

Katy Independent School District

Creech Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

We will collaborate using data analysis, technology, and innovative ideas to educate and meet the needs of the whole child to be productive citizens of the future.

Vision

We envision an SCE Community of responsible, respectful citizens who embrace a life long commitment to innovative learning.

Value Statement

The values of the Creech Elementary Community are to:

Commit to do our best
Open our minds to new ideas
Model good citizenship
Expect all to be involved
Treat each other with respect
Skyrocket to academic achievement

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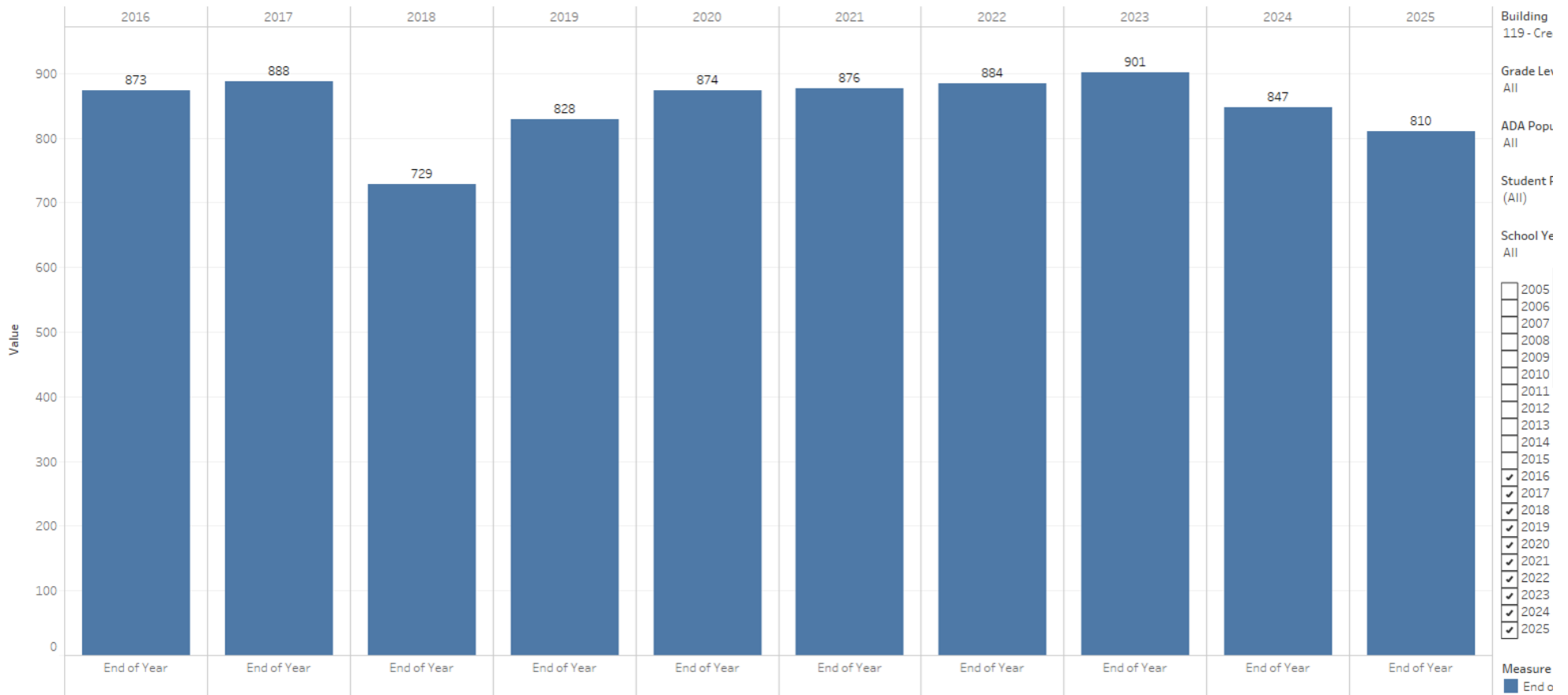
Comprehensive Needs Assessment

Demographics

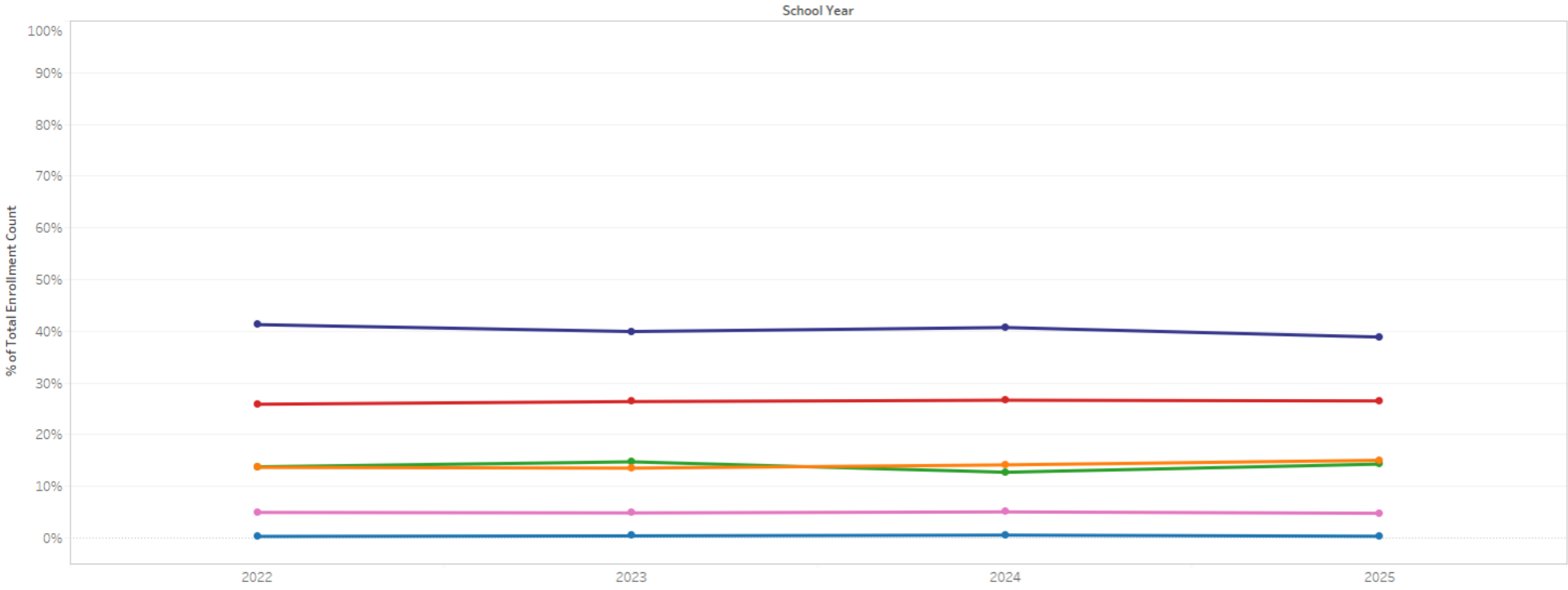
Demographics Summary

Sue Creech Elementary is a Pre-kindergarten through 5th grade campus in the Katy Independent School District. Student enrollment at Sue Creech Elementary is projected to be 716 students for the 2025-2026 school year.

While our total enrollment has fluctuated over the years, student ethnicity has remained somewhat stable.



District Enrollment by Federal Ethnicity, All | [change break down on right](#)

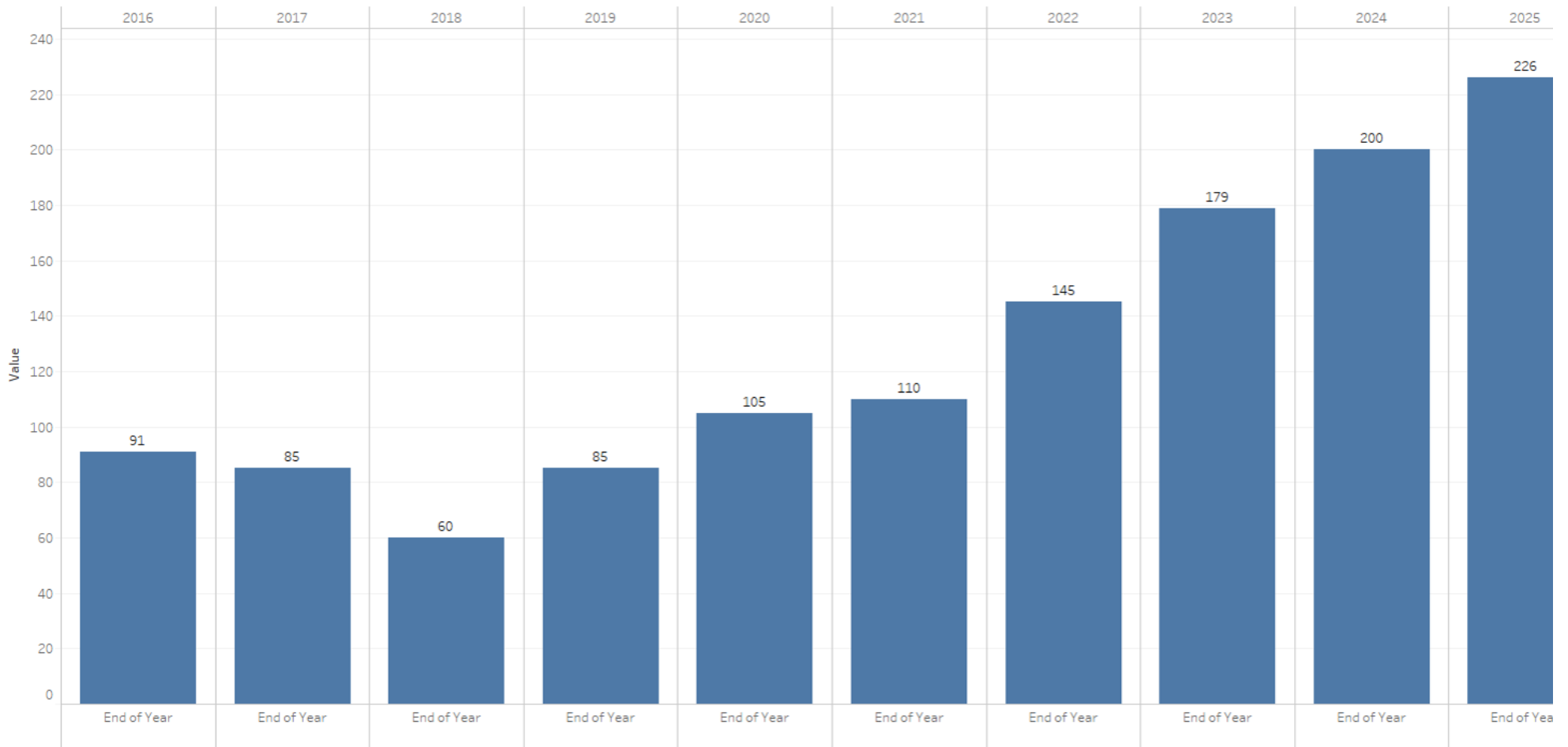


Students are supported through programs as needed. Percent of total enrollment by program is as follows:

Program enrollment (EOY 2025)	Percent of total enrollment
At Risk	45.93%
Eco Dis	41.36%
ESL	26.67%

Program enrollment (EOY 2025)	Percent of total enrollment
Gifted & Talented	4.07%
LEP	27.78%
Special Education	27.90%

The number of students served in special education has increased considerably, especially in the past 4-5 years.



The daily attendance rate for the 2024-2025 school year was 96.16%. While ADA rates decreased from 2021 to 2022, the campus has focused on the impact of attendance on student achievement and has seen improvement.

State Attendance Rate by Campus and Year (Table)

Building Full Name	School Year						Grand Total
	2025	2024	2023	2022	2021	2020	
119 - Creech Elementary	96.16%	96.01%	95.29%	95.02%	97.53%	97.68%	96.29%
Grand Total	96.16%	96.01%	95.29%	95.02%	97.53%	97.68%	96.29%

Demographics Strengths

Creech as a very stable school community, with supportive parents and a diverse student body. The campus enjoys cultural diversity. During the 2023-2024 school year, a staff committee was formed to highlight the various cultures represented among our students. At last count, over 40 cultures are represented by our students and staff; many are celebrated throughout the year.

Many of our staff members have more than 5 years of teaching experience. Our staff value professional development and actively seek opportunities to participate in staff development in addition to district provided opportunities.

The vast majority of our teachers are ESL and/or GT certified. Content and Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and assessments. All staff embrace the differences among students and willingly meet each student at their individual level of readiness. Students that require additional supports are identified in a timely manner and parents are kept informed.

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. In April 2025, TEA released 2023 accountability ratings which reflects an overall A rating for Creech Elementary and a scale score of 91. In August 2025, TEA released accountability ratings for 2024 and 2025 academic years. The following reflects the summary for both academic years. Creech has maintained and A rating and increased in the scaled score each year.

2023-2024:

Texas Education Agency
2024 Accountability Rating Overall Summary
SUE CREECH EL (101914119) - KATY ISD - HARRIS COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	66	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	0%
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 39.3%)		88	B	
Closing the Gaps	81	93	A	30%

Identification of Schools for Improvement

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

2024-2025:

Texas Education Agency
2025 Accountability Rating Overall Summary
SUE CREECH EL (101914119) - KATY ISD - HARRIS COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		93	A	
Student Achievement		92	A	0%
STAAR Performance	68	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		93	A	70%
Academic Growth	85	93	A	✓
Relative Performance (Eco Dis: 39.7%)		90	A	
Closing the Gaps	83	93	A	30%

Identification of Schools for Improvement

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

All schools in Texas are scored in three areas: Student Achievement, School Progress and Closing the Gap. Preliminary STAAR scores have been released and can be noted below, along with the change year to year:

3RD GRADE ELAR				
STAAR Performance level %	2023	2024	2025	2024 to 2025 Δ
A+M+M	93	88	91	+3
M+M	75	75	75	0

3RD GRADE MATH				
STAAR Performance level %	2023	2024	2025	2024 to 2025 Δ
A+M+M	83	86	79	-7
M+M	54	61.6	60.4	-1.2

4TH GRADE MATH				
STAAR Performance level %	2023	2024	2025	2024 to 2025 Δ
A+M+M	80	86.4	90	+3.6
M+M	59	64	77	+13

4TH GRADE ELAR				
STAAR Performance level %	2023	2024	2025	2024 to 2025 Δ
A+M+M	91	90	91	+1
M+M	64	70.5	82	+11.5

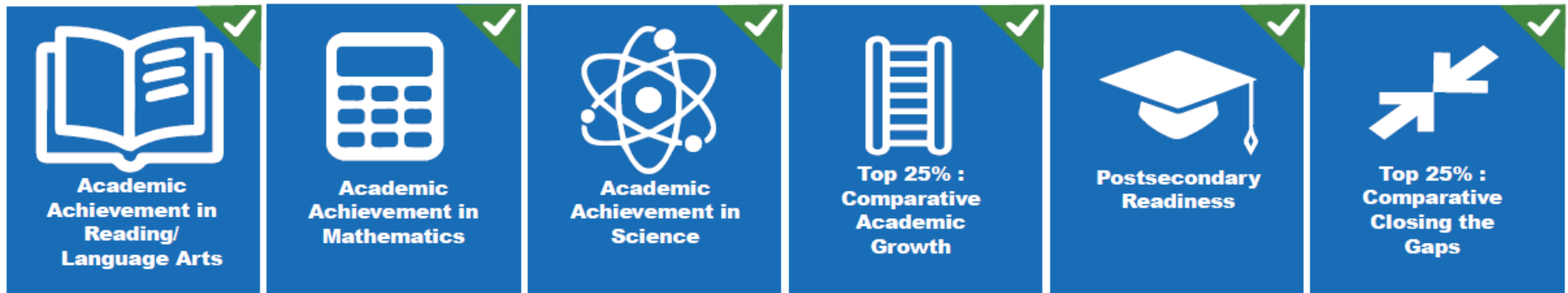
5TH GRADE ELAR				
STAAR Performance level %	2023	2024	2025	2024 to 2025
				Δ
A+M+M	93	96	94	-2
M+M	80	78	84	+6

5th GRADE MATH				
STAAR Performance level %	2023	2024	2025	2024 to 2025
				Δ
A+M+M	92	90	90	0
M+M	75	71	68	-3

5th GRADE SCIENCE				
STAAR Performance level %	2023	2024	2025	2024 to 2025
				Δ
A+M+M	79	79%	86.5%	+8
M+M	53	48%	52%	+4

Creech earned all 6 Distinction Designations for both the 2024 and 2025 Accountability:

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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 over time, Creech meets or exceeds the district and state percentages on all tests in the area of Approaching grade level standards.
- Science and math scores on STAAR have improved over time across most grade levels.
- Student achievement and student progress in Literacy continues to be the biggest strength for Creech.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in the area of math has consistently lagged that of literacy over time.

Root Cause: Despite having instructional guidance, teachers face diminishing returns due to the number of math resources. Time spent filtering materials limits effective planning and contributes to inconsistent instruction, impacting student learning. Focused professional development is needed to help teachers streamline resource use and prioritize high-impact strategies.

School Processes & Programs

School Processes & Programs Summary

Crech Elementary Overview

Crech Elementary classrooms implement the Texas Essential Knowledge and Skills, adhering to the Katy ISD curriculum. The school conducts both campus-based assessments and district/state assessments, regularly reviewing achievement data to identify students needing additional support. Sources of student achievement data include Amira, HMH Module Assessments, campus-developed assessments in math, district DLAs, and interim assessments. Kindergarteners are assessed using the Texas KEA, with both KEA and Amira assessments in grades Kindergarten to 2nd serving as screens for potential dyslexia. Students in grades 3 to 5 are evaluated through STAAR Interims and summative STAAR assessments. Emergent Bilingual (EB) students are assessed annually via TELPAS.

All emergent bilingual students (English learners) whose parents approve ESL program participation receive English Language Arts and Reading (ELAR) instruction from teachers certified in ESL and ELAR for their respective grade levels. Teachers are made aware of the English language proficiency levels of the emergent bilingual students in their classrooms. Professional Learning Communities actively utilize the English Language Proficiency Standards (ELPS) to create meaningful opportunities for English learners (ELs) to develop social and academic proficiency in listening, speaking, reading, and writing. Teachers of ELs participate in professional development focused on sheltered and culturally responsive instruction.

Crech Elementary fosters a strong school culture centered on building relationships with all stakeholders and providing a safe, caring environment, with high expectations for student achievement. Students and staff recite Crech Core Values weekly to reinforce standards and hold each other accountable. Community circles are integrated into the master schedule to allow teachers to facilitate discussions that promote character development and classroom community. The Positive Behavioral Interventions and Supports (PBIS) framework is implemented school-wide, with common expectations explicitly taught and reinforced throughout the building. The campus PBIS committee collaborates regularly to monitor and adjust the system as necessary. Bullying prevention lessons, focusing on being an "upstander" and reporting incidents to a trusted adult, are taught by the counselor and librarian across all grade levels. Investigations into allegations of bullying or harassment are conducted swiftly by administration, involving all parties in the resolution process.

Teachers participate in extensive professional development sessions during the summer, including conferences such as Get Your Teach On, CAMT, and CAST. Starting in the 2024-2025 school year, vertical Professional Learning Communities (PLCs) will meet monthly in literacy, math, and science to ensure curriculum fidelity and alignment across classrooms at Crech. Teachers collaborate on long-range and weekly lesson planning.

Parents, teachers, and students at Crech Elementary take pride in their school and its reputation for success. The consensus is that Crech Elementary is a safe, positive environment with a strong focus on academic excellence. High standards for instructional practices and social character development are paramount. The school's focus extends beyond just STAAR scores; learning is prioritized. When students require remediation or reteaching, staff promptly adjust their approaches, working collaboratively toward targeted goals. The Crech Administration team is committed to protecting instructional time and providing ample time for planning.

School Processes & Programs Strengths

The Crech 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.

Crech 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.

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 robust campus communication plan including external communication through 3 platforms weekly.
- Partnership with sister school to offer school programs and provide school supplies.
- Maintaining a welcoming atmosphere in the front office by remembering that positive customer service is vital to our climate
- Continuing our student council (3rd-5th) grade to build student leadership.
- Implementation of a PBIS framework that provides common expectations throughout the school, also that incentives students for meeting the expectations.
- 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.
- All classrooms have a Safe Space available to students who need a break to focus on emotional regulation.
- Creech Houses (the House System) connects students and staff from different grade levels and teams.
- 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: 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.

Priority Problem Statements

Problem Statement 1: Student achievement in the area of math has consistently lagged that of literacy over time.

Root Cause 1: Despite having instructional guidance, teachers face diminishing returns due to the number of math resources. Time spent filtering materials limits effective planning and contributes to inconsistent instruction, impacting student learning. Focused professional development is needed to help teachers streamline resource use and prioritize high-impact strategies.

Problem Statement 1 Areas: Student Learning

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
- 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 Creech Elementary 3rd grade students who achieve meets and above in Reading will increase to 76% by July 2026.


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 ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Feb	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	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Academic Support staff will implement the MTSS framework to identify students requiring Tier 2 and Tier 3 interventions to deliver targeted, goal-aligned supports. Strategy's Expected Result/Impact: Students will demonstrate growth on their intended academic goals, including state assessments. Staff Responsible for Monitoring: Academic Support Administrators Instructional Coach Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 2: HB3 - The percent of Creech Elementary 3rd grade students who achieve meets and above in 3rd grade STAAR Math will increase to 63% by July 2026.


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	Feb	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> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Academic Support staff will implement the MTSS framework to identify students requiring Tier 2 and Tier 3 interventions to deliver targeted, goal-aligned supports. Strategy's Expected Result/Impact: Students will demonstrate growth on academic goals, including state assessment. Staff Responsible for Monitoring: Administrators Instructional Coach Academic Support Teachers Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student achievement in the area of math has consistently lagged that of literacy over time. **Root Cause:** Despite having instructional guidance, teachers face diminishing returns due to the number of math resources. Time spent filtering materials limits effective planning and contributes to inconsistent instruction, impacting student learning. Focused professional development is needed to help teachers streamline resource use and prioritize high-impact strategies.

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	Feb	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	Feb	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 4: All students in grades K-5 will show a year's worth of growth in math as measured by BOY and EOY MAP assessment.


High Priority

Evaluation Data Sources: MAP assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teaching staff that directly teach or support math instruction will meet monthly in a vertical team to review curriculum, instruction, and assessment throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teaching staff will increase individual capacity in math instruction, use and implementation of district resources and curriculum.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will implement collectively agreed upon high impact instructional strategies in daily math instruction and participate in learning walks and PDR to increase the effectiveness of implementation.</p> <p>Strategy's Expected Result/Impact: Teaching staff will increase their effectiveness in math instruction so that student achievement and individual student growth improves.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual students will demonstrate growth in English language acquisition concurrent to academic growth on intended goals.</p> <p>Staff Responsible for Monitoring: ESL ISSTs Administrators Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning





Problem Statement 1: Student achievement in the area of math has consistently lagged that of literacy over time. **Root Cause:** Despite having instructional guidance, teachers face diminishing returns due to the number of math resources. Time spent filtering materials limits effective planning and contributes to inconsistent instruction, impacting student learning. Focused professional development is needed to help teachers streamline resource use and prioritize high-impact strategies.

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

Performance Objective 5: Students achieving Meets and Master's on 5th grade Science STAAR will increase to 60% by June 2026.





High Priority

Evaluation Data Sources: STAAR, MAP Science growth (5th grade), KLAs

Strategy 1 Details	Reviews			
<p>Strategy 1: All teaching staff that directly teach or support science instruction will meet monthly in a vertical team to review curriculum, instruction, and assessment throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teaching staff will increase individual capacity in science instruction, use and implementation of district resources, curriculum, and campus lab equipment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science Vertical Team teachers, together with the Instructional Coach will set up, manage, and utilize a campus science lab for students to engage in hands-on, inquiry based science investigations aligned to district curriculum.</p> <p>Strategy's Expected Result/Impact: Science achievement will increase throughout assessments including MAP, STAAR, KLAs, and CBAs.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Oct	Feb	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 including Family STEAM Night Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students</p> <p>Strategy's Expected Result/Impact: Family STEAM Night will focus on hands-on learning activities in Science, Technology, Engineering, Arts, and Math.</p> <p>Staff Responsible for Monitoring: ESL ISSTs, Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Creech Elementary will partner with Creech PTA to host an outreach event in the fall to promote volunteerism and involvement in our school.</p> <p>Strategy's Expected Result/Impact: Families feel welcomed, connected, and empowered to participate in the life of the school.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

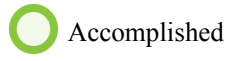
Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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.

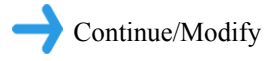
Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide developmentally appropriate guidance lessons to each grade level that will cover topics like bullying prevention, emotional regulation and self-control.</p> <p>Strategy's Expected Result/Impact: Students will gain skills necessary 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	Feb	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	Feb	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 and prevention of violence.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p>	Formative			Summative
	Oct	Feb	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	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All SCE literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: SBEC Certification

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide necessary training and district support to all teachers regarding certification workshops and opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers obtaining ESL certification will be equipped to implement effective instructional strategies that improve English learners' language acquisition, access to grade-level content, and overall academic success.</p> <p>Staff Responsible for Monitoring: ESL ISSTs, Administrators, IC</p>	Formative			Summative
	Oct	Feb	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 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

Campus Advisory Team

Committee Role	Name	Position
Administrator	Sally Gupton	Principal
Administrator	Jaymee Herrington	Assistant Principal
District Representative	Egla Fullerton	Coordinator, Katy ISD OOL Department
Non Teaching Campus Staff Member	Kristen Flynt	Librarian
Non-Teaching Professional	Miquette Viard	Instructional Coach
Teacher	Alicia Osen	Teacher
Teacher	Alyssa Faulk	Teacher
Teacher	Grayling Alexander	Teacher, PE
Teacher	Christiana Rooney	Teacher
Community Representative	Jenny Gardner	Resident
Business Representative	Anahi Bautista	H-E-B Community Engagement Coordinator)
SCE Parent	Heather May	Parent
SCE Parent	Meghan Passmore	Parent
SCE Parent	Anessa Hickman	Parent
SCE Parent	Christie Schultz	Parent
SCE Parent	Amanda Perry	Parent
SCE Parent	Megan Burke	Parent
SCE Parent	Becky McGrew	Parent
SCE Parent	Lesley Burzynski	Parent



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		2024	2025	2026	2027	2028	2029
3rd Grade Reading Meets or Above	Actual	75%	75%				
	State Rate	46%	49%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	75%	76%	76%	77%	77%
	Met Internal Goal	-	Yes				

		# 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	3rd Grade Reading Meets or Above		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	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%		
	2025 Actual	17	71%	34	62%	60	80%	1	0%	22	82%	0		5	100%	42	48%	61	66%	41	61%
	Met Target																N		N		
2026 Target											92%						58%				

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		2024	2025	2026	2027	2028	2029
3rd Grade Math Meets or Above	Actual	62%	60%				
	State Rate	40%	44%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	62%	63%	63%	64%	64%
	Met Internal Goal	-	No				

		# 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	3rd Grade Math Meets or Above		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	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%				
	2025 Actual	17	53%	34	47%	60	68%	1	0%	22	77%	0		5	20%	42	26%	61	43%	41	61%
	Met Target						Y										N				
2026 Target											87%						36%				