

Katy Independent School District
Mayde Creek Elementary
2026-2027 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Make A Difference

Choose To Be

Excellent and Unique

MCE

Vision

Mayde Creek Elementary staff collaborates with one another, parents, and the community to deliver enriching and optimal school experiences inspiring students to become lifelong learners and successful members of society.

Value Statement

Our Gators Strive To...

Commit to Excellence

Help Others

Own Their Actions

Make Great Choices

Practice Problem Solving

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Mayde Creek Elementary is a Katy ISD, Title I neighborhood school built in 1983. MCE served 858 students in grades PK - 5 during the 2025-2026 school year, which is an increase from the previous year of 821 students. For the 2026 - 2027 school year, MCE is projected to serve 910 students.

At MCE, we are committed to fostering strong relationships between students and staff to create a supportive learning environment. Our focus on systems, structures, and collaboration drives our academic success and ensures that every student receives the guidance they need to thrive.

The MCE needs assessment process is described below. The campus leadership team evaluated the 2025 - 2026 data. We reviewed the following data:

STAAR

HMH and Amira Growth Measure Data

Dreambox Data

Attendance

Discipline

PEIMS

Campus/District Assessments

Behavior Referrals

Parent Engagement Data

The first meeting was held on February 25, 2026 at MCE at 2:00pm. The following stakeholders were in attendance:

- Principal/Administrator - Miranda Cummings
- Other School Leaders - April Alexander, Lori Gillespie, Ashley Cody, Breanna Harrison
- Classroom Teachers - Tiffany Powell, Silvia Bellota, Nicole Bigelow-Moore and Michelle Bolt
- Paraprofessionals - Tanya James, Erica Glover

- District Administrators - Not in attendance, minutes were sent to Vivian Muldune and Tiffany White for review and feedback
- Community Representatives - Kent Wilson (Central Baptist Church) and Amy Lehr (Chick-Fil-A Marketing Manager - not in attendance, minutes were sent for review and feedback)
- Specialized Instructional Support Personnel - Kristi Keen(Nurse) and Felicia Medel (Librarian)
- Parent - Melva Moreno-Baxley, Nicole Myers, Anna Valishvili, Faheem Malik

At the first meeting on February 25, 2026, Principal Cummings began the meeting with introductions. Norms were reviewed. The importance of attendance and the purpose of this Title I team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Ms. Cummings then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2025-2026 school year. The committee decided to look at data points such as attendance rate, discipline/behavior referrals, MTSS and assessment data to identify strengths and problems from 2025-2026 school year. Principal thanked everyone for their participation and reminded everyone of the second CNA meeting on March 25, 2026.

The second meeting was held on March 25, 2026 at MCE at 2:00pm. The following stakeholders were in attendance:

- Administrator/Principal - Miranda Cummings
- Other School Leaders - April Alexander, Lori Gillespie
- Classroom Teachers - Tiffany Powell, Silvia Bellota, Nicole Bigelow-Moore and Michelle Bolt
- Paraprofessionals - Erica Glover (not in attendance, minutes sent for feedback) and Tanya James
- District Representatives - Not in attendance, minutes were sent to Vivian Muldune and Tiffany White for review and feedback
- Community Representatives - Kent Wilson (Central Baptist Church) and Amy Lehr (Chick Fil A Manager) - not in attendance, minutes were sent for review and feedback
- School Support Representatives - Kristi Keen (Nurse) and Felicia Medel
- Parents - Melva Moreno-Baxley, Nicole Myers, Anna Valishvili, Faheem Malik - not in attendance, minutes were sent for review and feedback

At the second meeting on March 25, 2026 the team reviewed the listed data and prioritized the information into strengths, problems, and possible root causes. The team acknowledged the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data. Principal Cummings divided the team into groups that came to a consensus on four main problems that represent the highest leverage focus areas. These will become the priorities for next year. A root cause analysis was completed on the top four problems.

MCE plans to meet again on October 14, 2026, December 9, 2026, February 10, 2027 and March 24, 2027 to review and revise the CNA as needed.

Through a root-cause analysis, the committee determined the following problem statements and causes:

Problem:

Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness.

Root Cause:

Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Problem:

Although assessment data indicates inconsistent progress across grade levels, MAP science data shows significant increase in 5th grade science student achievement.

Root Cause:

Intentional small group instruction is essential to meet diverse student needs. There was a decrease in attendance from the previous year 93.37 down from 94.08. Many teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted support of first teach instruction and professional development in the areas listed will build teacher capacity and improve student outcomes.

Problem:

A trend was identified indicating that a significantly higher number of students are currently receiving MTSS support than the Academic Support Teachers (ASTs) are aware of and actively supporting.

Root Cause:

A lack of structured, recurring grade-level kid chats has resulted in inconsistent communication regarding students receiving MTSS interventions, limiting AST awareness and support for all students in need.

Problem Statement:

Student attendance rates decreased from 94.08% in the previous school year to 93.37% resulting in a loss of instructional time and potential impacts on student achievement.

Root Cause:

The campus lacks a consistent, proactive system for monitoring attendance trends and communicating the importance of daily attendance to students and families, resulting in missed opportunities for early intervention.

Three Areas of Focus for Next Year:

1. Decrease Discipline Incidents
2. Increase STAAR reading, math, and science scores across all grade levels
3. Increase Attendance

Demographics

Demographics Summary

The 2025-2026 campus improvement plan focuses on the attendance data from 2024 - 2025 and 2023 - 2024 school years. Utilizing the demographic information from the 2023 - 2024 Texas Academic Performance Report, our attendance percentages have dropped (no growth), and chronic absenteeism is significantly higher than district average. Below, you will see the district provided report comparing 2024 - 2025 to 2025 - 2026 school year.

*The 2025-2026 TAPR report has not yet been released.

MCE teachers actively monitor attendance. The campus administration and the ADA clerk utilize RAAWEE to inform parents of their child's absences. MCE partners with our families to provide support as needed. Students are recognized for perfect attendance after each grading level period.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	95.2%	94.5%	94.7%	94.0%	95.4%	*	96.8%	-	94.1%	94.1%	94.3%	94.7%
2023-24	93.6%	95.0%	93.7%	93.8%	93.2%	94.5%	*	96.5%	*	92.8%	92.7%	93.4%	94.5%
Chronic Absenteeism													
2024-25	18.0%	9.7%	16.3%	16.5%	19.1%	11.1%	*	3.1%	-	16.7%	17.0%	17.3%	17.1%
2023-24	19.0%	10.4%	19.7%	22.0%	20.9%	13.7%	*	3.6%	*	17.4%	22.6%	19.6%	16.1%

Mayde Creek EL - Campus ADA Improvement Plan

	2024-25 ADA%	2025-26 Minimum Target ADA% (2024-25 ADA + .5%)	2025-26 Actual ADA%	Yearly Change	Actual vs. Target	2025-26 PEIMS Enrollment	Additional Students in Attendance (per day) to Meet Minimum Target
1st 6 Weeks	94.92%	95.42%	95.20%	0.28%	-0.22%	838	4
2nd 6 Weeks	94.45%	94.95%	94.25%	-0.20%	-0.70%	838	4
3rd 6 Weeks	93.85%	94.35%	92.02%	-1.83%	-2.33%	838	4
4th 6 Weeks	94.16%	94.66%	92.90%	-1.26%	-1.76%	838	4
5th 6 Weeks	92.07%	92.57%	93.20%	1.13%	0.63%	838	4
6th 6 Weeks	93.50%	94.00%	92.00%	-1.50%	-2.00%	838	4
Overall Average	94.20%	94.70%	93.26%	-0.94%	-1.06%	838	4
	2024-25 Average ADA%		2025-26 Actual ADA%	Yearly Change		Refined ADA	Incentive
Semester 1 Incentive	94.41%		93.82%	-0.58%		752	No Incentive
Semester 2 Incentive	94.20%		93.26%	-0.94%		761	No Incentive
Total Incentive							-

Utilizing the Principal Dashboard and campus staffing sheet for 2025 - 2026 data, the following is a breakdown of MCE student enrollment.

MAYDE CREEK ELEMENTARY

MCE 111

19 EC Students 26

19 EC Students 27

ENROLLMENT GRADE LEVEL

2025-26 2026-27
Curr Enr Proj

INC/
DEC

Pre-K	61	62	1
Kindergarten	132	135	3
1st Grade	125	137	12
2nd Grade	122	126	4
3rd Grade	148	121	-27
4th Grade	142	158	16
5th Grade	118	152	34

TOTAL ENROLLMENT **867** **910** **43** *Inc/Dec only includes PK-5 total*

	Am Indian/Alaskan Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Islander	Two or More
2024	3 0.36%	37 4.46%	294 35.42%	352 42.41%		
2025	3 0.36%	36 4.35%	283 34.18%	340 41.06%		
2026	2 0.23%	30 3.50%	323 37.65%	360 41.96%	1 0.12%	

Utilizing the Principal Dashboard, the following report shows the percentage of students in each group identified as At-Risk from 2024 to 2026 at MCE:

Building Enrollment by Federal Ethnicity, At Risk [| change break down on right](#)

		Am Indian/Alaskan Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Islander
Mayde Creek Elementary	2024	1 0.19%	32 6.20%	181 35.08%	239 46.32%	
	2025	1 0.19%	31 5.86%	178 33.65%	238 44.99%	
	2026	1 0.20%	24 4.83%	149 29.98%	254 51.11%	1 0.20%

Mayde Creek Elementary currently provides various educational programs based on the diversity of its student population. Examples of these programs include ESL, Gifted and Talented, Special Education, Multi-Tiered System of Support (MTSS), and Section 504. The percentages of the enrollment in these programs are listed below using the 2024-2025 TAPR report:

Economically Disadvantaged	618	76.1%
Non-Educationally Disadvantaged	194	23.9%
Section 504 Students	8	1.0%
EB Students/EL	179	22.0%
Students w/ Disciplinary Placements (2023-24)	5	0.5%

Mayde Creek Elementary is a 100% Title I campus. Both MCE's at-risk percentage and mobility rate are above the State's (53.5%/State At-Risk/16.4/State Mobility) percentages.

Students w/ Dyslexia	73	9.0%
Foster Care	2	0.2%
Homeless	6	0.7%
Immigrant	44	5.4%
Migrant	0	0.0%
Title I	812	100.0%
Military Connected	54	6.7%
At-Risk	445	54.8%

Mobility (2023-24)		
Total Mobile Students	139	19.8%
African American	54	7.7%
Hispanic	67	9.5%
White	5	0.7%
American Indian	0	0.0%
Asian	4	0.6%
Pacific Islander	0	0.0%
Two or More Races	9	1.3%
Special Ed Students who are Mobile	32	18.0%
Count and Percent of EB Students/EL who are Mobile	40	24.5%
Count and Percent of Econ Dis Students who are Mobile	126	21.8%

2025 - 2026: Our mobility rate has increased from the last TAPR report from 2023 - 2024 from 19.8% to 22%. The following also shows more information regarding our student population.

	Campus Name	Campus ID	District Name	Grade Span	Total Students	Econ Disadv	EB	Mobility Rate	Early College HS	Special Education
	MAYDE CREEK EL	101914111	KATY ISD	EE-05	841	74.8%	23.7%	22.0%	0.0%	28.5%

Demographics Strengths

- Mayde Creek Elementary (MCE) is rich in cultural diversity. This exposure to various cultures and backgrounds provides our students with enriching experiences, allowing them to learn about and appreciate the world beyond the immediate Katy, Texas area.
- With the increasing diversity among our student population, Mayde Creek Elementary (MCE) is becoming a microcosm of society. This diverse environment fosters the development of lifelong skills and enhances our students' ability to collaborate with peers from various backgrounds. We are proud to observe that MCE students demonstrate a high level of acceptance and inclusivity towards new students, regardless of race or ethnicity.
- Mayde Creek Elementary (MCE) is a Title I campus, which grants our students access to additional resources and support staff thanks to the extra funding.
- Mayde Creek Elementary is a CEP campus, which means students get free breakfast and lunch every day!

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mayde Creek Elementary (MCE) is experiencing significantly lower average daily attendance compared to the district average. This issue affects student learning outcomes and overall school performance, indicating a need for targeted strategies to improve attendance rates and ensure that students consistently benefit from the educational opportunities provided.

Root Cause: The significantly lower average daily attendance at MCE is likely due to a combination of factors, including high mobility rates, socio-economic challenges, and a lack of engagement or connection with the school environment. These issues contribute to inconsistent student attendance and require targeted interventions to address underlying barriers and improve overall attendance rate.

Student Learning

Student Learning Summary

Professional development opportunities at Mayde Creek Elementary are tailored to address the specific needs of students and the experience levels of campus teachers. Teachers actively apply knowledge gained from conferences, Katy Independent School District (KISD) professional development sessions, and job-embedded workshops facilitated by the campus instructional coach. These initiatives have resulted in positive advancements across academic disciplines, benefiting students. Furthermore, teachers have received specialized training through Project Class, enhancing their ability to foster strong social skills development among students.

The 'Approaches' reporting category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. In the 'Meets' category, students have a high likelihood of success in the next grade or course but may benefit from some short-term, targeted educational intervention. The 'Masters' category indicates that students have mastered all content and are highly likely to succeed in the next grade level.

The chart below shows a comparison of averages of Approaches, Meets and Masters in each category from 2024-2025 scores and 2025-2026 scores. MCE leadership will emphasize providing support for math, reading, and science instruction.

	Math			RLA		
	2025 AMM	2026 AMM	Δ	2025 AMM	2026 AMM	Δ
3rd	37	23	-14	53	35	-18
4th	29	28	-1	44	38	-6
5th	34	30	-4	54	52	-2
	Science					
5th	2025 AMM	2026 AMM	Δ			
	23	32	9+			

Student Learning Strengths

When reviewing the same STAAR data chart as above, MCE students showed the following strengths:

- There was an increase in the AMM average for Science by 9 points
- There was an 8 point increase in the AMM average from the 2024-2025 4th graders to the 2025-2026 5th graders (comparing the same set of students)
- There was a 1 point increase in the AMM average from the 2024 - 2025 4th graders to the 2025 - 2026 5th graders (comparing the same set of students)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Science, comparing 2024 - 2025 STAAR results with 2025 - 2026, MCE had an increase of 9 for the Approaches, Meets and Masters average. This needs to be a continued focus due to being lower than the district average.

Root Cause: Lack of planning for opportunities across the grade levels for students to be presented real-world experiences by hands on experiments needs to increase.

Problem Statement 2 (Prioritized): Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year.

Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Problem Statement 3 (Prioritized): Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students.

Root Cause: Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Problem Statement 4 (Prioritized): Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made.

Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

School Processes & Programs

School Processes & Programs Summary

Mayde Creek Elementary (MCE) celebrates a rich history of diversity among both students and staff. Our campus theme, "Shine Bright: Where every GATOR is a STAR!", embodies our commitment to fostering a supportive and inclusive learning environment.

Our dedicated faculty, staff, parents, and volunteers are united in our mission to cultivate lifelong learners who embody qualities of productivity, self-reliance, and compassion. At MCE, we prioritize continuous improvement aligned with our school mission, vision, and core values. We serve a community that thrives on consistent support.

MCE emphasizes the importance of creating a safe and nurturing learning environment where students can develop a growth mindset and embrace continuous learning. Our unwavering dedication ensures that every decision and action revolves around the well-being and success of our students. When students encounter challenges in mastering skills, we promptly adjust instructional strategies, school contexts, and organizational approaches to support their growth and achievement.

Mayde Creek Elementary (MCE) is committed to delivering high-quality instruction aligned with the Katy ISD curriculum based on the Texas TEKS. Our approach to assessment includes detailed analysis and disaggregation of data to pinpoint critical skills and expectations at the onset of each formative assessment period. Across Kindergarten through fifth grade, we utilize a range of assessments including STAAR (for grades 3-5), Interims/MAP (STATE level), Amiira and other campus-specific and district assessments aligned with the upcoming balanced assessment initiative to identify student strengths and areas needing growth.

The administrative team actively participates in weekly planning sessions to ensure tailored support for each grade level. Additionally, MCE schedules Professional Development and learning walks to foster vertical collaboration among teachers and to observe instructional practices.

For the 2026-2027 school year, we will welcome on the leadership team a primary instructional coach, behavior coordinator and new teachers and paraprofessionals. New teachers to Katy, especially those with limited experience, are paired with campus mentors and receive monthly meetings to support their professional growth. Our Instructional Coach provides modeled lessons in classrooms and offers observations and feedback to promote best practices in teaching.

At MCE, our school community takes pride in our safe, positive environment focused on academic excellence and a strong sense of "family." We emphasize holistic development beyond standardized testing, aiming to build social character alongside academic skills. Our commitment centers on keeping students at the forefront of all decisions and actions.

To reinforce positive behavior and academic achievement, MCE will continue to strengthen the PBIS school-wide behavior expectations and incentives. Gator Assemblies are held to spotlight students demonstrating academic growth, social/emotional progress, and exceptional attendance. Staff members who foster a culture of acceptance, encouragement, and growth are also recognized.

Furthermore, MCE will implement class-wide incentives for attendance. These initiatives aim to create a supportive and motivating environment where every student can thrive academically and socially.

Mayde Creek Elementary (MCE) employs a Multi-Tiered System of Support (MTSS) to address student academic, behavioral, and well-being needs through structured interventions and continuous monitoring. Teachers and support staff implement interventions tailored to individual student needs, documenting progress and effectiveness during MTSS meetings. These meetings, facilitated by the instructional coordinator and attended by administrators, teachers, and support staff, assess the impact of interventions. If students show insufficient progress despite interventions, the MTSS Committee convenes to determine if adjustments or further evaluations are necessary.

Intervention groups at MCE receive personalized learning plans and undergo regular monitoring, with progress reviewed every nine weeks or as required by the MTSS Collaborative team. This collaborative approach ensures that students performing below standard in content areas receive targeted support to enhance their academic achievement and overall well-being.

Social / Emotional & Career Development:

MTSS-B was facilitated by the Instructional Coordinator and during the 2025 - 2026 school year, the Behavior Coordinator will take over this role. Meetings are set up regularly with classroom teachers and the school counselor to identify students who are struggling emotionally and/or behaviorally. A plan of action is developed to support MCE students.

The school counselor provides small group and individual counseling to MCE students by utilizing a variety of resources. A few of these programs include the KEYS and PALS mentor programs fostering positive relationships and addressing at-risk students' social and/or emotional needs to help minimize barriers to their learning.

The Character Strong program continues to be implemented focusing on character-building and developing a positive school culture for ALL students/staff.

MCE utilizes the Katy ISD app called SpeakUP. It is an anonymous bully prevention app that allows students to report concerns they may have. MCE also plans activities during Bullying Prevention Month supporting the district's initiative to prevent bullying.

Mayde Creek Elementary (MCE) hosts multiple Parent Nights throughout the school year to foster family engagement and support student development across academic, social/emotional, career, and parenting domains. These sessions are facilitated by counselors, teachers, and administrators, covering a range of topics relevant to parents and guardians.

Parent Nights may be integrated into other scheduled events to maximize participation and convenience for families. They serve as valuable opportunities for parents to interact with school personnel, gain insights into their child's educational experience, and receive guidance on supporting their child's growth and learning.

By offering these informative sessions, MCE aims to strengthen the partnership between school and home, ensuring collaborative efforts to enhance student success both inside and outside the classroom.

Together, MCE and the PTA organize and facilitate activities and events that celebrate and promote cultural diversity within the school community. By partnering with the PTA, MCE ensures that students have opportunities to learn about different cultures, traditions, and perspectives. These experiences not only foster appreciation for diversity but also promote inclusivity and understanding among students, staff, and families.

Through these collaborative efforts, MCE and the PTA strive to create a supportive and culturally rich environment where every student feels valued and respected.

Mayde Creek Elementary (MCE) provides a variety of extracurricular activities for students in grades 3-5 to enrich their educational experience and promote personal development. These activities include:

1. **Choir:** Opportunities for students to explore and develop their vocal talents through musical education and performance.
2. **Orff-Ensemble:** Engagement in ensemble-based music education using Orff instruments, promoting creativity and teamwork.
3. **Student Council:** Leadership development and civic engagement opportunities for students to contribute to school decision-making and community service.
4. **Safety Patrol:** Responsibilities for 5th-grade students to assist in maintaining a safe environment at school, fostering responsibility and leadership skills.

These extracurricular offerings at MCE not only complement academic learning but also encourage social interaction, creativity, and leadership among students. They play a vital role in promoting a well-rounded education and fostering a positive school community.

School Processes & Programs Strengths

Teachers at Mayde Creek Elementary (MCE) are keenly aware of the importance of implementing best instructional practices with a sense of urgency. Administrators actively support this commitment by providing teachers with both material and financial resources, as well as dedicated time to participate in professional development opportunities that align closely

with curriculum goals and objectives.

This collaborative effort ensures that teachers have the necessary tools and support to continuously enhance their instructional strategies, keeping pace with evolving educational standards and student needs. By prioritizing ongoing professional development, MCE aims to foster a culture of excellence in teaching that directly benefits student achievement and overall school success.

Teachers at Mayde Creek Elementary (MCE) diligently accommodate special populations by implementing targeted interventions and creating individualized instructional plans tailored to meet diverse student needs. The school benefits from Title I funding, which provides crucial personnel and material support specifically for students falling into categories that designate MCE as a full Title I campus.

These funds not only facilitate the provision of additional academic support but also enhance the integration of technology into teaching and learning processes. This technological integration is instrumental in addressing the Texas Essential Knowledge and Skills (TEKS) curriculum standards, ensuring that all students receive a robust and inclusive education.

Through the strategic allocation of Title I resources, MCE remains committed to promoting equity and excellence in education, empowering every student to achieve their fullest potential.

Mayde Creek Elementary (MCE) effectively utilizes the Multi-Tiered System of Support (MTSS) to assess and refer students to appropriate academic, behavioral, or well-being interventions based on their individual needs. Interventions are implemented to address these needs, and regular follow-up meetings ensure adjustments are made as necessary to support student progress.

To further support student learning, Title I, ESL, and Academic Support teachers at MCE provide small-group learning environments tailored to meet specific student needs. These focused settings allow for personalized attention and targeted instruction to enhance academic achievement.

Additionally, MCE offers tutorials designed to provide students with additional, targeted instruction in areas where they may need extra support. These tutorials serve to reinforce learning and help students achieve their academic goals.

By integrating these approaches, MCE demonstrates a commitment to meeting the diverse needs of its student population through structured interventions, personalized learning environments, and targeted academic support initiatives.

Students use technology to enhance engagement and strengthen content knowledge. Students in grades 3rd-5th will be given a device for them to use at home and school. MCE utilizes the support of our Classroom Technology Designer to implement technology in our lessons.

Student Council was reimplemented during the 23-24 school year and will continue for the 2024-2025 school year. It promoted a safe and orderly environment for academic achievement and service to others.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students.

Root Cause: Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Perceptions

Perceptions Summary

At Mayde Creek Elementary (MCE), our dedicated staff prioritizes creating a safe and positive learning environment where every student can thrive. We implement Project Class to provide essential social, emotional, and behavioral support, recognizing that these elements are crucial for achieving academic success and nurturing lifelong learners.

As part of our commitment to maintaining a productive and respectful learning atmosphere, we utilize CHAMPS strategies. These strategies are designed to teach students routines and expectations, ensuring a structured and conducive environment for learning.

In our efforts to foster character development and social-emotional growth, MCE promotes the Purposeful People/Character Strong curriculum through comprehensive guidance lessons. These lessons aim to instill values and skills that support students' overall well-being and success.

Our school counselor plays a pivotal role in meeting the diverse needs of our students by offering guidance, support, and counseling services. They also extend their support to families in need, ensuring that both students and their families receive the necessary resources and assistance.

Through these initiatives, MCE remains committed to nurturing a nurturing environment where every student feels supported, valued, and empowered to achieve their full potential.

Every morning students chant the Gator CHOMP.

C - Commit to Excellence

H - Help Others

O -Own Your Actions

M - Make Great Choices

P - Practice Problem Solving

At Mayde Creek Elementary (MCE), our master schedule includes dedicated time each morning for teachers to conduct meetings five days a week. These morning meetings focus on promoting essential life skills such as social skills and conflict resolution strategies among students.

We are committed to providing an exceptional experience for every visitor who enters the doors of MCE. Parents and family members actively participate in a variety of school-wide and grade-level events, fostering a strong sense of community and engagement.

To ensure effective communication and transparency, MCE utilizes a range of communication channels. These include social media platforms such as Facebook, Twitter, and SeeSaw, parent links like PowerSchool, Remind messaging, our school website, Gator News publications, updates on the marquee, and the distribution of hard copies of information. These efforts are designed to keep MCE families well-informed about school activities, events, and important updates.

Through these initiatives, MCE strives to maintain open communication, promote community involvement, and provide a welcoming environment where every visitor and family

member feels valued and connected to our school community.

MCE is about A+ Customer Service

- Respectful Tones Throughout the Building.....KIDS First
- Love and compassion.....KIDS First
- Growth Mindset.....KIDS First
- Recess/Specials are sacred.....KIDS First
- Zeroes are not encouraged.....KIDS First
- Collaboration and TEAM work.....KIDS First
- RESPECT- We are ALL created differently and we ALL think and process differently.....KIDS First

Mayde Creek Elementary Campus Goals-2026 - 2027

Academic Growth (PreK-5th)

- **Approaches/Meets/Masters (STAAR)**
- **HB3 (House Bill 3)**
- **Assessments-CBA (math), LMA (ELAR), Check Points (math), (Common Based Assessments), BOY, MOY and EOY Map, Science, Amira 1-5, Fall K Spring, TxKEA (kinder)**
- **Math Progressions K-5**
- **3rd- 5th graders will utilize the ADI- argument-driven inquiry and regularly practice applying science skills with step scopes and the 5E model.**
- **Learning Walks/Learning Labs**
- **Focused Admin. Team Walkthroughs**

Social, Emotional, and Engagement

- **Attendance- Students will be on time and ready to learn in the classrooms by 7:50**
- **PBIS - Behavior Expectations and Incentives Program**
- **KISD Behavior Interventionist**
- **Purposefull People**

Culture and Climate

- **MCE will focus on Effective Schools Framework Levers 1,3,5 with an emphasis on Effective Communication between all stakeholders.**
- **Provide a variety of parental involvement opportunities**

Perceptions Strengths

- Students and staff at MCE openly engage in a working/learning environment where the positive is accentuated and where there are clear expectations of everyone being treated with dignity, respect, and with the utmost attention to professionalism. All interactions encompass genuine care and compassion.
- The online SpeakUp anonymous bully prevention app is helpful and allows the staff to identify harassing behaviors of the students towards other students.
- The school can utilize district behavior specialists, LSSP, and MTSS and MTSS -B collaborative that focus on behavior as well as academic concerns for students.
- For the 2026-2027 school year, we will continue to implement the Purpose Full People curriculum. Teachers will utilize the monthly topics to aid in discussions during the class Morning Meeting.
- To support character building and PBIS, teachers conduct daily morning meetings/community circles in their classrooms. The morning meetings help build relationships with the students, and they are a way to support social-emotional learning.
- Local Agencies provide backpacks, school supplies, non-perishable food items and games to help our children whose families are in financial need.
- Local businesses provide partnerships to build community relationships.
- MCE Gifted & Talented Program services the needs of those students that qualify within our campus. During the 25-26 school year, we will pilot a new process to test students in the younger grades with the help of KISD proctors. Data will hopefully help lead us to grow the GT population at MCE.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students.

Root Cause: Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Problem Statement 2: MCE experiences a low percentage of parent involvement.

Root Cause: MCE has a large working class population, parents with language disparity and high mobility that are all factors that contribute to low parent involvement. Parents and community members would benefit from more inclusive opportunities in the school to be able to feel welcomed to promote parent involvement.

Priority Problem Statements

Problem Statement 1: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year.

Root Cause 1: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students.

Root Cause 2: Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: In Science, comparing 2024 - 2025 STAAR results with 2025 - 2026, MCE had an increase of 9 for the Approaches, Meets and Masters average. This needs to be a continued focus due to being lower than the district average.

Root Cause 3: Lack of planning for opportunities across the grade levels for students to be presented real-world experiences by hands on experiments needs to increase.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made.

Root Cause 4: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Focus Group(s) data

Goals

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

Performance Objective 1: HB3: The percent of Mayde Creek Elementary 3rd grade students who achieve Meets or above in Reading will increase to 51% by July 2027.

HB3 Goal

Evaluation Data Sources: Data Binders with anecdotal notes
2025-26 STAAR
Amira, Learning Module Assessments, Growth Measure, and Campus Skill Assessments

Strategy 1 Details		Reviews			
Strategy 1: The instructional leaders will utilize HMH teacher guides during weekly planning to model lesson enhancements/lifts. Administrators, Academic Support Teachers, and the coach will use classroom learning walks to monitor the implementation of enhanced HMH lessons. Strategy's Expected Result/Impact: We expect to see growth in the student performance on learning module assessments from one module to the next. Staff Responsible for Monitoring: Instructional Leaders, Coach, teachers, and Administrators Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Increase the use of effective small group instruction in 3rd grade Reading by implementing targeted, data-driven instructional practices. Teachers including ESL, Instructional Coach and Academic Support Interventionist, will utilize formative assessment data (e.g., district benchmarks, classroom assessments, and progress monitoring tools) to identify student needs and group students accordingly for differentiated instruction. Regular professional development and instructional coaching will support teachers in delivering high-impact small group reading instruction aligned with TEKS. Strategy's Expected Result/Impact: Students are expected to show growth across campus and district ELAR assessments. Staff Responsible for Monitoring: Instructional Leaders, ASTs, principals and coach will utilize a monitoring tool, four week walk through cycle and timely feedback for growth. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 4 Funding Sources: Supplies and Materials - 211 - Title I Part A - \$2,500		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Provide leadership, teachers, and students with high-quality instructional resources, targeted technology tools, and ongoing professional development to enhance instructional practices, support differentiated learning, and accelerate student growth in Reading. This comprehensive support system will empower educators to implement effective strategies and ensure students have equitable access to the tools necessary for academic success. Strategy's Expected Result/Impact: Increased data in all content STAAR and district assessments. Staff Responsible for Monitoring: Admin, Instructional Coach, Academic Support teachers and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Problem Statements: Student Learning 4 Funding Sources: Professional Development - Reading - 211 - Title I Part A - \$5,000, Administrative Leadership Professional Development - 211 - Title I Part A - \$4,000		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made. **Root Cause:** There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

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

Performance Objective 2: HB3: The percent of Mayde Creek Elementary 3rd grade students who achieve Meets or above in Math will increase to 38% by July 2027.

HB3 Goal

Evaluation Data Sources: 2025-26 Accountability Ratings
Interims
CBA and District Math Checkpoint Assessments
Data Binders with anecdotal notes

Strategy 1 Details		Reviews			
Strategy 1: Increase the use of effective small group instruction in 3rd grade math by implementing targeted, data-driven instructional practices. Teachers will utilize formative assessment data (e.g., district benchmarks, classroom assessments, and progress monitoring tools) to identify student needs and group students accordingly for differentiated instruction. Regular professional development and instructional coaching will support teachers in delivering high-impact small group math instruction aligned with TEKS. Strategy's Expected Result/Impact: Students are expected to show growth across campus and district math assessments. Staff Responsible for Monitoring: Instructional Leaders, ASTs, principals and coach will utilize a monitoring tool, four week walk through cycle and timely feedback for growth. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement rigorous math assessments that align with the depth and complexity of the TEKS and STAAR performance standards. Grade-level teams including ESL, Instructional Coach and Academic Support Interventionists will collaborate to design common formative and summative assessments that include higher-order thinking questions, multi-step problem solving, and real-world applications. Assessment data will be used to guide instruction, inform reteaching, and measure progress toward the Meets Grade Level target for all student to meet state standards. Strategy's Expected Result/Impact: Students will be better prepared to meet the rigor and complexity of STAAR math assessments, resulting in improved performance at the Meets Grade Level standard. By consistently practicing with well-aligned, high-rigor assessments, students will develop stronger problem-solving skills, a deeper conceptual understanding of math, and increased confidence in applying math knowledge to unfamiliar scenarios--ultimately contributing to the increase in the percentage of 3rd grade students achieving Meets or above by June 2027. Staff Responsible for Monitoring: Classroom teachers, Instructional Leaders, KISD Curriculum Specialists, Instructional Coach, and Administration. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 Funding Sources: Academic Support Interventionist - 211 - Title I Part A - \$184,000, Instructional Coach - 211 - Title I Part A - \$92,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Provide leadership, teachers, and students with high-quality instructional resources, targeted technology tools, and ongoing professional development to enhance instructional practices, support differentiated learning, and accelerate student growth in Math. This comprehensive support system will empower educators to implement effective strategies and ensure students have equitable access to the tools necessary for academic success. Strategy's Expected Result/Impact: Increased data in all content STAAR and district assessments. Staff Responsible for Monitoring: Admin, Instructional Coach, Academic Support teachers and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Professional Development - Math - 211 - Title I Part A - \$5,000, Administrative Leadership Professional Development - 211 - Title I Part A - \$4,000, Subscriptions/Technology - IXL - 211 - Title I Part A - \$9,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

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

Performance Objective 3: Mayde Creek Elementary fifth grade students will increase from 32 points to 42 points for the Approaches, Meets and Masters average on the Science STAAR.

High Priority

Evaluation Data Sources: 2026 - 2027 Accountability Ratings.

CBA and Science DLA Assessments

Data Binders with anecdotal notes

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize data binders to track TEKS growth, Approaches, Meets, and Masters for CBAs and Science DLAs. Students will have data folders where they track individual TEKS, and Campus Based Assessment scores Strategy's Expected Result/Impact: Students are expected to show growth across campus and district science assessments. Staff Responsible for Monitoring: 5th Grade Science Teachers, Assistant Principals, Principal, Science Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: MCE Staff will work with the staff from the Shaw & Outdoor Learning Centers to plan stations that target student learning gaps. These plans will provide students with additional hands-on experiences that wouldn't be possible in the traditional classroom setting. Strategy's Expected Result/Impact: Students will have more hands-on experiences with the TEKS. These experiences, paired with test-taking strategies will increase their knowledge of those TEKS. Staff Responsible for Monitoring: Instructional Leaders, 5th Grade Teachers, Assistant Principal, Principal, Instructional Coach ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Busses to the event - 211 - Title I Part A - \$1,200		Formative			Summative
		Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Increase students' access to high-quality, hands-on science instruction by ensuring every classroom partners with the Science Academic Support Facilitator for laboratory-based learning experiences at least two times per week, resulting in increased student engagement, scientific inquiry skills, and mastery of grade-level TEKS. Strategy's Expected Result/Impact: Hands-on Science experiences for students will increase and science assessments will show continuous growth. Staff Responsible for Monitoring: Administration, Academic Support Teacher and Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Science Academic Support Teacher/Facilitator - 211 - Title I Part A - \$92,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: In Science, comparing 2024 - 2025 STAAR results with 2025 - 2026, MCE had an increase of 9 for the Approaches, Meets and Masters average. This needs to be a continued focus due to being lower than the district average. Root Cause: Lack of planning for opportunities across the grade levels for students to be presented real-world experiences by hands on experiments needs to increase.

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

Performance Objective 4: At-risk students in 1st grade -5th grade who do not meet district and state testing requirements in reading and/or math, will have the opportunity to attend after school tutoring and/or 3 week Summer Learning Academy.

High Priority

Evaluation Data Sources: Student progress will be tracked through estar.

Strategy 1 Details		Reviews			
Strategy 1: MCE will increase learning time for all students, particularly at-risk students by providing after school tutoring in the fall and Spring to meet state required intervention requirements. Strategy's Expected Result/Impact: It is expected that students will have a head start for the 26-27 school year in either reading or math. Staff Responsible for Monitoring: 1 AP and Teachers hired for summer school and teachers hired for after school. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 4 Funding Sources: Salary for After School Tutoring - 211 - Title I Part A - \$29,000, Resources and Supplies for Tutoring - 211 - Title I Part A - \$2,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Student Learning

Problem Statement 4: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made. **Root Cause:** There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

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

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. 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. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: ESF: 90% of Mayde Creek Elementary ELAR, Math, and Science teachers will be proficient at designing and implementing quality lessons evidenced by periodic data collected through campus walk throughs.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide walkthrough tool aligned to ESF Essential Actions, the TEKS, campus expectation for small group instruction and best practices in lesson execution, with timely feedback provided to teachers. Strategy's Expected Result/Impact: By Spring 2027, 90% of walkthroughs will indicate that teachers are proficient or higher in the areas of lesson alignment, instructional delivery, small group time being utilized consistently and student engagement, based on the campus walkthrough rubric. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialists and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 9: In collaboration with families community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Mayde Creek Elementary will strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Mayde Creek Elementary will plan, organize and host a campus wide Open House, Museum Nights, Literacy Night and multicultural night. These events will allow students and parents to interact with teachers and staff, as well as review curriculum. Parents will get the Parent and Family Engagement Policy and Student Compact during these events. This will also be provided on the website, Gator News and at all PTA events. Strategy's Expected Result/Impact: These strategies will result in opportunities for students and parents to actively participate and enjoy these subjects with teachers and staff, as well as gain a better understanding of the curriculum. Sign in sheets-with names of students and parents who attended will be our documentation. Staff Responsible for Monitoring: AP's and AST TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 4 Funding Sources: Parental Involvement Activities- Children's Museum Fall, Houston Museum - 211 - Title I Part A - \$5,500, STAAR Meeting Supplies - 211 - Title I Part A - \$1,500	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: MCE will also host an annual Kindergarten Round Up in the Spring. We will invite all incoming Kindergarten students and current PK students and their families to help them feel more connected with the MCE family and prepare for success as a Kindergarten student. Strategy's Expected Result/Impact: This fall strategy will help the students build a home learning environment that assists in academic readiness. Provide family engagement for families of ELs through the use of the Ready Rosie resource. Sessions will be in English and Spanish. The Spring strategy will result in a smoother transition for the children and answer any questions or concerns of parents. Virtual sign-In sheets and actual enrollment will be our documentation for both programs. During the Spring presentation, teachers will take students and show them the school and get acquainted with them. Staff Responsible for Monitoring: Kindergarten teachers, Administration, Academic Support TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 4 Funding Sources: Title 1 Parent Resources (Take home packet and snacks) - 211 - Title I Part A - \$2,500	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Mayde Creek Elementary will hold 5th grade transition meetings with feeder junior high. Strategy's Expected Result/Impact: 5th graders will have a smooth transition to junior High and will learn more about college and career readiness. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Mayde Creek Elementary will create a student attendance incentive each nine weeks with monthly parent communications, to ensure student and staff attendance increases. Strategy's Expected Result/Impact: Mayde Creek Elementary will see an overall students attendance gain to 0.5%. Staff Responsible for Monitoring: Assistant Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist and Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In Science, comparing 2024 - 2025 STAAR results with 2025 - 2026, MCE had an increase of 9 for the Approaches, Meets and Masters average. This needs to be a continued focus due to being lower than the district average. Root Cause: Lack of planning for opportunities across the grade levels for students to be presented real-world experiences by hands on experiments needs to increase. Problem Statement 2: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes. Problem Statement 4: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made. Root Cause: There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Goal 2: Strategic Design Goal 9: In collaboration with families community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Strengthen partnerships with families by involving them in the development, annual review, and distribution of the Parent and Family Engagement Plan (PFEP) and School-Parent Compact.

Evaluation Data Sources: An increase in parent participation - sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Facilitate opportunities for parents and families to participate in the creation and annual revision of the Parent and Family Engagement Plan and School-Parent Compact through meetings, surveys, and feedback sessions. Ensure input is gathered from a diverse representation of families to reflect the needs and priorities of the school community. Strategy's Expected Result/Impact: A document created that reflect the needs and priorities of the school community. This collaborative process will strengthen relationships, foster trust, and increase family investment in supporting student learning and success. Staff Responsible for Monitoring: The Leadership Team, CAT Team members	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Distribute the finalized Parent and Family Engagement Plan and School-Parent Compact to all families in multiple formats (e.g., printed copies, school website, email) and in languages families understand. Review both documents during parent meetings, conferences, and events to ensure parents are aware of their rights, responsibilities, and opportunities to support student learning. Strategy's Expected Result/Impact: All families will receive and understand the Parent and Family Engagement Plan and School-Parent Compact, increasing awareness of school expectations, family roles, and opportunities for involvement. This clarity will lead to stronger home-school communication, more consistent family participation in student learning, and improved academic support at home. Staff Responsible for Monitoring: The Leadership Team, CAT Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support and retain high quality staff members.

Performance Objective 1: By June 2027, Mayde Creek Elementary staff will participate in a minimum of ten targeted professional development sessions that are prescriptive.

Evaluation Data Sources: Sign in sheets indicating the date that the training was provided. Follow up walk through by instructional coaches and administrators indicating evidence of the training provided. The increase in students scores of formal and informal assessments.

Strategy 1 Details	Reviews			
Strategy 1: New teachers to the campus will meet with the lead campus mentor as well as their individual mentor whenever they need assistance with any professional needs they may have throughout the school year. Strategy's Expected Result/Impact: Increase in retention of teachers and positive feedback from new teachers when administration meets with lead mentor teacher and individual new teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Mentors TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All certified staff will attend professional development throughout the instructional year in order to ensure they continue their educational growth. Strategy's Expected Result/Impact: Certified staff will bring new ideas to school to assist with meeting the needs of our diverse learners. Staff Responsible for Monitoring: Certified staff- teachers, & administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2, 4 Funding Sources: American Association of Counselors Conference - 211 - Title I Part A - \$2,073.50	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In Science, comparing 2024 - 2025 STAAR results with 2025 - 2026, MCE had an increase of 9 for the Approaches, Meets and Masters average. This needs to be a continued focus due to being lower than the district average. **Root Cause:** Lack of planning for opportunities across the grade levels for students to be presented real-world experiences by hands on experiments needs to increase.

Problem Statement 2: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in Math across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. **Root Cause:** There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Problem Statement 4: Data indicates a decline in the Approaches, Meets and Masters average on STAAR in RLA across 3rd, 4th, and 5th grades when compared to the 2024 - 2025 school year. When comparing the student group's performance for RLA in 4th from 2024 - 2025 to this year's fifth grade student group, there was an increase of 8 points for the AMM average; however, improvement continues to be made. **Root Cause:** There is needed improvement in understanding the level of rigor required during the first teach of a concept. Small group instruction is essential to meet diverse student needs, teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted professional development in these areas will build teacher capacity and improve student outcomes.

Goal 4: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: By June 2027, Mayde Creek Elementary will reduce the number of documented disruptive behavior incidents by 20% and increase student learning engagement, as measured by improved classroom behavior, increased time on task, and positive student-teacher interactions.

High Priority

Evaluation Data Sources: Discipline referral data, office discipline reports, classroom walkthrough and observation data and student engagement data.

Strategy 1 Details	Reviews			
Strategy 1: Introduce and consistently apply a Multi-Tiered System of Supports (MTSS) with the support of a Behavior Instructional Coordinator for early identification, progress monitoring, and targeted interventions for students with chronic or escalating behavior concerns. Strategy's Expected Result/Impact: Identification of students who need additional support with plans that help them be successful in the classroom. This would lead to improvement in their individual student data and less removals from the classroom. Staff Responsible for Monitoring: Teachers, Instructional Coordinator (MTSS coordinator), Administration Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Instructional Coordinator for Behavior - 211 - Title I Part A - \$92,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Reinforce the campus-wide PBIS framework by clearly defining behavior expectations, recognizing positive behaviors consistently, and analyzing data to inform adjustments to benefit the social emotional well-being of students for a well-rounded education . Strategy's Expected Result/Impact: Less classroom removals, students engaged in learning, and utilizing positive reinforcement for motivation. Staff Responsible for Monitoring: Teachers, Instructional Coordinator and Administration Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: PBIS App Subscription - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing training for all instructional staff in evidence-based classroom management strategies, trauma-informed practices, and student engagement techniques to promote positive behavior and increased on-task time. Strategy's Expected Result/Impact: Overall students performance increased on assessments, less office referrals, students improving on regulating their emotions. Staff Responsible for Monitoring: The Student Support Interventionist for Behavior, Admin, Counselor, LSSP and Social Worker Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

School Processes & Programs

Problem Statement 1: Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Perceptions

Problem Statement 1: Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness. Addressing these issues is essential to fostering a positive and productive educational experience for all students. **Root Cause:** Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Goal 4: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Discipline/Incident Referral Data, bullying reports/investigation reports, campus safety/climate survey data, communication logs

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing, campus-wide violence and bullying prevention education through student lessons, staff training, and parent communication to increase awareness of prevention strategies, reporting procedures, and available support resources. Strategy's Expected Result/Impact: Students, staff, and families will demonstrate increased awareness of violence and bullying prevention strategies and reporting procedures, resulting in improved perceptions of school safety and a reduction in substantiated bullying and violence incidents. Staff Responsible for Monitoring: Administration, Teachers, Counselor, Social Worker, School Psychologist	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 6: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

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

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at MCE. Strategy's Expected Result/Impact: Obtain ESL certification. Staff Responsible for Monitoring: ESL Teachers, ESL Team Leader, Administration, KISD ESL Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	4	1	MCE will increase learning time for all students, particularly at-risk students by providing after school tutoring in the fall and Spring to meet state required intervention requirements.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Develop and implement rigorous math assessments that align with the depth and complexity of the TEKS and STAAR performance standards. Grade-level teams including ESL, Instructional Coach and Academic Support Interventionists will collaborate to design common formative and summative assessments that include higher-order thinking questions, multi-step problem solving, and real-world applications. Assessment data will be used to guide instruction, inform reteaching, and measure progress toward the Meets Grade Level target for all student to meet state standards.
1	3	1	Teachers will utilize data binders to track TEKS growth, Approaches, Meets, and Masters for CBAs and Science DLAs. Students will have data folders where they track individual TEKS, and Campus Based Assessment scores
1	3	2	MCE Staff will work with the staff from the Shaw & Outdoor Learning Centers to plan stations that target student learning gaps. These plans will provide students with additional hands-on experiences that wouldn't be possible in the traditional classroom setting.
1	4	1	MCE will increase learning time for all students, particularly at-risk students by providing after school tutoring in the fall and Spring to meet state required intervention requirements.
2	1	2	MCE will also host an annual Kindergarten Round Up in the Spring. We will invite all incoming Kindergarten students and current PK students and their families to help them feel more connected with the MCE family and prepare for success as a Kindergarten student.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Develop and implement rigorous math assessments that align with the depth and complexity of the TEKS and STAAR performance standards. Grade-level teams including ESL, Instructional Coach and Academic Support Interventionists will collaborate to design common formative and summative assessments that include higher-order thinking questions, multi-step problem solving, and real-world applications. Assessment data will be used to guide instruction, inform reteaching, and measure progress toward the Meets Grade Level target for all student to meet state standards.
1	4	1	MCE will increase learning time for all students, particularly at-risk students by providing after school tutoring in the fall and Spring to meet state required intervention requirements.

Title I

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

1.1: Description of CNA Process

The first meeting was held on February 25, 2026 at MCE at 2:00pm. The following stakeholders were in attendance:

- Principal/Administrator - Miranda Cummings
- Other School Leaders - April Alexander, Lori Gillespie, Ashley Cody, Breanna Harrison
- Classroom Teachers - Tiffany Powell, Silvia Bellota, Nicole Bigelow-Moore and Michelle Bolt
- Paraprofessionals - Tanya James, Erica Glover
- District Administrators - Not in attendance, minutes were sent to Vivian Muldune and Tiffany White for review and feedback
- Community Representatives - Kent Wilson (Central Baptist Church) and Amy Lehr (Chick-Fil-A Marketing Manager - not in attendance, minutes were sent for review and feedback)
- Specialized Instructional Support Personnel - Kristi Keen(Nurse) and Felicia Medel (Librarian)
- Parent - Melva Moreno-Baxley, Nicole Myers, Anna Valishvili, Faheem Malik

At the first meeting on February 25, 2026, Principal Cummings began the meeting with introductions. Norms were reviewed. The importance of attendance and the purpose of this Title I team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Ms. Cummings then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2025-2026 school year. The committee decided to look at data points such as attendance rate, discipline/behavior referrals, MTSS and assessment data to identify strengths and problems from 2025-2026 school year. Principal thanked everyone for their participation and reminded everyone of the second CNA meeting on March 25, 2026.

The second meeting was held on March 25, 2026 at MCE at 2:00pm. The following stakeholders were in attendance:

- Administrator/Principal - Miranda Cummings
- Other School Leaders - April Alexander, Lori Gillespie
- Classroom Teachers - Tiffany Powell, Silvia Bellota, Nicole Bigelow-Moore and Michelle Bolt

- Paraprofessionals - Erica Glover (not in attendance, minutes sent for feedback) and Tanya James
- District Representatives - Not in attendance, minutes were sent to Vivian Muldune and Tiffany White for review and feedback
- Community Representatives - Kent Wilson (Central Baptist Church) and Amy Lehr (Chick Fil A Manager) - not in attendance, minutes were sent for review and feedback
- School Support Representatives - Kristi Keen (Nurse) and Felicia Medel
- Parents - Melva Moreno-Baxley, Nicole Myers, Anna Valishvili, Faheem Malik - not in attendance, minutes were sent for review and feedback

At the second meeting on March 25, 2026 the team reviewed the listed data and prioritized the information into strengths, problems, and possible root causes. The team acknowledged the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data. Principal Cummings divided the team into groups that came to a consensus on four main problems that represent the highest leverage focus areas. These will become the priorities for next year. A root cause analysis was completed on the top four problems.

MCE plans to meet again on October 14, 2026, December 9, 2026, February 10, 2027 and March 24, 2027 to review and revise the CNA as needed.

Through a root-cause analysis, the committee determined the following problem statements and causes:

Problem:

Mayde Creek Elementary (MCE) is facing challenges with student behaviors and instructional engagement. Disruptive behaviors and a lack of student engagement in the classroom hinder the learning environment, affecting both student performance and teacher effectiveness.

Root Cause:

Student behavior and engagement challenges at MCE are linked to inconsistent management strategies and limited ongoing staff support. Increased professional development in social-emotional regulation, positive reinforcement, engagement, and classroom management is needed to support student success.

Problem:

Although assessment data indicates inconsistent progress across grade levels, MAP science data shows significant increase in 5th grade science student achievement.

Root Cause:

Intentional small group instruction is essential to meet diverse student needs. There was a decrease in attendance from the previous year 93.37 down from 94.08. Many teachers are still developing skills in data-driven instruction, STAAR alignment, and classroom management. Targeted support of first teach instruction and professional development in the areas listed will build teacher capacity and improve student outcomes.

Problem:

A trend was identified indicating that a significantly higher number of students are currently receiving MTSS support than the Academic Support Teachers (ASTs) are aware of and actively supporting.

Root Cause:

A lack of structured, recurring grade-level kid chats has resulted in inconsistent communication regarding students receiving MTSS interventions, limiting AST awareness and support for all students in need.

Problem Statement:

Student attendance rates decreased from 94.08% in the previous school year to 93.37% resulting in a loss of instructional time and potential impacts on student achievement.

Root Cause:

The campus lacks a consistent, proactive system for monitoring attendance trends and communicating the importance of daily attendance to students and families, resulting in missed opportunities for early intervention.

Three Areas of Focus for Next Year:

1. Decrease Discipline Incidents
2. Increase STAAR reading, math, and science scores across all grade levels
3. Increase Attendance

1.2: Location for Evidence of Multiple Meetings Held

The CNA meetings were held both physically at Mayde Creek Elementary as well as virtually on Feb. 25, 2026 and again on March 25, 2026 to allow convenience and an opportunity for everyone to participate. The meeting agenda, minutes and sign-in sheets are located in 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 CIP meeting agenda, sign-in sheet and minutes are held in the Title I CRATE. The meeting took place on Tuesday, August 25th, via TEAMS.

2.2: Stakeholders 1114(b)(2)

Staff, families, and community stakeholders were invited to participate in the Campus Improvement Plan development process through a TEAMS meeting. During the meeting, stakeholders reviewed the problem statements identified through the CNA, discussed campus goals developed in response to identified needs, and reviewed how Title I funds would be utilized to support these goals. Stakeholders were provided an opportunity to ask questions, provide input, and offer feedback regarding the plan and proposed use of Title I funds. Feedback received from stakeholders was considered in the development and refinement of the Campus Improvement Plan.

Documentation of stakeholder participation, including the stakeholder list with names and roles and meeting sign-in sheets, is maintained in the Title I Crate.

Teachers - Jennifer Thompson, Rebecca McCrabb, Ashley Bush, Silvia Bellota
Paraprofessionals - Leanne Percival, Criselda Trigueno, Christina Rivera-Johnson
Specialized School Support Personnel - Felicia Medel, Brianna Harrison
District Administrators - Vivian Muldune, Tiffany White
Parents - Cami Counihan, Gabriel Hornsby, Anna Valishvili
Community/Business Members - Kent Wilson, Amy Lehr

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

The Campus Improvement Plan will be made available in English and Spanish on the school website. The document is available for additional language translation upon request.

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

Any strategy that has Title I funds allocated as a funding source will have Title I Elements tied to it.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Mayde Creek Elementary confirms that notes are in the Formative Reviews for program effectiveness and notes for annual evaluation of Schoolwide program plan are in the Summative Review.

Documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process. Confirm

Schoolwide program evaluation is included in the CNA process for next year. The CIP will be evaluated quarterly on October, February and April and June.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials		\$2,500.00
1	1	3	Professional Development - Reading		\$5,000.00
1	1	3	Administrative Leadership Professional Development		\$4,000.00
1	2	2	Academic Support Interventionist		\$184,000.00
1	2	2	Instructional Coach		\$92,000.00
1	2	3	Administrative Leadership Professional Development		\$4,000.00
1	2	3	Subscriptions/Technology - IXL		\$9,000.00
1	2	3	Professional Development - Math		\$5,000.00
1	3	2	Busses to the event		\$1,200.00
1	3	3	Science Academic Support Teacher/Facilitator		\$92,000.00
1	4	1	Salary for After School Tutoring		\$29,000.00
1	4	1	Resources and Supplies for Tutoring		\$2,000.00
2	1	1	STAAR Meeting Supplies		\$1,500.00
2	1	1	Parental Involvement Activities- Children's Museum Fall, Houston Museum		\$5,500.00
2	1	2	Title 1 Parent Resources (Take home packet and snacks)		\$2,500.00
3	1	2	American Association of Counselors Conference		\$2,073.50
4	1	1	Instructional Coordinator for Behavior		\$92,000.00
4	1	2	PBIS App Subscription		\$6,000.00
Sub-Total					\$539,273.50



The Percent of **Mayde Creek** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Mayde Creek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%	57%	31%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	No			
		Internal Goal	-	49%	58%	51%	52%	53%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Mayde Creek: Targets	3rd Grade Reading Meets or Above	Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	33	39%	52	44%	16	56%	0	6	83%	0		5	80%	31	6%	93	43%	30	50%
		2025 Actual	37	51%	54	56%	18	67%	2	100%	4	75%	0	15	53%	40	33%	94	51%	22	59%
		2026 Target													63%		43%				
		2026 Actual	63	22%	53	32%	11	36%	0	3	67%	0		10	60%	39	10%	113	28%	28	21%
		Met Target													N		N				
		2027 Target					46%										20%				

The Percent of **Mayde Creek** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 35% to 40% by July 2029.

Mayde Creek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	35%	34%	21%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	36%	37%	38%	39%	40%
		Met Internal Goal	-	No	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Mayde Creek: Targets	3rd Grade Math Meets or Above	Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	33	27%	52	29%	16	50%	0	6	67%	0		5	60%	31	6%	93	27%	30	40%
		2025 Actual	38	24%	54	37%	18	33%	2	50%	4	75%	0	15	40%	40	15%	95	25%	22	41%
		2026 Target					43%								50%						
		2026 Actual	63	11%	51	18%	11	55%	0	3	67%	1	0%	10	50%	39	8%	111	20%	28	25%
		Met Target					Y								Y						
		2027 Target		21%		28%															