Katy Independent School District

Woodcreek Elementary

2024-2025 Campus Improvement Plan

Mission Statement

WoodCreek Elementary School's Mission Statement:

The WoodCreek Elementary family is committed to providing a safe, nurturing and positive community that will motivate and enrich life-long learners. All stakeholders will take ownership in every student's success through ongoing collaboration and communication.

Ranger Code of Honor:
I am...

R Respectful of Others
A Actively Engaged in my Learning
N Nice to Everyone
G Giving my Best Each Day
E Expecting Great Things for Myself and a
R Responsible Citizen

I am a Ranger!

Vision

All students will grow one school year in one school year.

Ranger Learning Traits

RANGER LEARNING TRAITS

I...

L - Look for and Accept Feedback

E - Embrace the Struggle

A - Am Curious and Brave

R - Reflect and Adjust

N - Never Give Up

E - Expect Mistakes and see them as Opportunities, and I am…

R - Ready to Collaborate

I am a Learner!

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Needs Assessment Overview Summary

WoodCreek's campus priorities are as follows:

1. Community - There will a renewed focus on building a strong and positive school culture. A school-wide monitoring tool that all staff can self-assess themselves to our positive culture values will be developed and implemented. Opportunities for staff to team build and develop relaltionships will be planned and on the calendar.

2. Visible Learning- WCE staff will continue to ensure students are aware of the learning intentions and are able to identify where they are in their understanding and with the help of the teacher set goals and monitor progress.

3. Integration of all core subjects- Every teacher at WCE is a reading and writing teacher, and teachers will incorporate reading and writing into all subjects. In addition, teachers will be intentional about planning cross-curricular activities in order to maximize overall student clarity.

Demographics

Demographics Summary

WoodCreek Elementary benefits greatly from the diversity of our learning community. We value the unique qualities every individual brings to school each day and work to support all individuals in their work. We know that a successful campus is one that works to understand the celebrations and challenges of each individual. The following are many of the demographic measures that impact our school daily based on the 2023 TAPR report:

- WoodCreek is routinely home to 1300+ students each year. Of these students approximately 32.8% are White, 33.8% Asian, 15.0% Hispanic, 10.9% African American, 7.3% identifying as two or more races and less than 1% American Indian or Pacific Islander.
- Our special populations included 42.2% At Risk Students, 23.6% English Language Learners, 19.2% Economically Disadvantaged, and 13.4% identified for Special Education services. Our campus had a mobility rate of 9.5%.
- The WCE campus attendance rate was reported at 96.2% according to 2021-2022 accountability data. Our goal is to be in the top 25% of comparable schools for accountability.
- Our staff, who support these students, is approximately 77.6% White, 2.0% African American, 4.0% Hispanic, and 4.0% Asian. We have 41.2% of staff members having more than ten years of experience. 19.2% of our staff have graduate degrees.

Demographics Strengths

We are fortunate to serve diverse families and a diverse student population. Our families understand the importance of education and make sure that the students attend at a high rate.

Our Emergent Bilingual students are supported by all WCE campus teachers. The classroom teachers at WCE who are directly working with students obtain their ESL certification by their third year at WCE. This leads to higher levels of learning and engagement in the classroom.

The demographics of the teaching staff also shows a significant percentage of our teachers have more than 10 years of teaching experience and almost one fourth of our staff have advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic makeup of WoodCreek Elementary has changed over time making it an even more diverse community. WCE must become more intentional about celebrating this diversity throughout the school year.

Student Learning

Student Learning Summary

WoodCreek Elementary is fortunate to work with families who value the benefits of education and students who are committed to success. Student achievement and growth is measured annually by the STAAR. Results for the 2023 school year are as reported:

Overall, 94% of students met the passing standard in the area of Reading, 94% of students met the passing standard in Math, and 86% of students met the passing standard in Science.

In third grade, 90% of students met the passing standard in Reading and 92% of students met the passing standard in Math. In fourth grade, 97% of students met the passing standard in Reading and 95% of students met the passing standard in Math. In fifth grade, 96% of students met the passing standard in Reading, 94% of students met the passing standard in Math, and 86% of students met the passing standard in Science.

Student Learning Strengths

- Student growth is the focus of WoodCreek Elementary. We feel a moral obligation to provide each student with at least one year of academic growth and improvement during one school year. The challenge to this is that each student starts in a different place. Our entire learning community is focused on this one goal, and it permeates our campus conversations, decisions, and plans. Our greatest strength is our unified effort focused on this most important goal.

- State accountability data for the 2023-2024 data has not been officially released.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We continue to work toward our goal of at least 90% of WCE students to record a meet (.5 points) or exceed (1 point) in the progress measure as indicated in Domain II based on 2023 results.

Problem Statement 2: There has to be a consistent and deep understanding of individual students' needs that are met through targeted instruction specific to each learner so that we can better grow all students within each subpopulation.

Problem Statement 3: The SPED subpopulation has not consistently shown adequate growth in grades 3-5.

Problem Statement 4: While we have met federal standards, WCE believes that we can do more in terms of growing all students more than a school year in a school year.

Problem Statement 5: There is a need for small group instruction to occur daily within the classrooms at WCE.

Problem Statement 6: Student success criteria needs to be more clearly defined and stated in order to increase overall student clarity.

Problem Statement 7: Vocabulary is not being explicitly taught in grades K-5 across all content areas which has limited the ability of some students to successfully move from concrete and abstract concepts and apply within a larger context.

School Processes & Programs

School Processes & Programs Summary

Fostering Personalized Learning Experiences & Attracting and Retaining High Quality Staff Members

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

One of WoodCreek Elementary's most valuable strengths is its human resources or the people who work side by side for our students. These instructional and support staff members who work on behalf of the students are a large part of our legacy and an essential ingredient in our success. This success is achieved through the purposeful recruitment, support, and retention of individuals who support both our vision and mission.

At WoodCreek Elementary, we focus on hiring staff who pose a love for children and service to the community. We realize that we can help a staff member grow in curriculum knowledge and management skills, but we cannot teach passion, love, and empathy.

Our teachers are able to transfer their passion into effectively turning written curriculum into student learning.

WoodCreek Elementary consistently uses data to evaluate our teaching and our students' learning.

Assessments are developed by grade level teachers and approved by the Instructional Coaches to ensure all questions are aligned to state standards in terms of rigor and content.

WoodCreek's teachers participate in vertical planning facilitated by ICs as specific TEKs progressions are outlined and discussed in grades K-5.

Building a School Culture & Partnership with All Stakeholders

KISD is regarded as the responsive authority in the education of students by parents and other Katy community stakeholders.

WoodCreek Elementary values our community and acknowledges that their partnership is essential to student growth and our students' success. We work continuously to provide opportunities for meaningful engagement and foster those relationships as we build them. We seek to build positive collaboration knowing that our school benefits in both achievement and with a strong and positive climate when we have parent and community engagement. At WCE, we provide a wide variety of ways for parent and community engagement.

Supporting the Emotional Well-Being of All Learners

Students, staff, and parents will regard KISD as a safe and loving environment to learn and work in.

School Processes & Programs Strengths

Fostering Personalized Learning Experiences & Attracting and Retaining High Quality Staff Members

The process of recruitment at WoodCreek is collaborative. Administration and instructional leaders work to identify and interview individuals who have achieved, or have the capacity to achieve, success in working with students, parents, and their previous schools. WCE focuses on highlighting the school and its students on the website and by participating in job fairs. Individuals are initially screened and then selected to be interviewed by committee. Committees have significant input in our campus final

recommendations ensuring both buy-in and confidence with our new staff. Greatness brings more greatness. In other words, the incredible professionals at WCE draw in other incredible professionals.

Supporting staff members is just as important for us as hiring quality candidates. New teachers grow on campus through professional development sessions and mentor support. They are also supported by administration, parents, and support staff as they focus on improving their craft. Grade level Kid Chats, ESL Kid Chats, and SPED Kid Chats allow all teachers to collaborate in both celebration and problem solving issues they may need help with from the classroom. More intensive student needs are supported through our Counselor, our Instructional Coordinator, and our support teachers. Instructional planning is supported on each grade level by our Instructional Coaches and Administration. Our parents, through their efforts with the PTA, provide significant funding resources that teachers and staff utilize to access timely and relevant professional development opportunities.

Assistant Principals attend weekly planning meetings with teams in efforts to provide instructional support and coaching to streamline campus-wide practices.

Pre-assessments, Common Assessments, District Learning Assessments, Interim Assessments, and other campus or classroom assessments inform planning and instruction and provide data for analysis. Pre-assessments and common assessments are used to track student growth. Data Talks are held to review data, define student learning intentions, celebrate the bright spots, and formulate next steps. Our teachers then carry-out a plan of action within their classroom based on their students' data.

Visible Learning remains an integral part of WoodCreek's values.

Monday Learning Meetings occur once each month for an hour after school. Instructional staff, with support from the coaches, select the topics to be investigated in these meetings. Teaching staff are encouraged to present at these meetings, which are established to equip classroom teachers with classroom activities to enhance student achievement growth. The entire staff contributes to the scope and sequence of these meetings and the teacher leaders use that to make the differenciated sessions that teachers attend.

All instructional staff create a summer learning plan with their content Instructional Coach which takes advantage of the many learning sessions inside Katy ISD.

All WCE teachers are asked to become GT certified and ESL certified. This allows teachers to use the higher level thinking and/or linguistic accommodations that all students benefit from with fidelity.

WCE staff who serve special populations utilize the push-in model for student support and participate in grade level and campus plannings.

Building a School Culture & Partnership with All Stakeholders

At WCE, we engage business partnerships in collaboration with the KISD PIE program. These businesses support our campus in various ways including hosting WCE Spirit Nights and making donations to the campus.

Parent and community volunteers are an important part of our campus. Our volunteers help us realize positive and authentic learning experiences. We are excited to offer programs such as Watch DOG Dads, Ranger Science, Ranger World, Career Day, Junior Achievement, and VIPS who log thousands of volunteer hours each year. We also have an amazing PTA who supports our school through many hours of coordination, planning, and time on campus making sure our teachers and students have the support they need and want. We also have a proud tradition of 100% staff membership in PTA.

At WCE, we also work hard to support and engage our special population families. Our ESL, SPED, and GT staff communicate regularly with parents through phone calls, conferences and notes/comment sheets sent home. They support families, too - by attending grade level performances and celebrating with students these special accomplishments. We also work to include special population parents in school business meetings such as the LPAC committee, PTA Leadership, Parent Roundtables, and the Campus Advisory Team (CAT).

Ultimately, we feel our strengths in parent and community engagement are directly related to our efforts of providing opportunities and in parent and community communication. Currently, we communicate weekly with all families with the campus Ranger News. We see communication with three pillars: Canvas (what you need to know), Website (resources and outside of the community audiences), and social media (sharing the "soul" of WCE). Our social media are focused on Facebook, YouTube, and Twitter platforms. We also use our marquee, weekly grade level Canvas posts, open forums, and increased visibility to communicate effectively.

Supporting the Emotional Well-Being of All Learners

The administrative team collaborates daily to review ways to improve all aspects of WCE.

Principal's weekly e-news (Ranger News), PTA embedded information in the Ranger News, Canvas, Facebook, YouTube, Twitter, the WCE website, and combined information from the PTA and the school is available for all families at WCE in an effort to keep all parents informed of school news in our three catagories of communication.

The Campus Advisory Team collaborates with administration to review campus goals and budgets in order to support the school's wants and needs.

Campus Instructional Leaders are established. There are two per grade level (one for each content group) as instructional liaisons to their teams as well as curriculum leaders for their team members.

The Principal Round table is conducted for staff members, students, and parents to share their likes and wishes.

Emergency drills are performed regularly and students/staff showed a clear understanding of procedures and importance of drills.

Teachers and staff use "Go Bags" to help with safety and communication when safety drills were performed.

The House System has been put into place to foster a spirit of collaboration, unity, and family at WCE while encouraging positive behavior.

Staff use the Ranger Code of Honor and the Ranger Learning Traits with students to model good character and empower students to navigate through their diverse learning paths.

Campus Instructional Leaders review behavior data throughout the school year and make adjustments when needed in the classroom or other areas throughout the campus.

Enhanced arrival and dismissal procedures, training for additional crossing guards, and effective communication of procedures to the WCE community facilitate safe, effective and efficient arrival and dismissal processes. Efficiency in these processes help to ensure that students have maximum instructional time in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a campus of high expectations for all students' academic growth, we recognize the need for continuous improvement through ongoing targeted professional development.

Problem Statement 2: Assessment data needs to be consistently analyzed by teachers so that they can better determine the areas of focus for their individual students.

Problem Statement 3: Small group instruction must continue to target academic growth for all students, including those with high achievement but low growth.

Problem Statement 4: We will continue to refine our diverse engagement opportunities, allowing parents to participate in our campus in a way that works best for them.

Problem Statement 5: We will continue tracking those who give of themselves for our campus as we work to encourage deeper engagement and thoughtful recognition.

Problem Statement 6: WCE will continue to deepen the campus knowledge and understanding of the Incident Command System and WCE Emergency Plans.

Problem Statement 7: The Positive Behavior System, CHAMPS, and the Ron Clark House System must be utilized building wide to strengthen supports for students in order to foster a unified culture while creating a positive approach to discipline management.

Problem Statement 8: Our content teams continue to need scaffolded planning supports to help ensure the campus is meeting the needs of our diverse population.

Perceptions

Perceptions Summary

WoodCreek Elementary has a tradition of excellence. A culture of high expectations within our learning community that values innovation, critical thinking, collaboration, and communication is our driving force. These ideals motivate our short term goals and inform us on our long term plans. Integrity in our actions and alignment in our daily practice is important as we strive to be a campus of continuous improvement.

At WCE, we profess often that love is our driving force. We state that "love never fails" and work hard to make sure our students, their families, and our staff and community understand that they are loved. Through love, we invite students to grow academically.

Perceptions Strengths

Innovation- Brainstorming with students and teachers to create new ideas as well as refine, analyze, and evaluate those ideas to maximize our creative efforts. Essentially, we strive to identify our beliefs and then align our actions to those beliefs.

Critical Thinking- We work creatively with others to develop and implement our ideas effectively. We are brave to question the status quo and question our own culture.

Collaboration- We are open and responsive to new and diverse perspectives. We have created systems to guide input and feedback. These systems pull from Critical Friends, Strengths Finders, and practices that we have developed through the years. Principal round-tables with parents, monthly PTA meetings with the principal, and systemically gathering monthly staff input are a few examples of our desire and efforts to collaborate. Teachers have two campus Curriculum & Instruction Leaders for each team, split by each content group, and feedback is systemically sought after each meeting. Diverse views are seen as a strength in our school culture.

Communication- We value all stakeholders and have several systems where we address communication with our community throughout the week. Some of those systems include Communication Cards, Canvas, YouTube, the Faculty Bulletin, Ranger News, Twitter, and Facebook.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We want to support our staff's knowledge of our expected campus culture and climate and work together to provide a full year's growth for our students.

Problem Statement 2: We need to refocus our staff on what it means to be a Ranger and how all staff can follow and set positive examples of the Ranger Code of Honor based on our WCE values that will be created in the beginning of the 2023-24 school year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

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

Performance Objective 1: All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

    Evaluation Data Sources: Safety and security audits and safety documentation (fire drill logs).

Strategy 1 Details	Reviews			
Strategy 1: Continue to carry "Go Bags" to and from destinations on and off campus to promote student safety.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Continue to actively monitor students in designated areas on the playground.	**Formative**			**Summative**
Staff Responsible for Monitoring: teachers	**Oct**	**Jan**	**Apr**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Students will use Buddy System as needed in order to promote safety when traveling to other areas of the building. Staff will practice the Ranger Alert system when a student is unaccounted for.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All staff.				
Strategy 4 Details	**Reviews**			
Strategy 4: Emergency Operations/Management Plan: Review, update and communicate emergency operations plans to all staff. All members of various emergency management teams trained as required.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: All staff.				
Strategy 5 Details	**Reviews**			
Strategy 5: The campus designated safety liaison will communicate and train staff on safety and security updates and monitor the effective implementation of outlined safety and security protocols.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: AP				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress.

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Strategy 1 Details	Reviews			
Strategy 1: Fact Fluency programs will continue in grades 1-5 according to district policy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Common Assessment scores.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Grades 1-5 math teachers **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: K-5th Grade students will utilize daily writing and emphasize writing in math, science and social studies using the content specific writing models.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Writing and applied editing skills and scores will increase on STAAR, TELPAS, Common Assessments, DLA's and Interim Assessments.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Grades K-5 teachers, Instructional Coach **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide additional instruction for identified students at-risk for reading and math in K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR scores, common assessments, DLAs, Interims, TELPAS, C-PN (Pre-K), Amira (K-5), Circle (Pre-K).	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Academic Support teachers, SPED, ESL and grades K-5 teachers. **Funding Sources:** - 199 - State Comp Ed, - 282 - ESSER III				

Strategy 4 Details	Reviews			
Strategy 4: Provide a classroom rich in mathematical speaking and vocabulary. Math vocabulary spoken daily and displayed in every classroom via a Math Wall and anchor charts .	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased understanding of word problems by students. **Staff Responsible for Monitoring:** K-5 Math Teachers **Funding Sources:** - 199 - General Fund				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will use a science interactive student notebook, incorporate vocabulary building strategies, and incorporate a student-centered/student-created interactive science word walls in all science classrooms in grades K-5.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Student-centered/student-created interactive science word walls in each classroom, use of science warm-up program and vocabulary interactive notebook, increased scientific knowledge, and improved test performances by students. **Staff Responsible for Monitoring:** Science teachers, instructional coach, instructional coordinator, and administrators **Funding Sources:** - 199 - General Fund				

Strategy 6 Details	Reviews			
Strategy 6: Provide book clubs to enrich knowledge of literature.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase enjoyment of reading. **Staff Responsible for Monitoring:** Librarian	Oct	Jan	Apr	June
 Funding Sources: - 199 - General Fund PTA Donation, - 199 - General Fund				

Strategy 7 Details	Reviews			
Strategy 7: Grades K-5 will incorporate vocabulary building strategies to enhance reading skills that will positively impact all core subjects.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Common assessments, District & state mandated testing **Staff Responsible for Monitoring:** K-5 Teachers **Funding Sources:** - 199 - General Fund				

Strategy 8 Details		Reviews			
Strategy 8: The Literacy library will provide grade appropriate books and teacher resources for use in reading instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: District & state mandated testing- build reading comprehension skills **Staff Responsible for Monitoring:** Grades K-5 Teachers, Academic Support Teachers, Instructional Coach **Funding Sources:** - 199 - General Fund PTA Donation, - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 9 Details		Reviews			
Strategy 9: Grades PK-5 will utilize the Science Lab.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Use of the Science Lab for hands-on activities, increased scientific knowledge, improved test performance by students, and encourage students to be curious and inquisitve about science. **Staff Responsible for Monitoring:** Science Teachers and Math/Science Instructional Coach **Funding Sources:** - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 10 Details		Reviews			
Strategy 10: Incorporate state and KISD safety standards and utilize grade specific safety equipment in the science lab and the classroom.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson Plans, Observation **Staff Responsible for Monitoring:** Administrators, Science Teachers, Science Committee, Instructional Coach **Funding Sources:** - 199 - General Fund PTA Donation, - 199 - General Fund, - 199 - General Fund Other Donation		**Oct**	**Jan**	**Apr**	**June**

Strategy 11 Details		Reviews			
Strategy 11: Utilize KISD Canvas Science courses and McGraw Hill for science curriculum and instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their conceptual understanding of Science concepts and apply to larger context. **Staff Responsible for Monitoring:** K-5 teachers, Math and Science Instructional Coach, Administration		**Oct**	**Jan**	**Apr**	**June**

Strategy 12 Details		Reviews			
Strategy 12: Incorporate daily science lesson plans through the 5E model in all K-5 classrooms.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete Lesson Plan Templates, quality science lessons in each classroom, improved student achievement. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, administrators **Funding Sources:** - 199 - General Fund, - 199 - General Fund PTA Donation		**Oct**	**Jan**	**Apr**	**June**

Strategy 13 Details	Reviews			
Strategy 13: Utilize McGraw Hill (Grades K-5), Generation Genius (Grades K-5), science enrichment textbook "ScienceSaurus" (Grades 1-5), and Discovery Education (2-5) to support science vocabulary instruction. **Strategy's Expected Result/Impact:** Student work, lesson plans, improved science scores in common assessments, DLA's and state mandated testing. **Staff Responsible for Monitoring:** Science teachers, administrators, and Instructional Coach **Funding Sources:** - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June

Strategy 14 Details	Reviews			
Strategy 14: Utilize Title III immigrant funds to supplement instruction provided to Immigrant students. **Strategy's Expected Result/Impact:** Student assessment data, student engagement subjective: walk throughs, observations, grades, TELPAS, student data sheets **Staff Responsible for Monitoring:** K-5 Teachers, ESL Teachers, Academic Support Teachers **Funding Sources:** - 263 - Title III-A Immigrant	Formative			Summative
	Oct	Jan	Apr	June

Strategy 15 Details	Reviews			
Strategy 15: Grades K-5 will utilize Writer's Workshop within the HMH curriculum and Structured Literacy Model to explicitly to teach and model to students how to become effective writers. **Strategy's Expected Result/Impact:** Students school wide will grow in their writing abilities across all core content areas. **Staff Responsible for Monitoring:** Instructional Coach, teachers, administrators	Formative			Summative
	Oct	Jan	Apr	June

Strategy 16 Details	Reviews			
Strategy 16: DreamBox will be implemented in grades K- 5 according to district policy to monitor progress and provide necessary data for HB3. **Strategy's Expected Result/Impact:** Increased math awareness in classroom and performance on assessments. **Staff Responsible for Monitoring:** Math teachers in grades K-5, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June

Strategy 17 Details	Reviews			
Strategy 17: Dyslexia information for parents online in the Katy ISD Canvas Course for Parents and Educators. **Strategy's Expected Result/Impact:** Increase awareness **Staff Responsible for Monitoring:** Dyslexia Instructor	Formative			Summative
	Oct	Jan	Apr	June

Strategy 18 Details	Reviews			
Strategy 18: Utilize McGraw Hill curriculum and the Visual Non-Glossary in grades K-5 to support science vocabulary instruction and the Claim-Evidence-Reasoning (C-E-R) Model. **Strategy's Expected Result/Impact:** Use of the vocabulary interactive notebook, increased scientific knowledge, improved test performance by students. **Staff Responsible for Monitoring:** Science teachers, Instructional Coach **Funding Sources:** - 199 - General Fund	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 19 Details	Reviews			
Strategy 19: WCE will utilize district provided platforms such as RaaWee to track individual student performance. Based on results, individual plans will be created and conferences will be held to address attendance concerns. **Strategy's Expected Result/Impact:** Chronic absenteeism will decline. **Staff Responsible for Monitoring:** Attendance Review Committee, ADA **Funding Sources:** - 199 - General Fund	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 20 Details	Reviews			
Strategy 20: WCE will closely monitor daily attendance and frequently communicate with parents in order to increase the student attendance rate to 96.41%. **Strategy's Expected Result/Impact:** Chronic absenteeism will decline. **Staff Responsible for Monitoring:** Attendance Review Committee, administrators, teachers	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 21 Details	Reviews			
Strategy 21: The Attendance Review Committee will meet once per nine weeks to discuss and review current attendance trends and formulate next steps specific to individual students. **Strategy's Expected Result/Impact:** Chronic absenteeism will decline. **Staff Responsible for Monitoring:** Attendance Review Committee, ADA **Funding Sources:** - 199 - General Fund	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy 22 Details			Reviews		

Strategy 22: Utilize collaborative teamwork for instructional planning to include:
*Data analysis by grade, subject, student group, and progress measure
*Data analysis through reflective questions using the Lead4Ward processes
*Grade-level, vertical and/or interdisciplinary team meetings for data analysis and dialogue
*Development of an instructional plan/action plan based on data analysis to be included in the campus improvement plans
*Individual student data analysis and student goal setting sessions for small group/differentiation planning weekly
 	
   Strategy's Expected Result/Impact: DLA reports and metric, End of Year STAAR reports, System Safeguard Data, Distinction Designation data, PBMAS indicators for EB, SPED, and NCLB
 	
   Staff Responsible for Monitoring: Principal, Asst. Principal, IC, CIL's
 	
   Funding Sources: - 199 - General Fund
		**Formative**			**Summative**

		Reviews			
	Oct	**Jan**	**Apr**	**June**	

(Strategy 22 Reviews header: Formative — Oct, Jan, Apr; Summative — June)

Strategy 23 Details	Reviews

Strategy 23: Gifted and Talented/Advanced Academic Studies : Program options enable G/T/AAS students to work together as a group, work with other students and work independently during the school day/entire year. Provide out-of-school options relevant to students' areas of strength, such as Destination Imagination. Provide opportunities to accelerate in areas of student strengths. Recruit and retain students in advanced courses.
 	
   Strategy's Expected Result/Impact: Participation in Destination imagination (not limited to only GT students). Student enrollment in courses advanced for grade, MSI data, Comparison of class rosters-beginning and end of semesters
 	
   Staff Responsible for Monitoring: Admin team, Counselors, GT teacher

Reviews — Formative: Oct, Jan, Apr; Summative: June

Strategy 24 Details	Reviews

Strategy 24: (Gifted and Talented) Every teacher assigned to teach a GT course has attained required 30 hours of GT training in: nature and needs of G/T students, Assessing and identifying G/T students needs, Curriculum and Instruction for G/T students, Assessing social and emotional needs of G/T students, Creativity and instructional strategies for G/T students.
 	
   Strategy's Expected Result/Impact: Year end GT professional dev records for each GT teacher, Evidence of implementation, teacher appraisals end of year, observation records, 30 hour awareness certificates
 	
   Staff Responsible for Monitoring: Admin team, CIL's, GT facilitator

Reviews — Formative: Oct, Jan, Apr; Summative: June

Strategy 25 Details	Reviews

Strategy 25: Gifted and Talented, in collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using effective instructional techniques that meet the needs of gifted learners.
 	
   Strategy's Expected Result/Impact: End of year report cards, district or campus evaluation surveys, student products
 	
   Staff Responsible for Monitoring: Admin team, CIL's, counselor, teachers, GT facilitator

Reviews — Formative: Oct, Jan, Apr; Summative: June

Strategy 26 Details	Reviews			
Strategy 26: Conduct annual program evaluation per program (CTE, SCE, GT, EBs) under the direction of respective program areas utilizing student performance data derived from special populations for the purpose of program review and revision.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: End of year state assessment data (STAAR, TELPAS), promotion/retention data, parent/student surveys **Staff Responsible for Monitoring:** Per program applicability- GT Dept, Compensatory/Federal programs dept., Dept. of other languages				

Strategy 27 Details	Reviews			
Strategy 27: GT-Conduct annual GT screening by following the district - wide procedures for referrals, screening, and identification of students. Emphasize on finding and identifying underrepresented groups.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More identified students for programming. **Staff Responsible for Monitoring:** Admin team, Counselors, GT teachers				

Strategy 28 Details	Reviews			
Strategy 28: Special Ed-monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus LRE ratio annual report, ESP instructional arrangement code reports **Staff Responsible for Monitoring:** Principal, SPED teachers, SPED admin				

Strategy 29 Details	Reviews			
Strategy 29: SPED-train all special education staff, building administrators and counselors on Sped program compliance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: End of year timeline referral data, TEA complaints, PBMAS report	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Speech Path, Diagnostician, Counselor, Admin team				

Strategy 30 Details	Reviews			
Strategy 30: Monitor EB's academic progress and linguistic support by ensuring that the ELPs are implemented in all content areas. Utilize TELPAS and STAAR results to monitor progress of EB students. Train all EB staff administrator and counselors on timeline requirements and state compliance, including LPAC initial training(verification and oaths) Pre LAS and LAS links, STAAR, STAAR L and TELPAS	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: As appropriate, end of year analysis of TELPAS and STAAR and LPAC summary reports **Staff Responsible for Monitoring:** Central Admin, Language proficiency assessment committee, LPAC decision making process				

Strategy 31 Details		Reviews			

Strategy 31: Utilize intervention instructional officers, ESL and Bilingual facilitators, Title I facilitators, if assigned, and other district instructional staff to support teachers providing services to at-risk students.
    Strategy's Expected Result/Impact: LAS/Pre-LAS, STAAR, Dyslexia intervention progress measure, TELPAS
    Staff Responsible for Monitoring:
Principal, CIL's Instructional support staff, intervention specialists, compensatory/federal programs staff, deparment of other languages
 	
    Funding Sources: - 263 - Title III-A Immigrant
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 32 Details		Reviews			

Strategy 32: Identify at risk, eligible Title I and EB students, provide them with supplemental services; and monitor progress. Materials/services include supplemental instructional resources, small group intervention and tutorials.
    Strategy's Expected Result/Impact: Summit K12, District & State Mandated Assessment Scores, TELPAS, classroom academic progress, Title 3 Extended Day
    Staff Responsible for Monitoring: Principal, Admin team, Instructional support staff, Intervention specialists, Compensatory/federal programs staff, Dept. of Other Languages
 	
    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: - 263 - Title III ELA
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 33 Details		Reviews			

Strategy 33: The CAT teachers and administrators will complete professional development in clearly defined focus areas to meet district and campus goals and participate in applicable campus and district professional development survey accountability training.
    Strategy's Expected Result/Impact: Summative appraisals, results of surveys, staff survey
    Staff Responsible for Monitoring: Content area specialists
 	
    Funding Sources: - 255 - Title II Part A TPTR
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 34 Details		Reviews			

Strategy 34: Math Running Records will be done three times per year to access students' fact fluency in grade 2 for addition and subtraction and grade 4 for multiplication and division. Data will be entered in Aware for BOY, MOY, and EOY.
    Strategy's Expected Result/Impact: Increase math awareness in classroom and improved performance on assessments.
    Staff Responsible for Monitoring: Classroom teachers in grades 2 & 4 and the Math/Science Instructional Coach
 	
    Funding Sources: - 199 - General Fund - $0
		Formative			**Summative**

		Oct	Jan	Apr	June

Strategy 35 Details		Reviews			
Strategy 35: WCE will continue to implement math strategies from Building Thinking Classrooms in Mathematics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement on Campus Based Assessments, DLAs, and STAAR		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Math teachers and Instructional Coach					
Funding Sources: - 199 - General Fund - $0					

Strategy 36 Details		Reviews			
Strategy 36: WCE will implement components of "Visible Learning" in order to increase student ownership of their own academic growth.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: A common language for learning (Ranger Learning Traits, Phases of Learning, Learning Zones, and The Learning Pit), Clear Success Criteria, Clear Learning Intentions, Teacher evaluation of their own impact (measuring student growth every 12 to 14 weeks), and students being able to answer the following 3 questions at any time: 1. Where am I going in my learning? 2. Where am I right now? 3. What is my next step? **Staff Responsible for Monitoring:** Principals, IC, Teachers, Students, Visible Learning Committee					

Strategy 37 Details		Reviews			
Strategy 37: Ascend Math, Lexia RLA and Vizzle Reading/Math will be utilized by Resource and ICS teachers for K-5 students according to district policy for intervention and additional instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student math awareness **Staff Responsible for Monitoring:** Resource and In Class Support teachers					

Strategy 38 Details		Reviews			
Strategy 38: Maintain the TREK reading incentive program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Total participation projects and distribution of spirit sticks		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Admin team, teachers, parent volunteers, librarian					
Funding Sources: - 199 - General Fund					

Strategy 39 Details	**Reviews**			
Strategy 39: Vocabulary will be explicitly taught in grades K-5 across all content areas which enable students to successfully move from concrete to abstract concepts and apply within a larger context. Interactive Vocabulary/Knowledge walls will become an integral part of effective instruction across all content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to successfully move from concrete and abstract concepts and apply within a larger context **Staff Responsible for Monitoring:** IC, teachers, administration				

Strategy 40 Details	**Reviews**			
Strategy 40: Utilize the KISD canvas Social Studies course and specified adopted curriculum for social studies instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their conceptual understanding of social studies concepts and apply larger context.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: K-5 teachers, IC and admin				

Strategy 41 Details	**Reviews**			
Strategy 41: Amira will be implemented in grades k-5 according to district policy to monitor progress and provide needed intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased reading awareness in classroom and performance on assessments **Staff Responsible for Monitoring:** RLA teachers K-5, IC				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: The District will meet all indicators in all components of Domain III: Closing the Gaps.

Evaluation Data Sources: Domain III report

Strategy 1 Details				Reviews			
Strategy 1: K-5 teachers and specials teachers, if needed, will participate in grade level kid chats, ESL kid chats, and SpEd kid chats.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic growth and progress is increased				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: K-5 teachers, intervention coach, Academic support teachers, Sped teachers, ESL teachers							

Strategy 2 Details				Reviews			
Strategy 2: All teachers will attend weekly small group/differentiation planning sessions with their team and admin to promote growth in Domain II & continue success in Domain III.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased differentiation which will lead to an increase in student performance.				**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, and teachers							

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 3: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Strategy 1 Details			Reviews		
Strategy 1: WCE will monitor and track the progress of students within all sub-populations by holding Data Talks in which student success criteria is defined and next steps are formulated to increase student clarity. **Strategy's Expected Result/Impact:** Students within each sub-pop will demonstrate year over year growth. **Staff Responsible for Monitoring:** Teachers, IC, administrators			**Formative**		**Summative**
			Oct	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 4: The percent of students meeting or exceeding progress on all STAAR assessments will increase in comparison to the previous school year.

Evaluation Data Sources: End of year STAAR report and accountability report.

Strategy 1 Details		Reviews			
Strategy 1: Data Talks will be held to review assessment data throughout the year, and next steps will be drafted in order to target areas of need. In addition, teachers and staff members will review sub-population specific data for growth. **Strategy's Expected Result/Impact:** Increased awareness of individual student progress which will enable teachers to effectively differentiate instruction to meet the needs of all learners. **Staff Responsible for Monitoring:** Teachers, IC, administrators		**Formative**			**Summative**
		Oct	Jan	Apr	June

	0% No Progress		100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 5: Provide a variety of learning experiences that address distinct learning needs, interest, aspirations and cultural backgrounds of all learners.

High Priority

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

Performance Objective 6: HB3- The percent of Woodcreek Elementary 3rd grade students who achieve Meets or above in Reading will increase to 81% by July 2025.

HB3 Goal

Evaluation Data Sources: 2025 Accountability data

Strategy 1 Details			Reviews			
Strategy 1: WCE will implement the KISD Literacy Framework using the HMH curriculum with fidelity and integrity. Teachers will hold TEKS specific small groups which will provide students with targeted and specialized instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate progress throughout the school year. **Staff Responsible for Monitoring:** Teachers, IC, administrators			**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 7: HB3- The percent of Woodcreek Elementary 3rd grade students who achieve Meets or above in Math will increase to 70% by July 2025.

HB3 Goal

Evaluation Data Sources: 2025 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: WCE will utilize the workshop model in Math classrooms and the use of manipulatives in order to increase conceptual understanding and advance numeracy skills. **Strategy's Expected Result/Impact:** Students will demonstrate progress throughout the school year. **Staff Responsible for Monitoring:** Teachers, IC, administrators	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 8: The district will provide a variety of learning experiences that address distinct learning needs, interests, aspirations and cultural backgrounds of all learners.

Strategy 1 Details		Reviews			
Strategy 1: WCE will utilize Community Circles and additional qualitative and quantitative data sources to understand and meet the needs of all learners by providing specific and relevant instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Culturally responsive teachers and student growth.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, IC, administrators and counselors					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 9: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.
*All K-5 ELA teachers will receive structured literacy and writers workshop teacher resources.
*All K-3 teachers will be supported thru Texas Reading Academy Professional Development.
*All math teachers will have daily access to the math resource lab to increase student engagement.
*All teachers in every content will have daily access to the Literacy Library which houses teacher resources, grade appropriate text, and professional books.
*All teachers in every content will have daily access to the intervention lab to increase learning for all students.
*All PK-5 students and science teachers will have access to the science lab and science materials to engage in hands-on science lessons.
*The Visible Learning incorporated daily in instruction to increase student clarity in their learning.
*All teachers in every content will utilize the Learning Pit model, Learning Zones, and the Ranger Learning Traits to help increase student clarity in their learning.

Strategy 1 Details	Reviews			
Strategy 1: (Technology: PEIMS Data) Submit error-free PEIMS data to TEA by monitoring and validating accuracy of PEIMS data reporting through designating a campus PEIMS Administrator to coordinate PEIMS data submission/input/ verification and preform other related duties: edits, reports, verification checks, PEIMS Audit Box	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Submission error-free data to TEA appointed intervals per year **Staff Responsible for Monitoring:** Principal Assistant Principal Campus PEIMS Administrator				

Strategy 2 Details	Reviews			
Strategy 2: (Technology: Printing) Increase use of Katy ISD Print Shop resources for printing and copying by reducing use of campus printing to minimize waste/use of paper and resources through designating staff responsible for coordinating, approving, and submitting printing orders in a timely manner.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: End- of- year reduction in number of copies made on convenience copiers. **Staff Responsible for Monitoring:** Designated/Selected staff printing coordinators Staff members				

Strategy 3 Details		Reviews			
Strategy 3: (Technology : Cyber-Safety) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber/Safety/and Acceptable Use in such areas as password protection, identity theft/ privacy and personal safety and external devices capturing private info.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: End- of- year campus/district reports indicate no unauthorized access to Katy ISD accounts **Staff Responsible for Monitoring:** Campus Administrators Testing Coordinators as applicable					

Strategy 4 Details		Reviews			
Strategy 4: (Safe & Drug Free Schools) Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence prevention/weapon free programs/activities through Red Ribbon Week and KISD's Parent Legacy Nights.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Parent participation in programs will support increased awareness. **Staff Responsible for Monitoring:** Counselors, Principals, teachers					

Strategy 5 Details		Reviews			
Strategy 5: 3rd-5th grade will be one to one and Chromebooks are used daily. For K-2nd, the goal is 1 to 2 and devices will be used daily. Technology will be used seamlessly to enhance instruction.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Staff Responsible for Monitoring: K-5 Teachers					

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

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

Performance Objective 10: WCE will increase student attendance from 95.91% to 96.41%.

Evaluation Data Sources: RaaWee

Strategy 1 Details	Reviews			
Strategy 1: WCE will frequently monitor tardies and absences, consistently communicate with parents, provide timely interventions, and promote our school attendance and tardy incentives. **Strategy's Expected Result/Impact:** Increased attendance rate and student achievement. **Staff Responsible for Monitoring:** Administration, ADA, Attendance Review Committee, and teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.
*All WCE teachers will be ESL certified within two years of their hire date.
*All WCE teachers will be GT certified within one year of their hire date. They will also maintain 6 hours of GT credit each year in order to maintain their GT certification.
*All teachers will attend monthly Learning Meetings to increase their learning in areas where they choose to learn.

Strategy 1 Details	Reviews			
Strategy 1: (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: End-of-year Human Resources reports/rosters	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal ASST. Principal Instructional Leadership Team Office of Other Languages **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: (New Teachers) Support new teachers and non certified teachers including alternative certification teachers with ongoing training/staff development sessions focusing on the 5 C's (Communication, Culture, Comparisons, Connections and Communities, differentiated instruction, alternative assessments for languages Other than English.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: End-of-Year Mentor/Mentee Survey and /or Reflections Teacher Survey **Staff Responsible for Monitoring:** Principal Asst. Principal Instructional Leadership Team Intervention Specialist Mentors Team/Leaders/Campus Department Chairs Curriculum Specialist for LOTE Instructional Coach				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

Evaluation Data Sources: Adopted budget

Strategy 1 Details	Reviews			
Strategy 1: ReadyRosie, an at home program with videos, games and literature, will be used to promote EB parental involvement and understanding of Grade Level TEKS and useful ways to work with their child at home, in PreK-2.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Growth for EB students, Parental Involvement and Better Parent Understanding of academic topics/language. **Staff Responsible for Monitoring:** Admin, and ESL ISSTS as well as Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: All campus and department leaders will utilize data in various formats to improve effectiveness and efficiencies.

Evaluation Data Sources: Portals and data sets available, trainings offered/number of attendees, user surveys and user reports.

Strategy 1 Details	Reviews			
Strategy 1: Utilize collaborative teamwork for instructional planning to include:	**Formative**			**Summative**
*Data analysis by grade, subject, student group, and progress measure	**Oct**	**Jan**	**Apr**	**June**
*Data analysis through reflective questions using the Lead4Ward processes				
*Grade-level, vertical and/or interdisciplinary team meetings for data analysis and dialogue				
*Individual student data analysis and student goal setting sessions for small group/differentiation planning weekly				
Strategy's Expected Result/Impact: Data-driven instruction which meets the needs of a variety of learners overall improving student growth.				
Staff Responsible for Monitoring: Teachers, administration, IC				
Funding Sources: - 199 - General Fund				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: The District will develop a targeted professional learning plan designed to address unfinished learning needs and to increase educator expertise in all content areas.

    High Priority

    Evaluation Data Sources: Survey feedback from professional learning sessions

Strategy 1 Details		Reviews		
Strategy 1: WCE staff will remain committed to participating in ongoing professional development with the focus of growing deeper in relevant content knowledge and expertise.		**Formative**		**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Deepened content knowledge and expertise and increase capacity to meet the needs of all students. **Staff Responsible for Monitoring:** Administration, teachers, staff.					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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

Performance Objective 3: The Office of School Improvement will create and communicate a continuous improvement planning model with three checkpoints for each campus, to be implemented throughout the 2023-2024 school year.

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

Performance Objective 4: District will provide instructional leadership support to teachers, instructional coaches and administrators by focusing on the development and implementation of systems, structures, and feedback tools designed to increase student achievement.

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

Performance Objective 5: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.
*All K-5 ELA teachers will receive a readers and writers workshop teacher resources.
*All K-3 teachers will be supported thru Texas Reading Academy Professional Development.
*All math teachers will have daily access to the math resource lab to increase student engagement.
*All teachers in every content will have daily access to the Literacy Library which houses teacher resources, student leveled readers, and professional books.
*All teachers in every content will have daily access to the intervention lab to increase learning for all students.
*All PK-5 students and science teachers will have access to the science lab and science materials to engage in hands-on science lessons.
*The Visible Learning Committee (VLC) will be working to provide professional development for teachers on how to increase student clarity in their learning.
*All teachers in every content will utilize the Learning Pit model, Learning Zones, and the Ranger Learning Traits to help increase student clarity in their learning.

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

Performance Objective 1: The District will develop additional training and resources for teachers that support technology integration and instructional planning for online learning.

Strategy 1 Details	Reviews			
Strategy 1: (Technology) Provide opportunities inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner. Expand implementation of use of mobile learning devices and WiFi.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: End of the year, Identified curricular changes made to facilitate technology integration, defined instructional strategies facilitating technology integration, Specific lesson plans utilizing technology integration aligned to TEKS and STAAR. **Staff Responsible for Monitoring:** Principals, IC, Testing coordinator as applicable **Funding Sources:** - 199 - General Fund				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: WCE will actively support student use of technology as a tool to enhance learning.

Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th grade will be one to one and Chromebooks are used daily. For PreK-2nd, the goal is 1 to 2 and devices will be used daily. Technology will be used seamlessly to enhance instruction.	**Formative**			**Summative**
Staff Responsible for Monitoring: All Teachers	**Oct**	**Jan**	**Apr**	**June**
ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Technology: Cyber Safety-Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety and Acceptable Use in such areas as password protection, identity theft, privacy and personal safety and external devices capturing private info.	**Formative**			**Summative**
Strategy's Expected Result/Impact: End of year campus/district reports indicate no unauthorized access to Katy ISD accounts.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administrators, librarian, teachers **Funding Sources:** - 199 - General Fund				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

    Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details				Reviews			

Strategy 1: Recruit and retain highly qualified staff, defined through state, No child Left Behind (NCLB) and local criteria, by highlighting the school and its students on a variety of online platforms and participating in job fairs.
    Strategy's Expected Result/Impact: Recruitment and retention of certified educators.
    Staff Responsible for Monitoring: Administration
				Formative			**Summative**

				Oct	**Jan**	**Apr**	**June**
Strategy 2 Details				**Reviews**			

Strategy 2: To initiate the professional learning community groups.
    Strategy's Expected Result/Impact: Continuous job-embedded, collaborative learning for educators to improve student learning.
    Staff Responsible for Monitoring: Admin team, PLC facilitator, WCE teachers, CILS
 	
    Funding Sources: - 199 - General Fund
				Formative			**Summative**

				Oct	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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

Performance Objective 2: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.

Strategy 1 Details	Reviews			
Strategy 1: (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment	**Formative**			**Summative**

Strategy's Expected Result/Impact: End-of-year Human Resources reports/rosters
    Staff Responsible for Monitoring: Administration, ESL Department, teachers.
 	
    Funding Sources: - 199 - General Fund
	Oct	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: (New Teachers) Support new teachers and non certified teachers including alternative certification teachers with ongoing training/staff development sessions focusing on the 5 C's (Communication, Culture, Comparisons, Connections and Communities, differentiated instruction, alternative assessments for languages Other than English.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: End-of-Year Mentor/Mentee Survey and /or Reflections Teacher Survey **Staff Responsible for Monitoring:** Principal Asst. Principal Instructional Leadership Team Intervention Specialist Mentors Team/Leaders/Campus Department Chairs Curriculum Specialist for LOTE Instructional Coaches				

Strategy 3 Details	Reviews			
Strategy 3: A mentor teacher will be assigned to all teachers on campus with 0-2 years of experience. Campus buddies will be assigned to teachers with 2+ years of experience who are new to the campus or new to the grade level.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: New teachers to the profession, campus, and grade level will have consistent support necessary to continue to grow in their role as an educator.
    Staff Responsible for Monitoring: Mentor and Buddy Teachers, Administration
 	
    Funding Sources: - 199 - General Fund				

Strategy 4 Details		Reviews			
Strategy 4: Improve ways to acknowledge positive staff performance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive school climate; Admin team delivering drinks and food on a decorated cart in order to praise and thank staff, celebrations of staff member(s) on specific days of the year. The staff will wear particular shirt color and jeans. Some of the days we celebrate are: end of summer, bosses, nurse, counselor & LSSP, coaches, secretaries, custodians and Para's, teacher appreciation lunch, winter party with catered food, prizes pats praises during meetings, exit the forest cards, notes of appreciation given to teachers and para's during observations, off campus PLC's for teams which includes para support. There will be appreciation surprises once a month for the whole staff. The principal will draw an "Employee of the Week" and give out a special parking space. Other teachers will be drawn for fun prizes. Staff kids will be invited to participate in lollipop Friday with the principal. **Staff Responsible for Monitoring:** Administrative team, teachers, Sunshine Committee **Funding Sources:** - 461 - Campus Activity Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Provide opportunities for staff to feel connected as a WCE family and team by creating team building opportunities. These opportunities include teacher games during House Rallies, multiple avenues to provide feedback, staff luncheons, Teacher of the Week prize, and quarterly team building activities.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive school climate. **Staff Responsible for Monitoring:** Admin team, teachers, Sunshine committee, specials teachers **Funding Sources:** - 199 - General Fund					

Strategy 6 Details		Reviews			
Strategy 6: Attendance at KISD Service Awards Banquet		**Formative**			**Summative**
Strategy's Expected Result/Impact: Banquet attendance and media uploads to Facebook or other media sources. **Staff Responsible for Monitoring:** KISD and WCE Admin team, teachers **Funding Sources:** - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Annual selection of WCE "Teacher of the Year," WCE "Rookie Teacher of the Year," and WCE "Para Professional of the Year." The community hears about these celebrations by reading it on the WCE marquee. WCE facebook page posts accomplishments and celebrations. Ranger News and YouTube updates the community of results.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Election process and eventual teacher selection. Teacher of the Year engraved apple. Flowers are given to TOY runner ups. TOY is provided a parking spot in the staff parking lot for one year. Flowers are given to runner ups and winners of First Year TOY and Para of the year. **Staff Responsible for Monitoring:** Admin Team, teachers, PTA. **Funding Sources:** - 199 - General Fund				

Strategy 8 Details	Reviews			
Strategy 8: WCE teachers and staff will be recognized through the "Ranger Spotlight." Teachers and staff will nominate each other and one Ranger will be in the spotlight monthly. The current staff member in the spotlight will be responsible for nominating the next member, and so on. Each spotlighted Ranger will be featured on the "Ranger Spotlight" bulletin board on campus, WCE announcements, WCE Facebook page, or WCE Twitter.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased positive school climate and appreciation between teachers and staff members. **Staff Responsible for Monitoring:** Counselors				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Performance Objective 1: Refine our local assessment in harmony with our local accountability system.

Strategy 1 Details	Reviews			
Strategy 1: WCE will design grade level assessments or use district created assessments based on Texas standards that will encompass questions with a variety of depths-of-knowledge that will be measured using the same rating scale as state assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will become more familiar with the rigor and format of state assessments, and teachers will be able to make better predictions when monitoring data. **Staff Responsible for Monitoring:** Teachers, IC, administrators				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: The District will identify existing parent and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details		Reviews		
Strategy 1: WCE will continue to provide and promote volunteer opportunities and proactively seek to form partnerships with community stakeholders.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistent community involvement and collaboration. **Staff Responsible for Monitoring:** Administration and staff				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: The district will write community engagement into Katy ISD curriculum for targeted grades and subjects.

Strategy 1 Details		Reviews			
Strategy 1: WCE will continue to hold events open to relevant stakeholders that reinforce grade level objectives such as Ranger World, Ranger Science, Biz Town, STEAM Center, and OLC. 　　**Strategy's Expected Result/Impact:** Increased community engagement. 　　**Staff Responsible for Monitoring:** Administration, teachers, IC, PTA		**Formative**			**Summative**
		Oct	Jan	Apr	June
0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✕ Discontinue					

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

Performance Objective 3: The district will advance Katy ISD stakeholders groups into enthusiastic well-informed advocates.

Strategy 1 Details		Reviews			
Strategy 1: WCE will hold Parent Roundtables and CAT meetings as stakeholders will be informed of current happenings and school performance. In addition, participants will have the opportunity to provide feedback and ask questions of choice.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased awareness and the continuation of fostering collaborative relationships with stakeholders. **Staff Responsible for Monitoring:** Administration					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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

Performance Objective 4: Collaboration: WCE faculty/staff will build positive collaboration among all groups that have a vested interest in WoodCreek Elementary in order to increase our student achievement and positive climate.
*Parent roundtables will voice their input four times a year in open forums with the principal and administrative team. Their feedback is shared with the WCE staff.
*WCE staff will voice their input once a grading period in open forums with the Leadership Team which includes the principal, administrative team and two professionals from each department.
*PTA will meet with the principal at least once a month throughout the school year.
*The Campus Advisory Team will voice their input four times per year with the principal.
*WCE will maintain visibility in the community through at least one social media platform (Facebook, Twitter, or YouTube) per week.

Strategy 1 Details	Reviews			
Strategy 1: The Destination Imagination (DI) program at WCE for grades 2-5 is for any student not limited to GT and can be sponsored by any Teacher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Participation in the D.I. competition **Staff Responsible for Monitoring:** Teacher sponsor, parent team managers, parent volunteers **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Utilize the automated phone system, Canvas, and other online platforms to improve parental communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved communication with parents as seen through the parent survey **Staff Responsible for Monitoring:** Teachers, administration **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Maintain PTA involvement within the educational community	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% PTA membership **Staff Responsible for Monitoring:** Admin team, teachers, PTA membership **Funding Sources:** - 199 - General Fund PTA Donation	**Oct**	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Maintain curriculum videos for parents	**Formative**			**Summative**
Strategy's Expected Result/Impact: Viewing of the curriculum video	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, admin team				

Strategy 5 Details	Reviews			
Strategy 5: A kindergarten and 1st grade parent reader program that involves parent volunteers coming and reading to students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parent volunteer participation within the reading program **Staff Responsible for Monitoring:** Teachers, admin team, volunteers				

Strategy 6 Details	Reviews			
Strategy 6: Present 1st and 3rd grade student musical programs during the day for students and evening for parent viewing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Actual 3rd grade and 1st grade student musical performances at WCE	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Music teachers, admin team, parent volunteers **Funding Sources:** - 199 - General Fund				

Strategy 7 Details	Reviews			
Strategy 7: Present Physical Education student program in 2nd grade to give parents an effective overview of the PE curriculum	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students demonstrate PE skills for parents **Staff Responsible for Monitoring:** PE teachers, admin **Funding Sources:** - 199 - General Fund				

Strategy 8 Details	Reviews			
Strategy 8: Running Club to promote physical fitness and a sense of kinship for participating students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: twice a month meetings after school	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Staff and students				

Strategy 9 Details		Reviews			
Strategy 9: Campus assembly House Rally to promote expected behavior on campus and student growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased discipline referrals, increased positive interactions and behaviors which reflect the Ranger Code of Honor and the Ranger Learning Traits. Increased student growth. **Staff Responsible for Monitoring:** Staff/students **Funding Sources:** - 199 - General Fund PTA Donation		**Oct**	**Jan**	**Apr**	**June**

Strategy 10 Details		Reviews			
Strategy 10: Maintain Art night at WCE that will include 4th grade students and their families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Activity for 4th grade students to show families their progress in Art. **Staff Responsible for Monitoring:** Art teachers, Admin, parent volunteers **Funding Sources:** - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 11 Details		Reviews			
Strategy 11: Students in grades 3-5 will participate in Career Day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have the opportunity to become more knowledgeable about a variety of careers. **Staff Responsible for Monitoring:** Counselor and volunteers **Funding Sources:** - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 12 Details		Reviews			
Strategy 12: Promote business for Partners in Education by acknowledging their support.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Thank you notes, online registration **Staff Responsible for Monitoring:** Public Relations Committee **Funding Sources:** - 199 - General Fund		**Oct**	**Jan**	**Apr**	**June**

Strategy 13 Details	Reviews			
Strategy 13: Promote parental language instruction educational programs for the parents of EB students at the District Parent centers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental awareness. Parents will become more well informed on how they can best support their students. **Staff Responsible for Monitoring:** ESL teachers, administration, IC **Funding Sources:** - 263 - Title III ELA	**Oct**	**Jan**	**Apr**	**June**

Strategy 14 Details	Reviews			
Strategy 14: The CAT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between parents and school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Streamlined and shared commitment to the values and needs of WCE. **Staff Responsible for Monitoring:** Administration, CAT team **Funding Sources:** - 255 - Title II Part A TPTR	**Oct**	**Jan**	**Apr**	**June**

Strategy 15 Details	Reviews			
Strategy 15: Enhance student support through the KEYS Mentors Program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are motivated to reach their full potential. **Staff Responsible for Monitoring:** Counselors, Teacher **Funding Sources:** - 199 - General Fund - $0	**Oct**	**Jan**	**Apr**	**June**

Strategy 16 Details	Reviews			
Strategy 16: Support community involvement through events that encourage parent/guardian participation, including a Mother/Son night, Father/Daughter dance, a Mother/Daughter event, a Father/Son event and family nights.	**Formative**			**Summative**
Strategy's Expected Result/Impact: These events support positive relationships and parent involvement, including forming relationships with other families in the community. **Staff Responsible for Monitoring:** PTA, Administration, Teachers, Parents **Funding Sources:** - 199 - General Fund PTA Donation	**Oct**	**Jan**	**Apr**	**June**

Strategy 17 Details		Reviews			
Strategy 17: Reinforce the science and social studies curriculum through Ranger Science, Junior Achievement, Biztown, Ranger World, STEAM Center, and OLC.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students get excited about learning by doing practical real world experiments and experiencing different cultures. **Staff Responsible for Monitoring:** Parent volunteers, community members, teachers **Funding Sources:** - 199 - General Fund - $0					

Strategy 18 Details		Reviews			
Strategy 18: Promote cultural awareness. In addition to recognizing various cultural beliefs and celebrations, an annual multi-cultural festival will be held.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase cultural tolerance and awareness, fewer discipline referrals. **Staff Responsible for Monitoring:** Counselors,PTA					

Strategy 19 Details		Reviews			
Strategy 19: WCE will provide opportunities for 5th grade students to participate in the Singing Rangers and Strumming Rangers.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Music awareness and appreciation for 5th graders **Staff Responsible for Monitoring:** Music Teachers					

Strategy 20 Details		Reviews			
Strategy 20: Participation for the WoodCreek Xylophonic, a select precussion ensemble for 4th and 5th grade students. Students in 3rd and 4th grade are invited to audition.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Music awareness and appreciation for 4th and 5th graders. **Staff Responsible for Monitoring:** Music Teachers					

Strategy 21 Details		Reviews			
Strategy 21: WCE will invite students to participate in Art Club.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Appreciation and hands on art experience. **Staff Responsible for Monitoring:** Art Teachers					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Positive School Climate: WCE will promote a positive school climate that encourages the development of responsible behavior, self-esteem, and respect for others.
*All WCE students will learn and recite the Ranger Code of Honor each day as a reminder of responsible behavior and respect for others.
*All WCE students will receive guidance and/or character lessons from their teacher or school counselor at least 4 times per year that focus on responsible behavior, self-esteem, and respect for others.
*All WCE students will participate in the school-wide positive reinforcement of House Rally Points and House Rallies (a pep-rally to celebrate positive behaviors and the point system) to highlight great choices.
*All WCE students will learn the Ranger Learning Traits and exemplify these behaviors in the learning environment.

Strategy 1 Details	Reviews			
Strategy 1: Grades 3-5 students will participate in the FitnessGram to assess their physical fitness and abilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual test scores, increased participation in Fund Runners and Field Day. **Staff Responsible for Monitoring:** PE Coaches **Funding Sources:** - 199 - General Fund	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue CATCH curriculum in grades K-5	**Formative**			**Summative**
Strategy's Expected Result/Impact: Development through committee **Staff Responsible for Monitoring:** PE Coaches, CATCH **Funding Sources:** - 199 - General Fund	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Enhancement of the school wide "Ranger" theme to promote school pride as a visible focal point for the school community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Displays, assembly, Ranger House , rallies and spirit days. Spirit Night and participation by staff members. **Staff Responsible for Monitoring:** Administrative team, teachers, PTA **Funding Sources:** - 199 - General Fund	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize a variety of social media platforms to communicate of positive happenings to community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Facebook, Twitter, YouTube, Campus Website, other KISD media sources **Staff Responsible for Monitoring:** Admin team members. **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continuation of WCE's 2-way "Communication Card" related to work habits and social development with added clarifying comments,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maximized positive behavior at WCE. **Staff Responsible for Monitoring:** Admin team, teachers, staff **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Implementation of the WCE Safety Patrol Program with current 4th and 5th grade students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Selection of the safety patrol each nine weeks. Handbook states that students must have excellent behavior and no more than one office referral in order to be a part of the team **Staff Responsible for Monitoring:** Support staff sponsors, Admin Team **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: 4th and 5th grade Safety Patrol Program and staff assist in monitoring arrival and dismissal on a daily basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective safety patrol in the assigned locations Efficient pace of moving cars at drop off and pick up areas. **Staff Responsible for Monitoring:** Safety patrol and WCE staff **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Implementation of the 4th and 5th grade WCE House Captains.	**Formative**			**Summative**
Strategy's Expected Result/Impact: House Captains activities and fundraising for special projects like Pennies for Patients. Sister school collaboration with House Council to join the two schools as one. Participation and community awareness of Sister School initiative. **Staff Responsible for Monitoring:** 4th and 5th gr. teachers and admin, PTA and outside vendors and/or locations **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Identify students for WCE Principal's Academic and Achievement awards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High academic achievement is rewarded with certificate with Report Cards. **Staff Responsible for Monitoring:** Admin team, teachers **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Identify students for Principal's Expectation Certificates for good conduct.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students receive certificates due to excellent behavior. **Staff Responsible for Monitoring:** Admin team, teachers **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 11 Details	Reviews			
Strategy 11: Identify grade level classrooms that exemplify excellent hallway behavior by awarding Ranger House points to the homeroom teacher via the House Points app.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ranger House points are given to students for positive hallway behavior. They are given by Watch Dog Dads and other staff members. Increased positive hallway behaviors. **Staff Responsible for Monitoring:** Watch Dog Dads and WCE Staff **Funding Sources:** - 199 - General Fund	**Oct**	**Jan**	**Apr**	**June**

Strategy 12 Details	Reviews			
Strategy 12: WCE grades K-5 will participate in the guidance and counseling curriculum. Students will be celebrated throughout the year for exhibiting positive character traits and behaviors as outlined in the PurposeFull People curriculum, Ranger Code of Honor, and Ranger Learning Traits. They will earn house points for displaying desired behaviors and positive office referrals.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Lesson plans, lessons taught, improved student behavior. Character traits reviewed on morning announcements by counselors. Students understand and can explain Ranger Code of Honor and Ranger Learning Traits. Reduction in bullying at school and increase of communication of concerns from student to student via the counselors. **Staff Responsible for Monitoring:** Counselors, teachers, staff and admin **Funding Sources:** - 199 - General Fund				

Strategy 13 Details	Reviews			
Strategy 13: Students will celebrate Constitution Day and Freedom Week	**Formative**			**Summative**
Strategy's Expected Result/Impact: Constitution day and Freedom Week activities guided by classroom teachers based on District Canvas Course	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Social studies teachers				

Strategy 14 Details	Reviews			
Strategy 14: Students will sing the school song throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Singing song in music and House Rallies.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Music teachers **Funding Sources:** - 199 - General Fund				

Strategy 15 Details	Reviews			
Strategy 15: Students will recite the "Ranger Code of Honor", "Ranger Learning Traits", the United States pledge and the Texas pledge each day.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students memorize Ranger Code of Honor, and Ranger Learning Traits on announcements each morning. **Staff Responsible for Monitoring:** Librarian, teachers, admin team, students on announcements. **Funding Sources:** - 199 - General Fund				

Strategy 16 Details	Reviews			

Strategy 16: Implement the House System and award House points to individual students to promote excellent behavior with a focus on safety and learning.
 	
    Strategy's Expected Result/Impact: Increased demonstration of positive behaviors that reflect the Ranger Code of Honor and the Ranger Learning Traits and purposeful people traits.
    Staff Responsible for Monitoring: Teachers, staff and admin team
 	
    Funding Sources: - 199 - General Fund
	Formative			Summative

	Oct	Jan	Apr	June

Strategy 17 Details	Reviews			

Strategy 17: Red Ribbon Week House Rally involving students and community.
    Strategy's Expected Result/Impact: Drug awareness and prevention
    Staff Responsible for Monitoring: Staff
 	
    Funding Sources: - 199 - General Fund
	Formative			Summative

	Oct	Jan	Apr	June

Strategy 18 Details	Reviews			

Strategy 18: WCE will hold various school-wide events within the school and community in order to foster a culture of unity and collaboration.
    Strategy's Expected Result/Impact: Consistent community involvement and fostered relationships.
    Staff Responsible for Monitoring: Administration, WCE staff
 	
    Funding Sources: - 199 - General Fund PTA Donation
	Formative			Summative

	Oct	Jan	Apr	June

Strategy 19 Details	Reviews			

Strategy 19: Teach expectations for behavior throughout the building using posters, media platforms, class discussions, affirmations and assemblies. Monitor goal of no more than five office reports a week in the office. Provide the CIL's data each month to review progress.
    Strategy's Expected Result/Impact: Conduct behavior data collected, analyzed and shared with faculty and community.
    Staff Responsible for Monitoring: Teachers, staff, and administration
	Formative			Summative

	Oct	Jan	Apr	June

Strategy 20 Details					Reviews			

Strategy 20: Teachers and staff will nominate students who display behavior according to the Ranger Code of Honor and the Ranger Learning Traits for the Ranger Recognition Club. Principals will reward students who are nominated by staff following campus expectations using the Ranger Recognition Club protocol including a positive phone call home and a Ranger Recognition Club Spirit Stick. Staff will submit 1 positive office referral per semester.

Strategy's Expected Result/Impact: Increased positive behavior according to the Ranger Code of Honor and the Ranger Learning Traits.

Staff Responsible for Monitoring: Principal, Assistant Principals.

	Formative			Summative
Oct	Jan	Apr		June

Strategy 21 Details	Reviews

Strategy 21: Bullying Prevention - Every grade level will receive guidance lessons on bullying prevention. The lesson will include how it is not tolerated, and how to report bullying if it does occur. All 4th and 5th grade students will receive information on how to use the SpeakUp App in order to safely report incidents that make them feel unsafe. District wide Unity Day will be recognized to promote taking a stand against bullying.

Strategy's Expected Result/Impact: Students will feel safe in knowing bullying is not tolerated, but will be well informed on how to handle the situation if it does occur.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, LSSP

	Formative			Summative
Oct	Jan	Apr		June

Strategy 22 Details	Reviews

Strategy 22: Bullying Response - WCE will actively monitor the SpeakUp App and use the Threat Assessment process to evaluate and respond to all reports.

Strategy's Expected Result/Impact: Increase in public perception of WCE response to reports of bullying and an increase in student safety and security.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, LSSP

	Formative			Summative
Oct	Jan	Apr		June

Strategy 23 Details	Reviews

Strategy 23: WCE will implement "Upstander Week" the week before Red Ribbon during National Bullying Prevention month (October) to highlight what it means to be an upstander and advocate for others who are being mistreated or bullied.

Strategy's Expected Result/Impact: Decrease in bullying type behaviors

Staff Responsible for Monitoring: Counselor's, admin.

	Formative			Summative
Oct	Jan	Apr		June

Strategy 24 Details	Reviews

Strategy 24: WCE will designate time allotted within the daily instructional schedule that will be dedicated for the practice of Community Circles (Restorative practice), and the implementation of the district wide SEL curriculum (PurposeFull People).

Strategy's Expected Result/Impact: Increase in strong, trusting relationships among peers and staff. Increase in healthy character development and social strategies and skills.

Staff Responsible for Monitoring: teachers, counselors, admin

	Formative			Summative
Oct	Jan	Apr		June

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

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

Performance Objective 2: The District will enhance the established multidisciplinary approach to proactively support student emotional well-being.

    Evaluation Data Sources: Outline and definition of system

Strategy 1 Details				Reviews			

Strategy 1: The Character Strong Curriculum will be utilized by classroom teachers with students a minimum of 3x per week to promote a safe and positive environment.
    Strategy's Expected Result/Impact: Emotionally healthy students that are equipped to positively navigate within society.
    Staff Responsible for Monitoring: Classroom teachers, counselors, and administration.
				Formative			**Summative**

				Oct	Jan	Apr	June
Strategy 2 Details				Reviews			

Strategy 2: The WCE House System will be utilized to foster relationships and build community to best support the holistic needs of our students and staff.
    Strategy's Expected Result/Impact: A positive and safe school culture.
    Staff Responsible for Monitoring: All staff at WCE and the House System Core Team.
				Formative			**Summative**

				Oct	Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 3: The District will create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being.

    Evaluation Data Sources: Listing of sessions; attendance/involvement rates

State Compensatory

Budget for Woodcreek Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Woodcreek Elementary

Name	Position	FTE
Amy Laxton	Teacher	1
Leslie Starcke	Teacher	1

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
				Sub-Total	$0.00
			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	12			$0.00
2	1	13			$0.00
2	1	18			$0.00
2	1	19			$0.00
2	1	21			$0.00
2	1	22			$0.00
2	1	34			$0.00
2	1	35			$0.00
2	1	38			$0.00
3	1	1			$0.00
4	1	1			$0.00
5	1	1			$0.00
5	2	2			$0.00

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$0.00
6	2	1			$0.00
6	2	3			$0.00
6	2	5			$0.00
6	2	6			$0.00
6	2	7			$0.00
8	4	1			$0.00
8	4	2			$0.00
8	4	6			$0.00
8	4	7			$0.00
8	4	10			$0.00
8	4	11			$0.00
8	4	12			$0.00
8	4	15			$0.00
8	4	17			$0.00
9	1	1			$0.00
9	1	2			$0.00
9	1	3			$0.00
9	1	4			$0.00
9	1	5			$0.00
9	1	6			$0.00
9	1	7			$0.00
9	1	8			$0.00
9	1	9			$0.00
9	1	10			$0.00
9	1	11			$0.00
9	1	12			$0.00
9	1	14			$0.00
9	1	15			$0.00
9	1	16			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	1	17			$0.00
				Sub-Total	$0.00

199 - General Fund PTA Donation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6			$0.00
2	1	8			$0.00
2	1	10			$0.00
2	1	12			$0.00
8	4	3			$0.00
8	4	9			$0.00
8	4	16			$0.00
9	1	18			$0.00
				Sub-Total	$0.00

199 - General Fund Other Donation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	10			$0.00
				Sub-Total	$0.00

263 - Title III-A Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	14			$0.00
2	1	31			$0.00
				Sub-Total	$0.00

263 - Title III ELA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	32			$0.00
8	4	13			$0.00
				Sub-Total	$0.00

255 - Title II Part A TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	33			$0.00

255 - Title II Part A TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	4	14			$0.00
				Sub-Total	$0.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
				Sub-Total	$0.00
461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	4			$0.00
				Sub-Total	$0.00

Addendums

The Percent of **WoodCreek** Elementary 3rd Grade students who achieve Meets and above
in Reading will increase from 81% to 83% by July 2029.

WoodCreek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
WoodCreek: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	24	75%	38	66%	73	85%	0		83	87%	1	100%	13	85%	35	49%	48	75%	55	78%
		2025 Target				76%												59%				

The Percent of **WoodCreek** Elementary 3rd Grade students who achieve Meets and above
in Math will increase from 70% to 72% by July 2029.

WoodCreek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
WoodCreek: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	25	68%	38	58%	73	63%	0		83	81%	1	0%	13	77%	35	40%	48	63%	55	71%
		2025 Target						73%				91%										