

Katy Independent School District
Creech Elementary
2024-2025 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	16
Goal 2: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	20
Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	21
State Compensatory	23
Budget for Creech Elementary	23
Personnel for Creech Elementary	23
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sue Creech Elementary is a Pre-kindergarten through 5th grade campus in the Katy Independent School District. Student enrollment at Sue Creech Elementary is projected to be 778 students for the 2024-2025 school year.

Our student demographic has remained somewhat stable over several years in the area of ethnicity:

Race/Ethnicity	#	%
White	347	40.73%
Hispanic	227	26.64%
Asian	122	14.32%
Black/African American	108	12.68%
Two or More Races	43	5.05%
Am Indian/Alaskan Native	5	0.59%

Student Statistics

Total Enrollment	852
At-Risk	43.54%
Low Income	41.67%
Limited English Proficient	30.05%
Special Education	26.64%
Career Technology Education	0.00%
Bilingual	0.00%
ESL	5.05%
Gifted/Talented	4.93%
Title 1	0.12%
Attendance Rate	95.99%

The daily attendance rate for the 2022-2023 school year was 95.48%. The daily attendance rate for the 2024-2025 school year increased to 95.99%.

Creech has a staff of 100 employees.

Demographics Strengths

The diversity of our student population is a strength of our school community. During the 2023-2024 school year, our campus highlighted the various cultures in our building through

an effort of a staff committee. Over 40 cultures are represented by our students and staff and various cultures are celebrated each month.

Many of our staff members have more than 5 years of teaching experience. Our staff values professional development and seeks opportunities to participate in staff development outside of what the district provides. The certified staff participated in multiple professional development opportunities in preparation for the school year. The vast majority of our teachers are ESL and/or GT certified. Grade level PLCs and PDRs strengthen instruction through the alignment of the curriculum, lesson planning and assessments. The percentage of students served in special education has increased along with certified staff members to meet the needs of students with needs supported through special education. All staff embrace the differences among students and willingly meet each student at their individual level of readiness.

Student Learning

Student Learning Summary

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

All schools in Texas are scored in three areas: Student Achievement, School Progress and Closing the Gap. For the 2023-2024 school year, preliminary STAAR scores indicate the following:

Grade	Test	Approaches (+Meets+Masters)	Meets (+Masters)	Masters
3rd	ELAR	88%	75.4%	43.6%
3rd	Math	86%	61.6%	51.6%
4th	ELAR	90.4%	70.5%	33.5%
4th	Math	86.4%	63.7%	37%
5th	ELAR	96%	77.8%	55.7%
5th	Math	90%	71.1%	32.9%
5th	Science	78.5%	47.6%	24.8%

Creech staff constantly analyze multiple data points throughout the year, utilizing district formative and summative assessment data to also gauge student achievement. All data points consistently reflect student growth.

Math:

Dreambox Growth Report for the 2024-2025 school year by grade (June 2024)

Metric	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Initial	0.1	0.7	1.4	2.3	3.1	3.9
Current	0.7	1.5	2.3	3.4	4.1	4.7
Growth	0.6	0.8	0.9	1.1	0.9	0.8

Literacy:

HMH Growth Measure Report - Beginning of Year to End of Year:

Grade All Classes

Grade All Classes

Beginning	Middle	End	Beginning	Middle	End
● Above Level	18.6% (102 students)		● Above Level	34.2% (192 students)	
● On Level	40.3% (221 students)		● On Level	37.7% (212 students)	
● Approaching	22.3% (122 students)		● Approaching	14.2% (80 students)	
● Below Level	10.8% (59 students)		● Below Level	7.7% (43 students)	
● Far Below Level	8.0% (44 students)		● Far Below Level	6.2% (35 students)	

Student Learning Strengths

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

- When analyzing student data from 2022-2023, including raw STAAR data provided by the TEA, Creech meets or exceeds the district and state percentages on all tests in the area of Approaching grade level standards.
- Our students that attended intervention throughout the year showed tremendous gains on assessments at the end of the year, showing the impact of the instruction and time spent with support staff.

- With our changing population, we continue to seek out and provide the best instruction that meet the needs of learners. Our teachers provide instruction that addresses the whole-child, not just academics

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in the areas of science and math has consistently lagged that of literacy. **Root Cause:** Teachers lack rigorous, aligned, and comprehensive content resources to support high quality instruction in the areas of science and math.

School Processes & Programs

School Processes & Programs Summary

Creech Elementary classrooms teach the TEA prescribed Texas Essential Knowledge and Skills, follow Katy ISD curriculum as well as its scope and sequence. Both formative and summative assessments are embedded into long range campus lesson planning that includes Interim assessments and Growth Measure assessments aligned with Katy ISD Curriculum guidance and expectations.

Student achievement is monitored and data is disaggregated by teacher teams and administrators. Sources of student achievement data include Amira Assessment, Dreambox, district math checkpoints, and campus benchmarks. Kindergarteners are assessed via Texas Kea. Both TX KEA and Amira assessments in Kinder-2nd grade serve as a screener the possibility of dyslexia. Third through fifth grade student achievement data includes STAAR Interims and summative STAAR assessments. Our EB students are assessed annually via TELPAS.

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

Creech Elementary has a strong school culture focused on building relationships with all stakeholders, providing a safe, caring environment for all, and has high expectations for student achievement. Students and staff recite Creech Core Values each week to reinforce the standards and 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 harassment are completed swiftly by administration and involve all parties in the subsequent resolution of the incident(s).

Teachers attend robust professional development sessions during the summer months and also participated in job embedded opportunities during the school year. Job embedded sessions are facilitated by our own teacher leaders, instructional coach, campus administration and district level specialists. In addition to professional development, the weekly planning and long range planning reinforces best practices learned in these opportunities.

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

School Processes & Programs Strengths

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

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

Creech Elementary is proud of the following strengths:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Average Daily Attendance decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%). **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

Perceptions

Perceptions Summary

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

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

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

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

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

Staff are provided multiple platforms and opportunities for shared decision making and ability to provide input on campus systems and procedures. All pillars on the Satchel Pulse Staff survey are at or above the district level and all have stayed in the "green" all throughout the 2023-2024 school year. The participation rate for each cycle of the Pulse survey throughout the year ranges from 34% to 55%.

Perceptions Strengths

Creech Elementary works to maintain these strengths:

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The participation rate for the Pulse staff survey cycles remains less than the target percentage of 70%. **Root Cause:** The school day is busy for the staff and completing the survey is overlooked by most.

Problem Statement 2: Discipline data reflects more frequent infractions of physical contact with peers and noncompliance than other infractions. **Root Cause:** Students lack the skills to regulate emotions and behavior when they are upset or something does not "go their way."

Priority Problem Statements

Problem Statement 1: Student achievement in the areas of science and math has consistently lagged that of literacy.

Root Cause 1: Teachers lack rigorous, aligned, and comprehensive content resources to support high quality instruction in the areas of science and math.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Average Daily Attendance decreased from 97.53% in 2021 to 95.29% in 2023. The most significant decreases are observed in Pre-K (93.23%) and Kindergarten (93.46%).

Root Cause 2: Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The participation rate for the Pulse staff survey cycles remains less than the target percentage of 70%.

Root Cause 3: The school day is busy for the staff and completing the survey is overlooked by most.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3 - The percent of 3rd grade Creech Elementary students who achieve meets and above in Literacy will increase to 75% by July 2025.

HB3 Goal

Evaluation Data Sources: CBAs, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching staff will attend and actively participate in monthly Vertical Team Literacy PLCs. Strategy's Expected Result/Impact: Content knowledge, resource familiarity, and vertical collaboration will increase. Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Growth will be measured through collaborative data digs after each assessment throughout the year. Strategy's Expected Result/Impact: Teaching staff will have knowledge and awareness of student progress, TEKS based instruction, and the spiral review needed vertically in the area of literacy. Staff Responsible for Monitoring: Administrators, IC, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3 - The percent of 3rd grade Creech Elementary students who achieve meets and above in Math will increase to 62% by July 2025.

HB3 Goal

Evaluation Data Sources: CBAs, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Growth will be measured through collaborative data digs after each assessment throughout the year. Strategy's Expected Result/Impact: Teaching staff will have knowledge and awareness of student progress, TEKS based instruction, and the spiral review needed vertically in the area of math. Staff Responsible for Monitoring: Administrators, IC, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teaching staff will attend and actively participate in monthly Vertical Team Math PLCs. Strategy's Expected Result/Impact: Content knowledge, resource familiarity, and vertical collaboration will increase. Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: PE Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: PE Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Students achieving Meets and Master's on 5th grade Science STAAR will increase from 54% to 60% by June 2025.

Evaluation Data Sources: 5th grade STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional staff will engage students in inquiry based science, utilizing the 5E model of instruction and new adopted science instructional resource, for the recommended percentage of time as outlined on the 2021 Science TEKS.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teaching staff will attend and actively participate in monthly Vertical Team Science PLCs.</p> <p>Strategy's Expected Result/Impact: Content knowledge, resource familiarity, and vertical collaboration will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Growth will be measured through collaborative data digs after each assessment throughout the year in 2nd-5th grade.</p> <p>Strategy's Expected Result/Impact: Teaching staff will have knowledge and awareness of student progress, TEKS based instruction, and the spiral review needed vertically in the area of science.</p> <p>Staff Responsible for Monitoring: Administrators, IC, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Creech Elementary will involve and engage stakeholders through unique events, partnerships, and educational outreach opportunities throughout the school year that supports the social and emotional needs of students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students</p> <p>Staff Responsible for Monitoring: ESL ISSTs, Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Creech Elementary will host a Family Math Night in the Fall of 2024 to provide parents and families a window into relevant, grade level math concepts.</p> <p>Strategy's Expected Result/Impact: Families will be provided strategies and practical ideas to make math concepts relevant outside of school to support and reinforce math concepts aligned with instruction in the classroom.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide developmentally appropriate guidance lessons to each grade level that will cover topics like bullying prevention, emotional regulation and self-control.</p> <p>Strategy's Expected Result/Impact: Students will gain skills necessary to appropriately manage peer conflict, regulate their emotions and take responsibility for their own choices.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd, 4th and 5th grade students will participate in the "Cyber Safety & Cyberbullying" presentation by Crime Stoppers of Houston that focuses on how to recognize characteristics of cyberbullying and stay safe online.</p> <p>Strategy's Expected Result/Impact: Students will learn how to respond to inappropriate content online, the importance of keeping personal information private, being mindful of one's online presence, social-media use, and recognizing cyberbullying behavior.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In accordance with Senate Bill 9, 5th grade students will participate in the "Abuse and Violence Prevention" presentation in the fall semester. and the "Now That You're Ten" presentation in the spring semester.</p> <p>Strategy's Expected Result/Impact: Students will learn ways to remain healthy, stay physically and emotionally safe, and identify and avoid personal danger.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Campus MTSS- B committee will meet monthly to review our campuswide systems of support for management and intervention of behavior, including PBIS, Conscious Discipline, MTSS frameworks, House system, and the Purposefull People program.</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Creech Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Creech Elementary

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

Addendums



The Percent of **Creech** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 75% to 77% by July 2029.

Creech: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	75%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	75%	76%	76%	77%	77%
		Met Internal Goal	-					

		# 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	# EB	% EB
Creech: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	21	71%	29	83%	48	71%	1	0%	19	89%	0		7	57%	29	41%	45	69%	42	81%
	2025 Target																51%		79%		

The Percent of **Creech** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 62% to 64% by July 2029.

Creech: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	62%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	62%	63%	63%	64%	64%
		Met Internal Goal	-					

		# 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	# EB	% EB
Creech: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	21	67%	29	55%	48	56%	1	0%	18	83%	0		7	57%	29	24%	44	50%	42	67%
	2025 Target						66%										34%				