorials. December retesters are invited to strategic intervention tutorials prior to the December EOC retest. Strategic Learning for Literacy and Strategic Math are provided to students that have not yet met State standards on the EOC STAAR test.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Flanders	Academic Support Teacher		
Autumn Long	Instructional Coordinator		
Hilary Brown	Instructional Coordinator		
Ja'Nae Watkins	Counselor		
Jermaine Tillery	Academic Support Teacher		
Jessica Montgomery	Academic Support Teacher		
Kendall Haynes	Academic Support Teacher		
Kyisha Alim	Instructional Coordinator		
Melissa Golden	Academic Support Teacher		
Phuongnga Nguyen	Academic Support Teacher		
Rossy Vazquez	Instructional Coordinator		
Stephanie Luzi	Academic Support Teacher		
Superna Arya	Academic Support Teacher		

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$0.00
1	1	2	Teaching and Learning Alliance		\$0.00
1	1	2	Seidlitz Training		\$0.00
1	1	2	Instructional Materials		\$0.00
1	2	1	Instructional materials		\$0.00
1	2	2	Instructional Materials		\$0.00
1	2	3	Seidlitz training		\$0.00
1	2	3	Academic Support Teachers		\$0.00
1	2	3	Teaching and Learning Alliance		\$0.00
1	3	1	Instructional Materials		\$0.00
1	3	2	Teaching and Learning Alliance		\$0.00
1	3	2	Seidlitz trainging		\$0.00
1	4	1	Instructional Materials		\$0.00
1	4	2	Teaching and Learning Alliance		\$0.00
1	4	2	Seidlitz training		\$0.00
1	4	2	Instructional Materials		\$0.00
1	4	3	Instructional Materials		\$0.00
1	5	1	Technology		\$0.00
1	5	1	Instructional Materials		\$0.00
1	5	2	Instructional Materials		\$0.00
2	1	1			\$0.00
2	1	2	Student rewards		\$8,000.00
2	2	1	Student rewards		\$0.00
2	2	1	PBIS Rewards		\$0.00
3	1	2	Technology		\$0.00
4	1	2	Technology and Infrastructure	211	\$0.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Instructional Materials		\$0.00
5	1	1	Seidlitz training		\$0.00
5	1	1	Teaching and Learning Alliance		\$0.00
5	1	2	Seidlitz training		\$0.00
5	1	2	Teaching and Learning Alliance		\$0.00
5	1	3	Teaching and Learning Alliance		\$0.00
5	2	1	Staff rewards		\$0.00
6	1	1	Instructional Materials		\$0.00
6	1	2	Parent and Family Engagement food		\$0.00
6	2	1	Instructional Materials		\$0.00
6	2	4	Instructional Materials		\$0.00
6	2	5	Instructional Materials		\$0.00
6	3	1	Transportation		\$0.00
6	3	1	Food		\$0.00
6	3	1	Registration/Entrance Fees		\$0.00
6	3	2	Registration/Entrance Fee		\$0.00
6	3	2	Food		\$0.00
6	3	2	Transportation		\$0.00
<b>Sub-Total</b>					\$8,000.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Conference - Jostens		\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**MAYDE CREEK H S (101914005) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		86	B
<b>Student Achievement</b>		87	B
<a href="#">STAAR Performance</a>	60	90	
<a href="#">College, Career and Military Readiness</a>	57	87	
<a href="#">Graduation Rate</a>	94.4	80	
<b>School Progress</b>		87	B
<a href="#">Academic Growth</a>	77	87	B
<a href="#">Relative Performance (Eco Dis: 64.1%)</a>	59	87	B
<a href="#">Closing the Gaps</a>	75	82	B

**Identification of Schools for Improvement**

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

**Distinction Designations**

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

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase from **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%	58%	
Actual Scaled	87	83	89	88	
Met Goal		N	N	N	

\* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
		2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
		2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
		2023 Actual	157	45%	368	55%	81	64%	2	0%	38	82%	1	100%	14	57%	93	67%	467	52%	103	47%
		Met Target		N		Y		N		N		Y		Y		Y		Y		N		N
		2024 Target		48%		53%		<b>74%</b>		<b>67%</b>		<b>92%</b>		100%		56%		31%		53%		53%

\* Data source Domain 3