

Katy Independent School District
Mayde Creek High School
2025-2026 Campus Improvement Plan



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.

Value Statement

Ram PRIDE

Purpose

Respect

Integrity

Determination

Excellence

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Preparation and Data Review	5
CNA Meeting Structure	5
Stakeholders Involved	5
Updated Problem Statements and Root Causes (2025–2026)	6
1A. Accountability & Academic Gaps (State Accountability)	6
1B. Accountability & Academic Gaps (Demographics)	6
2. Parent and Family Engagement	7
3. Teacher Support & Retention	7
4. Student Engagement & Belonging	7
Demographics	8
Student Learning	10
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	18
Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.	39
Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	42
Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.	44
Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	46
Goal 6: 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.	50
Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	57
Title I	59
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	59
1.1: Description of CNA Process	59
Preparation and Data Review	59
CNA Meeting Structure	59
Stakeholders Involved	60
Updated Problem Statements and Root Causes (2025–2026)	60
1A. Accountability & Academic Gaps (State Accountability)	60
1B. Accountability & Academic Gaps (Demographics)	60

2. Parent and Family Engagement	61
3. Teacher Support & Retention	61
4. Student Engagement & Belonging	61
1.2: Location for Evidence of Multiple Meetings Held	61
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	62
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	62
2.2: Stakeholders 1114(b)(2)	62
Stakeholders Involved	62
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	62
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	62
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	63
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	63
Title I Personnel	64
Campus Funding Summary	65

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Mayde Creek High School conducted its annual Comprehensive Needs Assessment (CNA) through a series of structured stakeholder meetings on **February 12, 2025**, and **April 9, 2025**. The purpose of the CNA process was to evaluate current campus performance, revisit prior problem statements and root causes, and align findings with the district's strategic priorities and Title I goals.

Preparation and Data Review

Prior to the April meeting, the leadership team compiled key data aligned to the four CNA categories:

- **Student Achievement** (STAAR/EOC, TELPAS, failure rates, CCMR)
- **Demographics** (emergent bilingual trends, special program data, attendance, chronic absenteeism)
- **School Culture and Climate** (student and staff survey results, discipline trends)
- **Family and Community Engagement** (event participation, communication effectiveness)

CNA Meeting Structure

During the April 9th meeting, the Campus Advisory Team (CAT) participated in a four-phase collaborative process:

1. Review of Existing Problem Statements

- Small groups evaluated 2024–2025 problem statements and root causes for relevance, accuracy, and clarity.

2. Data Gallery Walk

- Participants rotated through stations featuring visualized data and used guiding prompts to identify trends and gaps.

3. Synthesis Discussion

- Groups proposed refined or new problem statements and discussed overarching campus needs.

4. Prioritization and Exit Reflection

- Members voted on the most critical issues to move forward to the Campus Improvement Plan (CIP).

Stakeholders Involved

The CNA process included representation from all stakeholder groups:

- **Principal:** Lizzie Herring (Katy ISD has only 1 Principal per campus)
- **Assistant Principal/Other school leader:** Angela Cardwell
- **Other School Leaders:** Taylor Kratz, Kendall Sanchez, Celaina Huckeba
- **Specialized Instructional Support Staff:** Adam Sortino, Kristin DeLeon
- **Teachers:** Janet Terlow, Michael McCauley
- **Paraprofessionals:** Jennifer Valencia, Aidee Cortes
- **Parents:** Heather Cornell, Cinzia Fuller
- **Community Members:** Taylor Dillingham, Ann Batten-Bishop
- **Students:** Wyatt Cornell, Gabriel Cornell
- **District Representative:** Steve Burnett, Vivian Muldune, Tiffany White

Additional feedback was collected from department chairs, instructional coordinators, and staff unable to attend through individual meetings or small group discussions.

Updated Problem Statements and Root Causes (2025–2026)

1A. Accountability & Academic Gaps (State Accountability)

Problem Statement:

Mayde Creek High School is not consistently meeting state accountability targets in **Algebra I, Biology, English I/II, and U.S. History** at the **Approaches, Meets, and Masters** performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps.

Root Cause:

There is a need for more **targeted, sustained professional development** focused on **high-leverage instructional strategies** that address the needs of **at-risk, emergent bilingual, and special program students**, particularly in core content areas assessed by the STAAR/EOC exams.

1B. Accountability & Academic Gaps (Demographics)

Problem Statement:

Mayde Creek High School is not consistently meeting accountability targets in **student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR)**, highlighting systemic gaps that disproportionately impact specific student demographic groups.

Root Cause:

Students and families **lack access to timely, clear, and culturally relevant information and supports** necessary to navigate high school pathways and post-secondary planning. There is also a need for **early intervention systems and sustained engagement efforts** to improve attendance and promote college and career readiness for all learners.

2. Parent and Family Engagement

Problem Statement:

Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities.

Root Cause:

Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.

3. Teacher Support & Retention

Problem Statement:

While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success.

Root Cause:

Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

4. Student Engagement & Belonging

Problem Statement:

Students report inconsistent engagement and a lack of connection to the school community, which is reflected in low attendance rates, limited participation in extracurricular and academic programs, and decreased academic achievement in the classroom.

Root Cause:

Limited implementation of culturally responsive teaching and restorative practices has contributed to inconsistent student-teacher relationships and a lack of inclusive practices that affirm student identity, connection, and belonging. Additionally, the absence of strategic, campus-wide efforts to promote student and family engagement in school life has hindered both student participation and academic success in the classroom.

This CNA process ensures that Mayde Creek High School's 2025–2026 Campus Improvement Plan is grounded in data, shaped by stakeholder input, and aligned with systemic needs that support student achievement and equitable school improvement.

Demographics

Demographics Summary

Mayde Creek High School, now in its 41st year of service, is a comprehensive 9–12 campus in Katy ISD. The demographic data referenced in this plan reflects the most recent figures for the 2025–2026 school year. Student enrollment has continued to grow, reaching a total of 2947 students.

The current student population is composed of:

- **60% Hispanic**
- **20.7% African American**
- **10% White**
- **9.3% Other Ethnicities**, including Asian, Pacific Islander, American Indian, and students identifying as Two or More Races

Mayde Creek High School remains one of the most diverse campuses in the district, with a steadily increasing level of cultural and linguistic diversity over recent years. The campus has a **mobility rate of 17%**, which remains below the state average.

Key student groups include:

- **32.2% Emergent Bilingual (EB)**
- **14.9% Special Education**
- **83.2% Economically Disadvantaged**, qualifying the campus for **Title I designation**

The student-to-teacher ratio is approximately **23:1**. The campus continues to focus on increasing staff diversity to ensure that students see themselves reflected in their educators. Culturally responsive practices and supports remain a key priority to meet the academic and social-emotional needs of our student body.

The previous 4 years showed a steady decline in teacher retention with the most recent school year showing a shift in this trend. It remains imperative to focus on the need for enhanced professional supports, mentorship, and leadership development to retain high-quality educators.

Demographics Strengths

Mayde Creek High School continues to be recognized for its rich diversity and commitment to fostering an inclusive, welcoming environment for all students, staff, and community members. In recent student surveys, the most frequently cited strength of the campus was its cultural diversity and the sense of belonging it fosters among the student body.

Staff members are committed to meeting the academic, social, and emotional needs of all learners—regardless of their cultural background, language proficiency, or identified special needs. Through collaborative efforts, differentiated instruction, and culturally responsive practices, staff demonstrate a strong willingness to support every student’s success.

The school community takes pride in its inclusive culture, where students feel seen, valued, and supported. This ongoing commitment to equity and acceptance remains a core strength of Mayde Creek High School and a driving force behind its continued academic and social-emotional growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups.

Root Cause: Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.

Problem Statement 2: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success.

Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

Student Learning

Student Learning Summary

Mayde Creek High School continues to demonstrate progress in academic achievement following several years of pandemic-related disruption. While no accountability letter grades were issued by the state for the 2022–2023 school year, the most recent available performance data indicates overall improvement across tested subject areas.

For the **2025 STAAR assessments**, the percentage of students who met the *Approaches Grade Level* standard or above were:

- **Reading: 73%**
- **Mathematics: 81%**
- **Science: 93%**
- **Social Studies: 95%**

Targeted intervention efforts have yielded strong gains in core subjects. Notably:

- **Algebra I** scores at the Approaches level increased from 68% in 2022 to 74% in 2023, and to **81% in 2025**.
- **Biology** scores grew from 87% to 89%, and then to **93% in 2025**.

Despite these gains, **student performance disparities persist**, particularly among Special Education and Emergent Bilingual populations:

- **Special Education** students scored at **48% Approaches** across all tested areas.
- **Emergent Bilingual** students scored at **52% Approaches** across all tested areas.

Additionally, **African American and Hispanic students** continue to underperform compared to the broader student population—a trend observed over the past three years. These gaps underscore the need for sustained, data-driven interventions and culturally responsive instructional practices.

Historically, Mayde Creek saw significant academic growth on STAAR prior to the COVID-19 pandemic. However, pandemic-era distance learning and low attendance rates contributed to declines across all tested areas between 2019 and 2021. Encouragingly, student outcomes have shown steady improvement since then.

Campus attendance—which plays a critical role in student achievement—has also rebounded, rising to **91.61% in the 2024–2025** school year, up from a post-COVID low of **88.86%**.

Continued focus on equitable instruction, targeted supports for high-need student groups, and family engagement will be key to sustaining academic progress in the 2025–2026 school year.

Student Learning Strengths

Mayde Creek High School continues to demonstrate academic resilience and growth, with student performance on the STAAR assessments consistently meeting or exceeding state averages across multiple subject areas. These outcomes are particularly significant given that Mayde Creek serves the highest percentage of economically disadvantaged students in the district and is designated as a Title I campus.

The campus attributes much of its academic progress to its commitment to continuous improvement and instructional excellence. Staffuly benefit from ongoing, job-embedded professional development throughout the school year, with a focus on data-driven instruction, high-yield strategies, and support for all student groups, including emergent bilinguals and students receiving special education services.

Recent gains in Algebra I and Biology, along with strong performance in Social Studies and Science, highlight the school's capacity to accelerate learning and close gaps in key content areas. Additionally, the campus-wide emphasis on collaborative planning and formative assessment has strengthened instructional alignment and contributed to improved student outcomes.

Mayde Creek's ability to maintain strong academic performance in the face of economic and post-pandemic challenges speaks to the dedication of its staff, the strategic use of professional learning, and a campus culture that prioritizes equity, achievement, and growth for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps.

Root Cause: There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

Problem Statement 2: Students report inconsistent engagement and a lack of connection to the school community, which is reflected in low attendance rates, limited participation in extracurricular and academic programs, and decreased academic achievement in the classroom.

Root Cause: Limited use of culturally responsive teaching and restorative practices has weakened student-teacher relationships and inclusive supports. A lack of strategic campus-wide engagement has also reduced student participation and academic success.

School Processes & Programs

School Processes & Programs Summary

Mayde Creek High School is committed to improving student achievement and staff retention through targeted professional development, collaborative instructional planning, and strategic teacher support systems.

This year's professional development priorities include:

- Literacy integration across content areas
- Implementation of the **Fundamental Five**
- Safety and campus culture framed through **Ram P.R.I.D.E.**
- Strengthening **Positive Behavioral Interventions and Supports (PBIS)**
- Purposeful and data-driven **Professional Learning Teams (PLTs)**
- Strategies to support **special populations**

Teachers receive professional development throughout the year via campus-based sessions, district offerings, and ongoing coaching. PLTs meet weekly by team or department, and core content teachers in EOC-tested subjects are provided with daily common planning time. These teams focus on strong first-time instruction, data-informed differentiation, and corrective instruction using a **backward design model**. Instructional planning emphasizes student talk, writing, and collaboration. Each unit concludes with a **common assessment** to monitor student mastery and identify areas for spiraling or reteaching.

Teachers are supported by a campus **instructional coach** and four instructional coordinators who provide job-embedded, targeted support based on identified campus needs. These structures aim to promote instructional excellence and improve staff retention.

This year, Mayde Creek welcomed **50 new teachers**, reflecting an increase in staff turnover. New hires bring diverse experience, from first-year educators to veterans with 20+ years in the field. The campus continues to recruit high-quality staff through district-wide job fairs and year-round outreach, including a **student-led campus marketing video**. To support teacher onboarding, the **MCHS Mentor Program** provides biweekly sessions for new staff to receive guidance, collaborate, and ask questions throughout the year.

Collectively, these programs and processes are aligned to the campus's strategic priority of **recruiting, supporting, and retaining high-quality educators**, while also strengthening instruction and student outcomes.

School Processes & Programs Strengths

Mayde Creek High School continues to build on strong foundational systems that support both student success and staff effectiveness. A major strength of the campus is the consistent implementation of **Positive Behavioral Interventions and Supports (PBIS)**, which has led to a significant and sustained reduction in discipline referrals over the past nine years—currently averaging approximately **one referral per enrolled student**.

To support high-quality instruction and collaboration, **core content teachers participate in weekly common planning times** facilitated by a dedicated administrator and instructional coach. Teachers in **EOC-tested subjects** benefit from an additional **daily Professional Learning Team (PLT) period** alongside their regular conference period,

allowing for deeper planning around instructional strategies, assessment data, and student needs.

New staff are supported through a comprehensive onboarding system. **First-year teachers participate in a structured campus mentor program**, while all new teachers are paired with **departmental mentors** to ensure continuous support throughout the year. These efforts promote teacher growth, collaboration, and retention, contributing to a positive and professional campus culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success.

Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

Perceptions

Perceptions Summary

Mayde Creek High School proudly upholds the belief that students are “**Mayde to Believe, Lead, and Achieve.**” The campus is grounded in a culture that values diversity, fosters inclusive excellence, and is committed to preparing all students for success beyond high school. Faculty and staff work collaboratively to create exceptional learning opportunities while celebrating the unique backgrounds and experiences of our student body.

The school continues to prioritize strong family and community partnerships. Communication with families has remained a key focus, with the continuation of the **Creek Speak**, a weekly community newsletter that highlights upcoming events, important dates, and campus announcements.

To further enhance communication, parents are encouraged to sign up for **Remind** to receive real-time updates via text. The campus also maintains an active presence on **social media platforms**, sharing highlights of student achievements, campus events, and staff celebrations to strengthen ties with the local community.

In an effort to ensure equity in family engagement, Mayde Creek continues to host **monthly “Hispanic Parents in Action” meetings**, conducted entirely in Spanish, to support and involve our Spanish-speaking families. These meetings provide a space for collaboration, shared understanding, and increased participation in campus life.

Through these ongoing efforts, Mayde Creek High School continues to build a strong school culture rooted in communication, inclusion, and community pride.

Perceptions Strengths

Mayde Creek High School maintains a strong commitment to transparent, inclusive communication and community engagement. The campus uses multiple platforms—including **social media, Remind, Talking Points, and Blackboard**—to share information, celebrate achievements, and invite stakeholder input.

The school’s diversity is a recognized strength, and efforts to ensure all voices are represented remain a priority. The ongoing success of **Hispanic Parents in Action** meetings has provided a meaningful space for Spanish-speaking families to stay informed and actively participate in campus life. These meetings, conducted entirely in Spanish, foster stronger relationships between the school and the broader community.

By leveraging a variety of communication tools and intentionally involving all cultural groups, Mayde Creek continues to build a welcoming and connected school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities.

Root Cause: Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.

Priority Problem Statements

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps.

Root Cause 1: There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups.

Root Cause 2: Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success.

Root Cause 3: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities.

Root Cause 4: Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.

Problem Statement 4 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 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- 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
- Action research results

Goals

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


Performance Objective 1: By June 2026, Mayde Creek High School will improve Special Education and Limited English Proficiency passing percentages by 3% in order to close the achievement gap between these populations and the general student population.


Evaluation Data Sources: 2026 EOC STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies and instructional practices from Seidlitz Education professional learning partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Seidlitz Building Better Writers Book - 211 - Title I Part A, Seidlitz Education Training - 211 - Title I Part A - \$1,410.46</p>	Formative			Summative
	Oct	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and instructional practices found in The Fundamental Five Framework. 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>Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities and additional support to ensure that the English Limited Proficiency and Special Education populations' academic needs are met.</p> <p>Strategy's Expected Result/Impact: Increase in EOC STAAR scores by 3% in all subject areas, Strategies for building better writers and developing academic literacy, Intentional planning in Professional Learning Communities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Seidlitz Education Training - 211 - Title I Part A, Teaching and Learning Alliance - 211 - Title I Part A, Bilingual Dictionaries - 211 - Title I Part A - \$121.98</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

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





Performance Objective 2: By June 2026, Mayde Creek High School will improve student performance in English I and English II by 5% for all students.

Evaluation Data Sources: 2026 EOC STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. 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>Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and instructional practices from Seidlitz Education professional learning partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: MCHS will show an increase in English I and English II EOC STAAR scores by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide data-driven, intentional interventions to those students who were not initially successful on the English I and English II STAAR EOC in the form of English classroom push ins, pull outs, tutorials outside of the school day, and summer tutorial opportunities.</p> <p>Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores, Reduce the number of English I and English II retesters</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A - \$141.74</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide data-driven, intentional interventions in all English classes through the use of instructional resources and collaborative teaching to close academic learning gaps and build stronger readers and writers.</p> <p>Strategy's Expected Result/Impact: Increase English I and English II EOC STAAR scores, Reduce retesters, Improved TSI and SAT scores</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, Academic Support Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - Refugee Novel & Everything is Tuberculosis Novel - 211 - Title I Part A - \$2,219.35, Instructional Materials- The Giver Graphic Novel Class Set - 211 - Title I Part A - \$351.60</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. Root Cause: Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.</p>
Student Learning
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. Root Cause: There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.</p>

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

Performance Objective 3: By June 2026, Mayde Creek High School will improve student performance in Algebra I by 3%.

Evaluation Data Sources: 2026 EOC STAAR scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. 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>Strategy's Expected Result/Impact: MCHS will show an increase in Algebra I EOC STAAR scores by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and instructional practices from Seidlitz Education professional learning partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: MCHS will show an increase in Algebra I EOC STAAR scores by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide data-driven, intentional interventions to those students who were not initially successful on the Algebra I STAAR EOC in the form of Strategic Math Intervention classes, Math classroom push ins and pull outs, Saturday tutorials, and summer school.</p> <p>Strategy's Expected Result/Impact: Increase Algebra I EOC STAAR scores by 3%, Reduce retesters</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A - \$104.44, Tutorial Snacks - 211 - Title I Part A - \$104.44, Tutorial Snacks for A1 After School & Saturday Blitz - 211 - Title I Part A - \$194.48, Tutorial Snacks - 211 - Title I Part A - \$64.06</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide data-driven, intentional interventions in all Algebra classes through the use of instructional resources and collaborative teaching with General Ed teacher and Academic Support teachers, SPED teacher and ESL teachers to close academic learning gaps.</p> <p>Strategy's Expected Result/Impact: Increase Algebra I EOC STAAR scores by 3%, Reduce retesters</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, Academic Support Teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials-360 Whiteboards - 211 - Title I Part A - \$27,992.55, DeltaMath Online Subscription - 211 - Title I Part A - \$2,750, Title I Staff - 211 - Title I Part A - \$1,010,246, Headphones for SPED/ Resource Math - 211 - Title I Part A - \$121.45, Dry Erase Markers - 211 - Title I Part A - \$1,076.10, Algebra I Math Supplies - 211 - Title I Part A - \$2,698.70, Math & Algebra I Supplies - 211 - Title I Part A - \$1,860.60, Algebra 1 Math Supplies - 211 - Title I Part A - \$1,933.20, Algebra 1 Whiteboards - 211 - Title I Part A - \$788.75</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning





Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

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

Performance Objective 4: By June 2026, Mayde Creek High School will increase the students achieving Meets and Masters Grade Level EOC performance standards in English I, English II, Algebra I, Biology, and US History by 3%.

Evaluation Data Sources: 2026 EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies and instructional practices found in The Fundamental Five Framework. 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>Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams, Improved TSI and SAT scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Social Studies Whiteboard - 211 - Title I Part A - \$580.20</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and instructional practices from Seidlitz Education professional learning partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ESL Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of critical literacy strategies (reading, writing, listening, speaking, & thinking) in all classrooms to give students the opportunity to interpret and express their learning in their own unique modality, allowing teachers to provide meaningful individual feedback in order to show growth in all students.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters Grade Level on all EOC exams.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Social Studies Instructional Materials - 211 - Title I Part A - \$239.95, Social Studies Instructional Materials - 211 - Title I Part A - \$450.10, Visual Arts Instructional Materials - 211 - Title I Part A - \$2,175.45, Science Instructional Materials - 211 - Title I Part A - \$2,382.92, Social Studies Instructional Materials - 211 - Title I Part A - \$2,631.79</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide accelerated learning opportunities during the school year and summer school in order to increase the students achieving Meets and Masters grade level performance on all EOC exams.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students achieving Meets and Masters grade level on all EOC STAAR exams, Improved TSI and SAT scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Tutorial Snacks - 211 - Title I Part A, US History STAAR Blitz After School Tutorials Snacks - 211 - Title I Part A - \$226.30</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.





Goal 1: Strategic Design Goal 2: All learning environments will foster engagement 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 70% by July 2026.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the effective implementation of course sequences in Career and Technical Education (CTE) by providing necessary supplies, resources, and professional development to enhance hands-on learning, industry-aligned instruction, and student success.</p> <p>Strategy's Expected Result/Impact: Increase the number of students completing course sequence. Increase the number of students receiving industry certification.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Career and Technical Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials- Warehouse Supplies - 211 - Title I Part A - \$2,052.80, Technology - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve vertical alignment between Katy Advanced Placement, Dual Credit, and Advanced Placement courses. Develop systems to increase enrollment, retain students, and improve scores in advanced classes preparing our students for college by providing targeted professional development opportunities to our teachers and providing teachers and students with equitable resources.</p> <p>Strategy's Expected Result/Impact: Increase number of students who take AP/DC courses and earn credit through AP tests.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator, College and Career Facilitator, Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Materials- AP Chemistry 5 Steps to a 5 Textbooks - 211 - Title I Part A - \$876.15, KAP & AP Chemistry, Biology, Environmental Science Lab Equipment - 211 - Title I Part A - \$3,148.26, US History, World History, and Human Geo AMSCO Books - 211 - Title I Part A - \$3,572.86, Dual Credit English Books - 211 - Title I Part A - \$1,830.35, Anatomy & Physiology Dissection Materials - 211 - Title I Part A - \$510.64, Anatomy & Physiology/Biology Dissection Materials - 211 - Title I Part A - \$526.20</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Build positive relationships and support the Advanced Academics Cohort to build confidence and accountability in our Advanced Academics classes.</p> <p>Strategy's Expected Result/Impact: Students will be successful in their course work, remain in advanced classes, and/or earn their College, Career, and Military Readiness indicator by taking their respective AP exam. 95% of the students in the Advanced Academic Cohort will remain in and select advanced classes the following school year.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. **Root Cause:** Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement 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 Observations, Formative and Summative Fitness Skill Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Mayde Creek High School will share information with students and families 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>Strategy's Expected Result/Impact: Students will be provided with multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Health Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and rigorous 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: Administrators, Physical Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

Perceptions

Problem Statement 1: Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities. **Root Cause:** Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.


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

Performance Objective 7: Mayde Creek will implement 1 to 1 technology integration to close the learning loss gap, cultivate positive digital citizenship, and deliver personalized learning experiences for all students.

Evaluation Data Sources: Class Observations, Formative & Summative Assessment Data, 2025 EOC STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Leverage best-in-class digital infrastructure by installing the GoGuardian software program to guide student exploration and focus, facilitate meaningful student-teacher interactions, and ensure a safe and engaging learning environment for all students. Implement technology tools such as headphones, mice, and other equipment in the 1:1 classroom to close the learning loss gap and deliver personalized learning experiences that meet the diverse needs of all students.</p> <p>Strategy's Expected Result/Impact: The expected outcome is an enhanced learning experience where students can independently explore subjects while maintaining focus, supported by seamless and effective student-teacher communication. Additionally, the software will contribute to a secure and stimulating educational environment, ensuring all students are engaged and safeguarded.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Social Studies Headphones - 211 - Title I Part A - \$243.50</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the Fundamental Five Framework's "working in the power zone" strategy to closely monitor and guide students in a 1 to 1 technology environment, ensuring academic success and fostering responsible digital citizenship.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively engage with students by consistently operating within the "power zone," providing real-time guidance and support to enhance academic performance. This approach will also promote responsible digital citizenship as teachers actively monitor and mentor students in a 1 to 1 technology setting.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. Root Cause: Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.</p>
Student Learning
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. Root Cause: There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.</p>





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

Performance Objective 8: By June 2026, Mayde Creek High School will improve Special Education and Limited English Proficiency passing percentages by 3% in order to close the achievement gap between these populations and the general student population.

Evaluation Data Sources: 2025 EOC STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies and instructional practices from Seidlitz Education professional learning partnership to enhance language development and improve academic literacy.</p> <p>Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A - \$0, Seidlitz Education Training - 211 - Title I Part A - \$33,300</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement strategies and instructional practices found in The Fundamental Five Framework. 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>Strategy's Expected Result/Impact: MCHS will show an increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities and additional support to ensure that the English Limited Proficiency and Special Education populations' academic needs are met.</p> <p>Strategy's Expected Result/Impact: Increase in EOC STAAR scores by 3% in all subject areas, Strategies for building better writers and developing academic literacy, Intentional planning in Professional Learning Communities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator, ESL Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Seidlitz Education Training - 211 - Title I Part A, Bilingual Dictionaries - 211 - Title I Part A - \$121.98, Teaching and Learning Alliance - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. Root Cause: There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.</p>

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: Mayde Creek High School will reduce the number of at-risk students who fall behind their cohort group for the 2025-2026 school year.

Evaluation Data Sources: Attendance Plans, MTSS, Failure Rate Reports, Intervention Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of an attendance and intervention tracking system for at-risk students. Strategy's Expected Result/Impact: MCHS will improve attendance rate by 2%. Staff Responsible for Monitoring: Assistant Principal, Drop Out Prevention Specialist, Student Support Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 Funding Sources: Securly Flex - 211 - Title I Part A - \$7,880</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will implement a student reward system to improve attendance. Strategy's Expected Result/Impact: MCHS will improve attendance rate by 2%. Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics


Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. **Root Cause:** Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 2: Mayde Creek High School will implement School-wide Positive Behavioral Interventions and Support (PBIS) to create a positive campus culture and decrease discipline referrals by 5% by the end of the 2025-2026 school year.

Evaluation Data Sources: PEIMS Data, Ram Rewards Data, PBIS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: MCHS will implement the RAM PRIDE incentive system (PBIS Rewards).</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, increase instructional time, building relationships, positive campus culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PBIS Rewards Program - 211 - Title I Part A - \$7,400</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.</p>

Goal 3: 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: Professional Learning Communities (PLCs) will work collaboratively with Instructional Coaches, Academic Support Teachers, and Administration with aligned protocols to make data-informed decisions regarding student achievement.

Evaluation Data Sources: PLC planning, PLC Lesson Framework, Campus-based Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all Professional Learning Communities (PLCs) are utilizing consistent lesson framework, data protocols, and expectations for PLC meetings.</p> <p>Strategy's Expected Result/Impact: Efficient PLC meetings, Data-driven instructional practices</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Professional Development - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will use a uniform lesson framework and the backward design process to align curriculum with assessments.</p> <p>Strategy's Expected Result/Impact: Intentional TEKS-based instruction and activities, Effective Assessments (Formative, Summative, Team Tests, Campus-based Assessments)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.





School Processes & Programs

Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. **Root Cause:** Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Mayde Creek High School will increase the number of Katy Education Foundation Teacher Grants written in 2025-2026 in order to acquire funding for instructional materials, equipment, and resources to support instructional goals.





Evaluation Data Sources: Number of grants written at the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage teachers to apply for the Katy Education Foundation Teacher Grants to acquire innovative learning opportunities for MCHS students. To support this effort, we will offer campus-led workshops and lunch-and-learn sessions designed to develop and enhance teachers' grant writing skills. These opportunities will equip our educators with the tools and knowledge needed to craft compelling grant proposals, ultimately enriching the educational experiences available to our students.</p> <p>Strategy's Expected Result/Impact: Increased learning opportunities for students/classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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>				

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 2: All Mayde Creek High School English Teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide necessary training information to have teachers complete ESL certification within their first year of teaching at MCHS.</p> <p>Strategy's Expected Result/Impact: Obtained ESL Certifications</p> <p>Staff Responsible for Monitoring: Administration, EL Facilitator</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.


Performance Objective 1: Mayde Creek High School staff will participate in intentional Professional Development in order to meet student and staff needs in the 2025-2026 school year.


Evaluation Data Sources: Eduphoria Professional Development Hours, New Teacher Mentor Program participation, Lab School Cohort participation, Seidlitz participation, Teacher choice Professional Development

Strategy 1 Details	Reviews			
<p>Strategy 1: MCHS will utilize campus leadership team, faculty feedback, and campus data to tailor professional development opportunities to teacher needs and preferences.</p> <p>Strategy's Expected Result/Impact: Intentional, tailored professional development to campus teacher needs and preferences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ESL Facilitator, Instructional Coordinators</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Teaching and Learning Alliance - 211 - Title I Part A, Seidlitz Partnership and Training - 211 - Title I Part A, Instructional Materials - 211 - Title I Part A, Growing Leaders (Maxwell Leadership Foundation) - 211 - Title I Part A - \$5,000, TAEA Conference Registration & Accomodations - 211 - Title I Part A - \$623</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will provide job-embedded professional development opportunities through Learning Walks, Lunch and Learns, collaboration, and participation in external professional development and conferences that enhance teachers' capacity to effectively support all students, particularly those served under Title I. These initiatives will maximize opportunities for growth, continued improvement, and retention.</p> <p>Strategy's Expected Result/Impact: Increased professional development, Improved instructional delivery, Positive classroom environments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A, Professional Development Materials - 211 - Title I Part A, TAEA Annual Conference Professional Development Registration - 211 - Title I Part A - \$130, HS Criminal Justice Instructor Training (HSCJIT) Conference-Science - 211 - Title I Part A - \$250, Glasscock School of Continuing Studies Spring APSI Online Training - 211 - Title I Part A - \$200, Lead4Ward Rockin Review EOC Algebra I & English I/II Virtual Training - 211 - Title I Part A - \$2,385, Lead4Ward Rockin Review EOC Biology & US History Virtual Training - 211 - Title I Part A - \$2,120</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MCHS will continue utilizing Lab School Cohort classroom protocols.</p> <p>Strategy's Expected Result/Impact: Provide teachers the opportunity to collaborate and improve instructional strategies that increase student academic literacy and achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.52, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Teaching and Learning Alliance - 211 - Title I Part A - \$33,000</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Mayde Creek High School is not consistently meeting state accountability targets in Algebra I, Biology, English I/II, and U.S. History at the Approaches, Meets, and Masters performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps. **Root Cause:** There is a need for more targeted, sustained professional development focused on high-leverage instructional strategies that address the needs of at-risk, emergent bilingual, and special program students, particularly in core content areas assessed by the STAAR/EOC exams.

School Processes & Programs





Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. **Root Cause:** Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Mayde Creek High School will support and retain high quality staff by focusing on climate and culture.

Evaluation Data Sources: Staff Ram Rewards, Implementation of Character Strong program, Climate and Culture Surveys, Jostens Renaissance

Strategy 1 Details	Reviews			
<p>Strategy 1: MCHS will implement staff Ram Rewards, Character Strong lessons, Climate and Culture Surveys, and Jostens Renaissance activities to improve the campus climate and culture.</p> <p>Strategy's Expected Result/Impact: Improve staff participation in campus events by having 75% of staff members attend a campus event each semester. 50% of staff will participate in the Climate and Culture Surveys.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Staff Rewards - 199 - General Fund, Jostens Renaissance Conference - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.</p>


Goal 6: 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: Increase opportunities for stakeholders to engage in the 2025-2026 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, Community Outreach participation, Campus Advisory Team participation

Strategy 1 Details	Reviews			
<p>Strategy 1: To engage incoming freshmen and their families, Mayde Creek High School will host Ram Camp, an orientation event designed to familiarize students and parents with high school expectations, academic resources, and extracurricular opportunities. By partnering with staff, community members, and student leaders, Ram Camp will foster a supportive network that eases the transition to high school and strengthens community involvement in student success.</p> <p>Strategy's Expected Result/Impact: Increase in PTSA membership numbers by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will hold Hispanic Parents in Action meetings each six weeks to provide the Hispanic parent community a voice in school decisions and encourage parent involvement.</p> <p>Strategy's Expected Result/Impact: Increase PTSA membership hours, Volunteer hours, Increased parent and family engagement and involvement</p> <p>Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A, Printshop for Hispanic Parents in Action Meetings - 211 - Title I Part A - \$2.70</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To increase opportunities for stakeholders to engage in the 2025-2026 school year, our campus will host a variety of inclusive events and activities. This includes the Inktober ELA/Visual Arts contest and Funko Pop Visual Arts collaboration with feeder schools to showcase student creativity, a club-hosted trunk-or-treat event to foster community spirit, and athletics community service projects to encourage collaborative efforts and local involvement.</p> <p>Strategy's Expected Result/Impact: These initiatives are designed to enhance engagement and build stronger connections between students, families, and the broader community.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals, instructional coordinators, club sponsors, athletic directors.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Funko Pop Visual Arts Supplies - 211 - Title I Part A - \$1,241</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. Root Cause: Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.</p>
School Processes & Programs
<p>Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.</p>
Perceptions
<p>Problem Statement 1: Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities. Root Cause: Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.</p>

Goal 6: 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 2: Mayde Creek High School will increase the number of opportunities for the community to engage in the learning process by hosting Parent and Family Engagement Events to build a partnership with parents.

Evaluation Data Sources: Parent and Family Engagement Participation, Number of parent meetings held, Number of people signed up for Remind accounts, MCHS Social Media activity

Strategy 1 Details	Reviews			
<p>Strategy 1: MCHS will use "Creek Speak" to inform parents about activities occurring on campus for the week and future activities.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in school activities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will use campus level Remind accounts to provide parents with text messages about important school events. Remind accounts are campus level and grade level to allow parents to personalize the information received.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in school activities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage faculty and staff to promote Mayde Creek events and daily school activities on Social Media to show the positive impacts that are being made in and outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in school activities, Build a strong culture and climate</p> <p>Staff Responsible for Monitoring: All faculty and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Invite parents of English Language Learners to campus to provide information about the resources available to help their child be successful.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement at school, Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, ESL Facilitator, Parent and Family Engagement Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Resources - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Increase parent involvement in school activities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent and Family Engagement Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Resources - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Mayde Creek High School will host Parent and Family Engagement events to build parent capacity, build community, and share and Distribute the Title I Parent and Family Engagement Plan and School-Parent Compact.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in school activities, Build capacity in parents</p> <p>Staff Responsible for Monitoring: Principal, Parent and Family Engagement Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and Family Engagement Events - 211 - Title I Part A, Parent and Family Resources - 211 - Title I Part A, Title I Orientation Meeting - Snacks/Beverages - 211 - Title I Part A - \$109.66, Title 1 PFE "Third Thursday" Parent Education Series - Snacks/Beverages - 211 - Title I Part A - \$127.54</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities.</p> <p>Root Cause: Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.</p>

Goal 6: 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 3: Mayde Creek High School students will be provided opportunities outside of the classroom to explore real world experiences and build deeper connections and understanding of the content and our community.

Evaluation Data Sources: Participation in provided opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: MCHS will provide field trips to colleges, universities, and technical schools.</p> <p>Strategy's Expected Result/Impact: MCHS students will gain access and exposure to post-secondary learning opportunities.</p> <p>Staff Responsible for Monitoring: College and Career Facilitator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Registration/Entrance Fees - 199 - General Fund, Food - 199 - General Fund, Bus Transportation - Texas Southern University - 211 - Title I Part A - \$71.72</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS will provide field trips to local community partners that will connect learning experiences across environments to ensure we develop well rounded students.</p> <p>Strategy's Expected Result/Impact: MCHS students will gain access and real world experiences to support their learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Transportation - 199 - General Fund, Registration/Entrance Fees - 199 - General Fund, Food - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Demographics

Problem Statement 1: Mayde Creek High School is not consistently meeting accountability targets in student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR), highlighting systemic gaps that disproportionately impact specific student demographic groups. **Root Cause:** Students and families lack access to timely, clear, and culturally relevant information and supports necessary to navigate high school pathways and post-secondary planning. There is also a need for early intervention systems and sustained engagement efforts to improve attendance and promote college and career readiness for all learners.

Goal 7: 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: Mayde Creek High School will actively implement district protocols to ensure emotional needs of students are met.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all MCHS faculty and staff on the resources that are available for students experiencing emotional challenges.</p> <p>Strategy's Expected Result/Impact: Be well equipped to support students experiencing emotional challenges, Tools and resources will be available for students experiencing emotional challenges</p> <p>Staff Responsible for Monitoring: Counselors, Social Worker, Behavior Coordinator</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCHS faculty and staff will promote the use of the SpeakUp App to students.</p> <p>Strategy's Expected Result/Impact: Opportunities for mediation, Foster engagement and provide customized resources</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Worker</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.</p>

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Mayde Creek High School 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 App analytics, BHIP Tile submissions, Campus Violent Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will work with necessary stakeholders to complete Behavior Threat Assessments including bullying investigations.</p> <p>Strategy's Expected Result/Impact: Identify potential threats to campus</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success. Root Cause: Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.</p>

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Mayde Creek High School conducted its annual Comprehensive Needs Assessment (CNA) through a series of structured stakeholder meetings on **February 12, 2025**, and **April 9, 2025**. The purpose of the CNA process was to evaluate current campus performance, revisit prior problem statements and root causes, and align findings with the district's strategic priorities and Title I goals.

Preparation and Data Review

Prior to the April meeting, the leadership team compiled key data aligned to the four CNA categories:

- **Student Achievement** (STAAR/EOC, TELPAS, failure rates, CCMR)
- **Demographics** (emergent bilingual trends, special program data, attendance, chronic absenteeism)
- **School Culture and Climate** (student and staff survey results, discipline trends)
- **Family and Community Engagement** (event participation, communication effectiveness)

CNA Meeting Structure

During the April 9th meeting, the Campus Advisory Team (CAT) participated in a four-phase collaborative process:

1. Review of Existing Problem Statements

- Small groups evaluated 2024–2025 problem statements and root causes for relevance, accuracy, and clarity.

2. Data Gallery Walk

- Participants rotated through stations featuring visualized data and used guiding prompts to identify trends and gaps.

3. Synthesis Discussion

- Groups proposed refined or new problem statements and discussed overarching campus needs.

4. Prioritization and Exit Reflection

- Members voted on the most critical issues to move forward to the Campus Improvement Plan (CIP).

Stakeholders Involved

The CNA process included representation from all stakeholder groups:

- **Principal:** Lizzie Herring (Katy ISD has only 1 Principal per campus)
- **Assistant Principal/Other school leader:** Angela Cardwell
- **Other School Leaders:** Taylor Kratz, Kendall Sanchez, Celaina Huckeba
- **Specialized Instructional Support Staff:** Adam Sortino, Kristin DeLeon
- **Teachers:** Janet Terlow, Michael McCauley
- **Paraprofessionals:** Jennifer Valencia, Aidee Cortes
- **Parents:** Heather Cornell, Cinzia Fuller
- **Community Members:** Taylor Dillingham, Ann Batten-Bishop
- **Students:** Wyatt Cornell, Gabriel Cornell
- **District Representative:** Steve Burnett, Vivian Muldune, Tiffany White

Additional feedback was collected from department chairs, instructional coordinators, and staff unable to attend through individual meetings or small group discussions.

Updated Problem Statements and Root Causes (2025–2026)

1A. Accountability & Academic Gaps (State Accountability)

Problem Statement:

Mayde Creek High School is not consistently meeting state accountability targets in **Algebra I, Biology, English I/II, and U.S. History** at the **Approaches, Meets, and Masters** performance levels, indicating the need for a multi-tiered approach to closing persistent academic learning gaps.

Root Cause:

There is a need for more **targeted, sustained professional development** focused on **high-leverage instructional strategies** that address the needs of **at-risk, emergent bilingual, and special program students**, particularly in core content areas assessed by the STAAR/EOC exams.

1B. Accountability & Academic Gaps (Demographics)

Problem Statement:

Mayde Creek High School is not consistently meeting accountability targets in **student attendance, on-time graduation rates, and College, Career, and Military Readiness (CCMR)**, highlighting systemic gaps that disproportionately impact specific student demographic groups.

Root Cause:

Students and families **lack access to timely, clear, and culturally relevant information and supports** necessary to navigate high school pathways and post-secondary planning.

There is also a need for **early intervention systems and sustained engagement efforts** to improve attendance and promote college and career readiness for all learners.

2. Parent and Family Engagement

Problem Statement:

Parent and family engagement remains low, impacting the school's ability to build a shared understanding of student needs, expectations, and opportunities.

Root Cause:

Many families lack accessible, culturally relevant communication and outreach that explains key high school processes, such as graduation requirements and post-secondary planning. The issue is not a lack of resources, but a lack of knowledge and access to them.

3. Teacher Support & Retention

Problem Statement:

While previous years have seen high staff turnover, future focus should be on building a culture of retention and professional growth to strengthen instructional continuity and climate. Teachers require additional support to develop the relational and behavioral management skills needed to build positive, inclusive classroom communities that drive student engagement and academic success.

Root Cause:

Inconsistent mentoring, collaboration structures, and recognition for staff contributions have affected morale and retention. Teachers need ongoing support and a clear sense of connection to the campus mission, vision, and community, which are essential to fostering strong teacher-student relationships and effective classroom management.

4. Student Engagement & Belonging

Problem Statement:

Students report inconsistent engagement and a lack of connection to the school community, which is reflected in low attendance rates, limited participation in extracurricular and academic programs, and decreased academic achievement in the classroom.

Root Cause:

Limited implementation of culturally responsive teaching and restorative practices has contributed to inconsistent student-teacher relationships and a lack of inclusive practices that affirm student identity, connection, and belonging. Additionally, the absence of strategic, campus-wide efforts to promote student and family engagement in school life has hindered both student participation and academic success in the classroom.

This CNA process ensures that Mayde Creek High School's 2025–2026 Campus Improvement Plan is grounded in data, shaped by stakeholder input, and aligned with systemic needs that support student achievement and equitable school improvement.

1.2: Location for Evidence of Multiple Meetings Held

Mayde Creek High School conducted its annual Comprehensive Needs Assessment (CNA) through a series of structured stakeholder meetings on **February 12, 2025**, and **April 9, 2025**. The CNA Agenda, Minutes and sign-in sheets will be uploaded into the Title I CRATE.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The initial CIP meeting was held in May 20, 2025 in the LGI at 7:20 a.m. An additional meeting will be held September 24, 2025. Agenda, minutes and sign-in sheet will be uploaded into the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

Stakeholders Involved

The CIP process included representation from all stakeholder groups:

- **Principal:** Lizzie Herring (Katy ISD has only 1 Principal per campus)
- **Assistant Principal/Other school leader:** Angela Cardwell
- **Other School Leaders:** Taylor Kratz, Kendall Sanchez, Celaina Huckeba
- **Specialized Instructional Support Staff:** Adam Sortino, Kristin DeLeon
- **Teachers:** Janet Terlow, Michael McCauley
- **Paraprofessionals:** Jennifer Valencia, Aidee Cortes
- **Parents:** Heather Cornell, Cinzia Fuller
- **Community Members:** Taylor Dillingham, Ann Batten-Bishop
- **Students:** Wyatt Cornell, Gabriel Cornell
- **District Representative:** Vivian Muldune, Tiffany White

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

And English and Spanish version of the CIP will be made available on the Campus Website, a hard copy can be found in the front office. The document is available for translation upon request.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

If Title I funding is allocated to a strategy, Title I elements will also be tied to the strategy.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be evaluated quarterly, notes can be found in Plan4Learning. A summative will be done in June and the campus will conducted an annual CNA at the end of the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Robinson	Counselor		
Ashley Flanders	English Academic Support Teacher		
Holly Holst	Science Academic Support Teacher		
Janae Watkins	Counselor		
Jessica Montgomery	English Academic Support Teacher		
Kendall Sanchez	Instructional Coordinator		
Kyisha Alim	Instructional Coordinator		
Maggie Finkeldey	Instructional Coordinator		
Melissa Golden	Math Academic Support Teacher		
Phuongnga Nguyen	Social Studies Academic Support Teacher		
Taylor Kratz	Instructional Coordinator		
Taylor White	Science Academic Support Teacher		
Tiffany Richard	Academic Support Coordinator		

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Staff Rewards		\$0.00
6	3	1	Food		\$0.00
6	3	1	Registration/Entrance Fees		\$0.00
6	3	2	Registration/Entrance Fees		\$0.00
6	3	2	Transportation		\$0.00
6	3	2	Food		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Seidlitz Building Better Writers Book		\$0.00
1	1	1	Seidlitz Education Training		\$1,410.46
1	1	2	Instructional Materials		\$0.00
1	1	3	Instructional Materials		\$0.00
1	1	3	Seidlitz Education Training		\$0.00
1	1	3	Bilingual Dictionaries		\$121.98
1	1	3	Teaching and Learning Alliance		\$0.00
1	2	1	Instructional Materials		\$0.00
1	2	2	Instructional Materials		\$0.00
1	2	3	Tutorial Snacks		\$141.74
1	2	3	Instructional Materials		\$0.00
1	2	4	Instructional Materials - Refugee Novel & Everything is Tuberculosis Novel		\$2,219.35
1	2	4	Instructional Materials- The Giver Graphic Novel Class Set		\$351.60
1	3	1	Instructional Materials		\$0.00
1	3	2	Instructional Materials		\$0.00
1	3	3	Tutorial Snacks		\$104.44
1	3	3	Tutorial Snacks		\$104.44

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Instructional Materials		\$0.00
1	3	3	Tutorial Snacks		\$64.06
1	3	3	Tutorial Snacks for A1 After School & Saturday Blitz		\$194.48
1	3	4	Algebra 1 Whiteboards		\$788.75
1	3	4	Headphones for SPED/Resource Math		\$121.45
1	3	4	Title I Staff		\$1,010,246.00
1	3	4	Algebra I Math Supplies		\$2,698.70
1	3	4	Algebra 1 Math Supplies		\$1,933.20
1	3	4	Instructional Materials-360 Whiteboards		\$27,992.55
1	3	4	DeltaMath Online Subscription		\$2,750.00
1	3	4	Dry Erase Markers		\$1,076.10
1	3	4	Math & Algebra I Supplies		\$1,860.60
1	4	1	Social Studies Whiteboard		\$580.20
1	4	2	Instructional Materials		\$0.00
1	4	3	Social Studies Instructional Materials		\$239.95
1	4	3	Visual Arts Instructional Materials		\$2,175.45
1	4	3	Social Studies Instructional Materials		\$450.10
1	4	3	Social Studies Instructional Materials		\$2,631.79
1	4	3	Science Instructional Materials		\$2,382.92
1	4	4	US History STAAR Blitz After School Tutorials Snacks		\$226.30
1	4	4	Instructional Materials		\$0.00
1	4	4	Tutorial Snacks		\$0.00
1	5	1	Instructional Materials- Warehouse Supplies		\$2,052.80
1	5	1	Technology		\$0.00
1	5	2	US History, World History, and Human Geo AMSCO Books		\$3,572.86
1	5	2	KAP & AP Chemistry, Biology, Environmental Science Lab Equipment		\$3,148.26
1	5	2	Dual Credit English Books		\$1,830.35
1	5	2	Anatomy & Physiology/Biology Dissection Materials		\$526.20
1	5	2	Anatomy & Physiology Dissection Materials		\$510.64
1	5	2	Instructional Materials- AP Chemistry 5 Steps to a 5 Textbooks		\$876.15

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Instructional Materials		\$0.00
1	7	1	Social Studies Headphones		\$243.50
1	7	2	Instructional Materials		\$0.00
1	8	1	Instructional Materials		\$0.00
1	8	1	Seidlitz Education Training		\$33,300.00
1	8	2	Instructional Materials		\$0.00
1	8	3	Instructional Materials		\$0.00
1	8	3	Seidlitz Education Training		\$0.00
1	8	3	Bilingual Dictionaries		\$121.98
1	8	3	Teaching and Learning Alliance		\$0.00
2	1	1	Securly Flex		\$7,880.00
2	2	1	PBIS Rewards Program		\$7,400.00
3	1	1	Professional Development		\$0.00
3	1	1	Instructional Materials		\$0.00
3	1	2	Instructional Materials		\$0.00
5	1	1	Instructional Materials		\$0.00
5	1	1	Teaching and Learning Alliance		\$0.00
5	1	1	Seidlitz Partnership and Training		\$0.00
5	1	1	Growing Leaders (Maxwell Leadership Foundation)		\$5,000.00
5	1	1	TAEA Conference Registration & Accomodations		\$623.00
5	1	2	TAEA Annual Conference Professional Development Registration		\$130.00
5	1	2	Glasscock School of Continuing Studies Spring APSI Online Training		\$200.00
5	1	2	Lead4Ward Rockin Review EOC Algebra I & English I/II Virtual Training		\$2,385.00
5	1	2	Instructional Materials		\$0.00
5	1	2	HS Criminal Justice Instructor Training (HSCJIT) Conference-Science		\$250.00
5	1	2	Professional Development Materials		\$0.00
5	1	2	Lead4Ward Rockin Review EOC Biology & US History Virtual Training		\$2,120.00
5	1	3	Teaching and Learning Alliance		\$33,000.00
5	2	1	Jostens Renaissance Conference		\$0.00
6	1	1	Parent and Family Engagement Events		\$0.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Printshop for Hispanic Parents in Action Meetings		\$2.70
6	1	2	Parent and Family Engagement Events		\$0.00
6	1	3	Funko Pop Visual Arts Supplies		\$1,241.00
6	2	4	Parent and Family Resources		\$0.00
6	2	5	Parent and Family Resources		\$0.00
6	2	6	Title I Orientation Meeting - Snacks/Beverages		\$109.66
6	2	6	Parent and Family Resources		\$0.00
6	2	6	Parent and Family Engagement Events		\$0.00
6	2	6	Title 1 PFE "Third Thursday" Parent Education Series - Snacks/Beverages		\$127.54
6	3	1	Bus Transportation - Texas Southern University		\$71.72
Sub-Total					\$1,169,589.97



The percent of **Mayde Creek High School** students who achieve the CCMR target will increase from **63%** to **65%** by July 2029.

Mayde Creek HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	69	74				
		Actual Component	63%	70%				
		State Component	76%	82%				
		Met State Component Rate	N	N				
		Goal Component	-	63%	70%	71%	71%	72%
		Met Component Goal	-	Y				

Met target in 2025

Mayde Creek HS Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	141	53%	375	61%	78	63%	2	50%	43	86%	2	100%	16	63%	92	75%	512	59%	241	66%
		2025 Target						73%								73%						
		2025 Actual	143	56%	382	68%	81	75%	3	67%	44	84%	-	-	13	54%	83	70%	536	65%	304	69%
		Met Target						Y								N						
		2026 Target											94%				64%					