Katy Independent School District

Woodcreek Junior High

2023-2024 Campus Improvement Plan

Mission Statement

WoodCreek Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become a productive, responsible, respectful citizen while achieving academic excellence.

Vision

Students first.

Value Statement

You Never Get A Second Chance To Make A First Impression!

Positive Relationships Are The Key!

Words and Actions Matter!

Learning Is The Center Of What We Do!

Be the Best!

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Demographics

Demographics Summary

WoodCreek Junior High opened in 2008 as a campus that serves 6th-8th grade students in Katy ISD. Katy ISD continues to be one of the fastest-growing districts in the Houston area, and because of that growth, enrollment at WoodCreek has fluctuated from year to year. During recent years, enrollment has fluctuated due to new junior high schools opening during the 2019 - 2020 school year. The 2020 - 2021 school year started in the middle of COVID-19, giving students the option to come to school face-to-face or virtually. In 2021 - 2022, all students returned to face-to-face learning with 1,508 students enrolled. Enrollment for last year was 1,557. Our enrollment for the 2023 - 2024 current school year is expected to remain about the same with 1,556 students. WoodCreek has strong attendance rates with 97.6% average daily attendance for the 2022-2023 school year; systems and incentives are in place to address students with significant attendance concerns. The campus continues to develop attendance systems and incentives to improve attendance and address concerns.

In the 2021 - 2022 school year, the campus had the following student demographic percentages: 51.80% White, 21.71% Hispanic, 12.03% Asian, 10.40% Black/African American, 3.66% Two or More Races, 0.39% American Indian/Alaskan Native. These demographic percentages remained fairly consistent with the population in 2022 - 2023: 47.81% White, 23.33% Hispanic, 13.50% Asian, 10.41% Black/African American, 4.69% Two or More Races, 0.19% American Indian/Alaskan Native, and 0.06 Native Hawaiian/Pacific Islander. This year, demographics percentages for WCJH are: 45.93% White, 24.84% Hispanic, 13.47% Asian, 10.23% Black/African American, 5.21% Two or More Races, 0.25% American Indian/Alaskan Native, and 0.06 Native Hawaiian/Pacific Islander.

In 2021 - 2022 school year WCJH has the following program percentages: 26.23% At-Risk, 17.46% Economically Disadvantaged, 6.47% Emergent Bilingual, 11.31% Gifted and Talented, 9.00% Section 504, and 12.69% Special Education. These program percentages remained fairly consistent in the 2022 - 2023 school year: 28.47% At-Risk, 20.63% Economically Disadvantaged, 9.90% Emergent Bilingual, 13.37% Gifted and Talented, 9.00% Section 504, and 12.66% Special Education. This year, the program percentages for WCJH are: 31.07% At-Risk, 23.76% Economically Disadvantaged, 13.09% Emergent Bilingual 14.99% Gifted and Talented, 8.00% Section 504, and 14.80% Special Education.

According to the State of Texas, the campus meets academic standards yearly, as demonstrated by test scores. Campus programs (e.g., CTE, Special Education, Fine Arts, Athletics, GT) align with the teachers' and administrators' philosophies and beliefs. Students in the Gifted and Talented program are

currently served in KAP classes, mixed with non-GT students. Teachers are expected to differentiate for the different needs in those classes. Additional extensions for GT students could be offered with more structure and purposefulness. This could potentially be achieved through the master schedule and by providing opportunities to compact curriculum. ESL services are provided for the ESL population, including in-class support for ELLs who are non-English speakers. The campus provides private English classes during the day to facilitate language acquisition for students. The campus continues to increase the number of ESL Multi-Tiered Systems of certified teachers. The campus needs more teachers who can implement strategies that help ESL students increase language acquisition. Having more teachers certified in ESL would also help with scheduling ESL students. All campus teachers and paraprofessionals are Multi-Tiered Systems of Support (MTSS) trained to teach or assist in all student needs. The campus continues to monitor and improve multi-level support for students with academic, behavioral, and/or social/emotional needs.

Teacher retention is strong at WoodCreek Junior High. The campus has a lead mentor, a seasoned teacher who assists new teachers in the profession and the district, providing the support they need to succeed. Each new teacher is given a "buddy" who helps answer questions and guides them through the various tasks that need to be completed. This buddy can also help them with instructional queries or direct them to the appropriate resource. Support is provided to staff members looking to grow professionally. Professional development is readily available through job-embedded professional development provided by campus instructional coaches and content lead teachers. Regarding the parents and the community, most of the parents have college degrees and have moved in from other places. Most WoodCreek Junior High parents expect their students to go to college. The community is growing because of new home development, and many parents work in the oil industry, which is easily accessible along a major highway near the community. The campus has a high socioeconomic status, and many parents commute to Houston and the Energy Corridor nearby. The community is considered a safe place to live, and the campus has many students actively involved in school activities ranging from fine arts to athletics.

Demographics Strengths

1. The programs that are offered for our students, align with the philosophy and beliefs of all stakeholders.
2. Professional Development opportunities are available to meet the needs of diverse staff and their level of experience.
3. Good mentorship structures exist for new teachers to the profession and new teachers to the school/district.
4. Parents and the community are involved with the campus.
5. The community continues to grow and become more diverse.

Student Learning

Student Learning Summary

Current preliminary STAAR scores reflect a satisfactory level of students approaching grade level. We will continue to provide support for students who are supported through ESL, Section 504, and SPED. These supports will be provided through co-teaching/inclusion, tutorials, accommodation adjustments through ARDs, and intervention options through labs and targeted advisory periods. Individual student needs are identified through teacher assessment and collaboration with the administration. Teachers will incorporate SLO reports to individualize student weaknesses and needs further. Data from State and Campus Assessments are also utilized to identify some of these needs. This data is then used to determine proper intervention placements in tutorials, targeted advisory, or intervention labs/electives. Multi-Tiered Systems of Support are utilized to collaborate among staff to support individual students. The Student Support AP coordinates this program with the grade-level APs and staff. This data is used to make recommendations to 504 or Special Education. Individual test scores are in alignment with students' Report Cards. Students' Report Cards and Benchmark data have allowed interventions to be used with those students regardless of the outcome. We will continue to enhance our collaborative teaching and resource instruction to provide support for these students. These students have access to the intervention programs we use on campus as general education students. We will continue to offer intervention labs and electives. We will continue to allow fluid movement into these courses as student need is identified. These programs have proven to be adequate support for struggling students. Our special population committees (ARD, 504, LPAC, etc.) provide sufficient support for our students. The administration of these committees allows for constant evaluation and opportunities for improvement on an as-needed basis throughout the year. Many tools support student success, such as daily tutorials before/after school, reteach/retest procedures, a testing center for make-up testing, and Canvas webpages for instructional support and staff-to-family communication. Students who experience high absenteeism will be placed on a principal's attendance plan, which supports making up missed instruction and promotes the students improving their attendance. Advisory periods and before or after-school tutorials provide the absent student with instructional make-up opportunities. Intervention and instructional support are provided to students to meet the state's requirements.

Official scores for the 2023 state assessment have not been released as of June 2023, but there are a few notable trends in our longitudinal data. For the last two years, fewer students performed at grade level in math and social studies overall compared to reading, and science. When broken down by grade, sixth graders performed better in math with 72% of students performing at grade level compared to 66% in reading. In seventh grade, 84% of students performed at grade level in reading while 45% performed at grade level in math. In 8th grade, students were assessed in reading, math, science, and social studies where 84%, 76%, 83%, and 63% of students performed at grade level respectively. Nearly all of our seventh and eighth graders who took the Algebra 1 End of Course performed at grade level.

There was an achievement gap among our students of different ethnicities on the 2022 state assessment overall: 57% of our African American students

performed at grade level, 65% of our Hispanic students, 66% of students who identified as two or races, 75% of our American Indian students, 78% of our white students, and 90% of our Asian students. White growth was made from 2021 to the 2022 state assessment, less than 60% of students who are economically disadvantaged and students who receive Special Education, 504, and ESL services performed at grade level in all subjects except science and Algebra 1. Contrary to students who are serviced under our Gifted & Talented program where nearly all performed at grade level across the board.

Student Learning Strengths

1. The campus has established a robust multi-tiered support system.
2. The campus has a student support team that consists of a grade-level Assistant Principal, a grade-level Counselor, and an MTSS Coordinator.
3. The campus staffing includes highly qualified professionals who support programs such as Gifted and Talented, Special Education, and Emergent Bilinguals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Closing gaps in math and reading by student cohort is a challenge. **Root Cause:** Learning loss, changes in the student population due to our fast-growing community, teacher retention, and residual effects of the Pandemic.

Problem Statement 2: WCJH could improve levels of mastery for approaches, meets, and masters. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.

Problem Statement 3: There have been some challenges and inconsistencies when tracking student growth with local and state assessments. **Root Cause:** Redesign of local and state assessments.

Problem Statement 4: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

School Processes & Programs

School Processes & Programs Summary

When analyzing state assessment reporting categories and student expectations, the district curriculum is well-written and provides an appropriate foundation for teachers to plan instruction. The curriculum is written so that essential standards that are relevant and assessed most often on STAAR are taught most frequently. The curriculum and the methods used in Katy ISD assure that it benefits all students. The weekly learning team meetings within the departments which consist of administrators, instructional coaches (ICs), and teachers allow for the curriculum to be reviewed by looking at data, lessons, and assessments. The collaborative teams utilize the backwards design to assure the learning of all students. During learning team meetings, teachers and instructional coaches are expected to break down the readiness, supporting, and process standards, and develop "I Can" statements to address the learning team meetings question, "What do we want students to learn?". At WoodCreek Junior High, teachers ensure that instruction is rigorous and relevant by breaking down the TEKS and planning backward starting with formative and summative assessments. Instructional Coaches provide feedback and resources to teachers to ensure that the district's curriculum is taught with fidelity. Students engage in authentic work that is student-centered. Working cross-curricular with other subject contents, allows students to utilize different learning styles and experience content in different subject areas. During team learning, the teachers create common assessments by breaking down the TEKS, reviewing released STAAR items, and considering past assessment data. Teachers use these assessments to monitor and respond to student progress. Teachers and Instructional Coaches analyze assessment data to identify TEKS and students for reteaching and retesting opportunities. Teachers are expected to reteach (and then retest) those objectives that are not mastered by students during first teach. Teachers at WoodCreek Junior High can use Lead4ward resources to generate student learning reports to track student growth. Teachers receive ongoing embedded professional development opportunities for scientifically based research and best practices through learning team meetings, district training, and professional development. Additionally, at WoodCreek Junior High, the Instructional Coaches observe classroom teachers and provide feedback on a variety of research-based strategies. The instructional initiatives of the campus and district are fully aligned with the campus improvement plan. Professional development strategies are implemented in small chunks through large groups, small groups, and individual sessions. The administrative team makes frequent visits to classrooms to monitor the success of the implementation of the campus's innovative practices, differentiated instruction, and collaborative teaming. Instructional and linguistic accommodations are routinely used in both inclusive and sheltered classrooms. The accommodations that are used in the lesson are determined by the classroom teacher individually as well as in collaborative meetings with the ESL specialist. The ESL specialist and assistants track the consistent use of the accommodations by using Katy ISD documents. This determines the necessity of these accommodations on state assessments. Assessment data analysis allows us to see the effectiveness of the accommodations. Further data analysis of day-to-day instructional accommodations would allow us to be even more effective. The goal for the district is to purposefully improve student learning through strategic design. Special education is an area of focus for the district and the campus. Teachers will use common assessments and

backwards design to have good first-time teaching and to analyze where students are. The campus is focused on improving student achievement. We are a high-achieving campus with a focus on data collection. We continue to focus on meeting students' individualized needs.

There is a leadership team that meets biweekly to discuss what is happening on campus and to help make decisions. Team leads across all contents meet quarterly to discuss goals and teaching strategies. Teachers have a voice in school practices through voting, speaking with their ICs, and some teachers being part of the Leadership Team. This allows for collaboration and input to drive the goals of the campus and district. Committees comprised of teachers are established for different decisions that impact the campus. Our campus will continue to focus on implementing Positive Behavior Intervention System strategies (Respect the PACK) to develop consistency in common areas and the classrooms. Each teacher is assigned duties either in the AM or PM to assure safety throughout the building. An administrator oversees the development of these schedules and monitors their effectiveness. It is important that each teacher monitor and utilize the methods that are helpful under PBIS. It is important to have clear expectations for all students in the common areas. This will be helpful with behaviors for students. The teachers will be trained by the administrator in best practices and common language. Under PBIS, the implementation of recognizing when students display positive behaviors and positive office referrals is used to continue to improve positive citizenship within the building. There are several programs for students and opportunities for them to be involved outside of the school day which includes musical arts, athletics, theater arts, and social clubs. We offer comprehensive tutorials before and after school which allows for opportunities for interventions and extra help. The master schedule is created in order to maximize instruction during the school day, increase collaboration among teachers, and protect instruction from unnecessary interruptions. The building is divided by grade levels and subjects. We have a fine arts wing and an athletics area. The building is divided in such a way that it is easy for teachers to collaborate and focus on instruction informally and formally. WoodCreek Junior High promotes our staff becoming connected educators. Our instructional leaders promote integrating technology use (both instructor and student) into lessons, and they provide information and opportunities to gain professional development in the area of technology use. All teachers and students utilize a variety of technology resources. Smart boards are utilized in classrooms daily. Canvas is utilized by students, staff, and parents to access the curriculum and interface regarding progress. Some teachers provide feedback to their students on homework through Canvas to clarify misconceptions before the next day's class, which optimizes instructional time. Students have access to library-technology before and after school. Students can connect with their teachers through Canvas and other applications regarding their learning using their own devices. WoodCreek Junior High encourages teachers to utilize technology by participating in district-sponsored professional development. Our Campus Technology Designer, or CTD, is available to meet weekly with Learning Teams to assist in technology integration as part of their lessons. The Classroom Technology Designer is available for staff support and one-on-one enrichment of technology knowledge. Technology is used to support instruction and learning by determining relevant applications, devices, and strategies that support given student and teacher tasks. For example, teachers use Kahoot quiz games to review mastery levels. Technology is implemented at WoodCreek when the district approves applications and technology and makes recommendations to campuses. Teachers identify apps they wish to use in their classrooms and request district review and approval for those apps. Teachers use professional judgment with various web-based applications. Over the next 1-5 years, we will continue to budget and purchase current technology that is relative to student learning. We plan to provide teachers with wireless options that allow them to engage with students side by side more often.

School Processes & Programs Strengths

1. The campus has established a consistent structure for learning teams and leadership opportunities.

2. Teachers and students use technology consistently at school and at home. Canvas is integrated into all courses at WoodCreek.

3. Our teacher's instructional calendars are aligned with the TEKS and the district's unit plans.

4. Data collection and goal setting are inclusive of all student groups.

5.
   The campus is participating in Year 2 of the PLC Academy where we continue to focus on collaborative teams partnering with the district instructional learning team to develop school-wide processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of all students were impacted.   **Root Cause:** Staff changes and limited time with new students.

Problem Statement 2: Students are spending more time utilizing technology for assessment purposes rather than engaging in digital learning opportunities.   **Root Cause:** Access to technology is limited due to funds, damaged hardware, and an increase in campus-wide online testing.

Problem Statement 3: Academic growth is not tracked by student cohort in all subjects.   **Root Cause:** There is very little vertical alignment with science and social studies learning standards.

Perceptions

Perceptions Summary

During previous years, the students described WoodCreek Junior High as a safe school where students and staff were friendly and helpful. The teachers' perception is the same, noting that most students come to school to learn and behave as expected. Upon registration, the grade-level counselor and registrar introduce new students to key staff members and provide an instant support system comprised of fellow students with similar schedules and interests to make them feel safe and welcome. Teachers of new students are emailed with the student's schedules, and student buddies are assigned for between-class transitions. We partner the new student with one of our grade-level ambassadors who are part of our Wolfpack program. The student ambassador gives the new student a tour of the building and invites that student to sit with them at lunch.

The staff at WoodCreek Junior High supports monitoring students in their care to avoid bullying or a threatening environment. Although the students' overall perception of WoodCreek Junior High is that of a safe school, there have been incidences indicating that bullying/harassment occurs. When a student reports the behavior, strict district protocol is followed, which involves a thorough investigation. Social-emotional learning lessons and an active bullying prevention month help educate teachers and students and provide proactive and reactive tools. WoodCreek Junior High administrators, counselors, and the campus officer will monitor reports from the Speak Up app. Administrators, with the help of teachers, will conduct Respect the Pack Chats with classes each grading period. The purpose of the chats is to provide additional support and guidance for character building.

WoodCreek Junior High follows district protocol and safety policies to help ensure safety for all. Our security guard has excellent attendance and is visible throughout the campus; in addition to the monthly drills performed, the security guard checks for safety concerns throughout the day. Campus administrators are visible during class time and especially transitions. Grade-level administrators and counselors work closely to meet the students' emotional needs. Students feel safe throughout the school day and are comfortable with the adults in the building, reaching out if there are problems with them or their peers. One administrator is the campus safety liaison and attends all district-level meetings to ensure WoodCreek Junior High is following all procedures involving safety. WoodCreek Junior High administrators, counselors, and the school psychologist are trained in threat assessment procedures. All staff is trained in Run, Hide, and Fight. The campus behavioral threat team and Crisis Intervention Team, which includes administration, counselors, and the school psychologist, will work together to ensure district protocol is being followed with fidelity.

WoodCreek Junior High has a strong community of staff, parents, and various businesses actively supporting Multi-Tiered Systems of Supporting the campus. The PTA provides many things that add to productivity and instructional practice (technology, staff professional development, programs for students, etc.). Parents feel that the school is run effectively and welcome at school-wide events: Open House, community pep rallies, Multi-Tiered

Systems of Supporting events, fine arts events, and events that kick off the school year. Parents receive communication by emails, conferences, phone calls, Canvas, district app, weekly campus e-news Timberwolf Times, and campus social media (Twitter, Instagram, Facebook, etc.). The campus ESL specialist ensures that parents who speak languages other than English are given translated materials or other references. The campus administrator that serves as the liaison for partnerships with outside businesses ensures that these relationships are strong, resulting in donations and incentives for our staff and students throughout the year. WoodCreek Junior High Watch Dogs program allows the dads of students to be visible and provide monitoring support on campus throughout the school day. Parents, staff, and community members attend Campus Advisory Team meetings four times throughout the year to provide input as stakeholders about campus decisions.

In addition to a thriving fine arts program and the campus athletics program, WoodCreek Junior High has a variety of clubs/groups and programs that are open to all students, such as Red Ribbon Week, Social Emotional Learning lessons, College Education Week, various visitors/speakers on campus, and clubs like student council.

Campus life at WoodCreek Junior High displays a family atmosphere among the teachers and students. We support each other personally and professionally, creating a warm culture and climate.

Perceptions Strengths

1. The community partners with the campus to support our common safety values and implementation of the Watch Dog program.
2. Our campus school psychologist partners with our counselors and administration to provide learning opportunities while creating a safe space for students and staff members.
3. Safety is emphasized and discussed weekly in the Timberwolf Times with a focus on the following:
   a. Safety Plans and Training: Our safety plans are updated, and all staff and students will receive instruction and training at the start of the year and throughout the year.
   b. Staff and Student IDs: Staff and students must wear their ID badges at all times during school hours, while on school property. If a student loses their ID, a replacement must be purchased promptly from the school library.
   c. Visitor and Volunteer Management: All visitors are expected to check in at the front office and must be cleared before entering the building during instructional hours.
   d. Cameras and Doors: Our campus and Katy ISD buses have a robust system of cameras that are monitored and used daily to assist us in creating a safe environment. Exterior doors throughout our building are all monitored through an access control system and have alarms. All exterior doors are to remain closed and locked during school business hours. Interior classroom doors are expected to be locked at all times.
   e. Safety Personnel: Our WCJH Safety and Security Team continuously plans, reviews, and oversees safety. Our junior high school is staffed with a security guard and a Katy ISD police officer. This year, Security Guard Steve White and Police Officer Edgar Torres will assist us at WCJH.
   f. Anonymous Reporting Platform (SpeakUP): Everyone in the community is encouraged if they see something, say something. SpeakUP is the

anonymous reporting platform that students, parents, and patrons can use to report safety concerns, bullying, threats of violence, drug use, as well as any other concerns related to student physical or mental health. SpeakUP is available for download in the Apple Store or Google Play. It is also available on all District websites, computers, and District devices. SpeakUP provides an opportunity for the Katy ISD community to anonymously provide valuable information to campus/district administration and law enforcement that will help keep our students safe.

Priority Problem Statements

Goals

Revised/Approved: August 4, 2023

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

Performance Objective 1: By the end of May 2024, student growth will increase in tested content by 3%.

    Evaluation Data Sources: CBA, DLA, and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teams of STAAR-tested grades/subjects will meet twice a grading period during Advisory to discuss data-driven instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Planned instruction and student-centered learning will be differentiated for the first teaching of new content. **Staff Responsible for Monitoring:** Instructional Coaches		85%			
Strategy 2 Details		**Reviews**			
Strategy 2: Track student progress/growth by cohort.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Planned instruction and student-centered learning will be differentiated for the first teaching of new content. **Staff Responsible for Monitoring:** Administration Instructional Coaches		25%			
0% No Progress	100% Accomplished		➡ Continue/Modify	✖ Discontinue	

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

Performance Objective 2: Instructional staff will collaborate with teachers from other content frequently to support students' needs.

    Evaluation Data Sources: Data Tracking in Teams

Strategy 1 Details	Reviews			

Strategy 1: Staff will utilize Microsoft Teams to track data and collaborate regarding students' needs, weaknesses and strengths.
    Strategy's Expected Result/Impact: Academic data will improve.
    Staff Responsible for Monitoring: Administration
Instructional Coaches
Campus Leadership Team
SPED Leadership Team
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	60%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 3: By the end of May 2024, the campus will improve the average daily attendance by 0.5%.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
Strategy 1: WCJH will develop an Attendance Intervention Committee that will meet and address students who are chronically absent.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in chronic absenteeism. **Staff Responsible for Monitoring:** Administration Counselors Testing Coordinator ADA Clerk Campus Police	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details		Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers		N/A			

Strategy 2 Details		Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state-mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers		100%	100%	100%	

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

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: During 2023 - 2024 school year, all instructional staff will participate in 2 PD sessions based on their learning needs.

    Evaluation Data Sources: PD Attendance

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in a learning cohort based on their choice of preferred topic.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will perfect their craft and add to their professional growth. **Staff Responsible for Monitoring:** Instructional Coaches	Oct	Jan	Apr	June
	20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By May 2024, instructional teams will adopt, and successfully implement the new structures and processes for learning teams.

    Evaluation Data Sources: None

Strategy 1 Details		Reviews			
Strategy 1: WCJH learning team cohort will attend district training to support the staff during the transition.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigor for quality 1st teach will improve which will result in improved assessment scores. **Staff Responsible for Monitoring:** Instructional Coaches		**Oct**	**Jan**	**Apr**	**June**
		65%			
Strategy 2 Details		**Reviews**			
Strategy 2: Staff will collaborate to develop "I can" statements.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a better understanding of the part in the learning process which will create a positive learning experience for all learners. **Staff Responsible for Monitoring:** Instructional Coaches		**Oct**	**Jan**	**Apr**	**June**
		50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: During the 2023-2024 school, the campus will spotlight digital citizenship week and incorporate students' digital footprint in Respect the Pack Chats.

    Evaluation Data Sources: Administration

Strategy 1 Details		Reviews			

Strategy 1: Each core content class will receive 10 Devices and teachers will be encouraged to check out additional technology from the library for students to use appropriately.
    Strategy's Expected Result/Impact: Students and staff will be engaged in purposeful interactive activities that help push student learning.
    Staff Responsible for Monitoring: Admin, Librarian
		Formative			**Summative**

		Oct	Jan	Apr	June
		100%	100%	100%	
Strategy 2 Details		**Reviews**			

Strategy 2: One staff member will pilot a one-to-one program with Chromebooks to develop a process for future technology plans.
    Strategy's Expected Result/Impact: With teacher and student feedback, a process can be developed that will help students be more digitally responsible when it comes to using technology for academic purposes.
    Staff Responsible for Monitoring: Admin, Librarian
		Formative			**Summative**

		Oct	Jan	Apr	June
		50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: By May 2024, staff will rate their professional experience during this school year as an above-average experience.

Evaluation Data Sources: Pulse Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Staff members will submit feedback regarding professional growth and student learning during the first and second semesters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The learning and social experience of the students will rate above average as a whole. **Staff Responsible for Monitoring:** Administration	Oct	Jan	Apr	June
	85%			
Strategy 2 Details	Reviews			
Strategy 2: Staff will share their professional story via social media.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The community will get a look at the positive impact occurring at WCJH. **Staff Responsible for Monitoring:** Administration	Oct	Jan	Apr	June
	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: By May 2024, the campus will participate in at least one event that focuses on staff appreciation.

Evaluation Data Sources: NONE

Strategy 1 Details			Reviews			
Strategy 1: Staff will celebrate Staffulty of the week while incorporating a PBIS point system for staff.			**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors			**Oct**	**Jan**	**Apr**	**June**
			30%			
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue			

Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: By May 2024, all stakeholders will rate their perception of the development of all students and activities at WCJH as above average.

Evaluation Data Sources: End of Year survey results and volunteer registration hours.

Strategy 1 Details			Reviews		
Strategy 1: Feedback from the Climate and Culture surveys will be reviewed by the administration each grading period.			**Formative**		**Summative**
Staff Responsible for Monitoring: Administration		**Oct**	**Jan**	**Apr**	**June**
		N/A			

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

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: By December 2023, the campus will partner with the community to develop a business partner list.

    Evaluation Data Sources: NONE

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: PTA Newsletter will be sent out to the community every other week.

    Evaluation Data Sources: NONE

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By May 2024, bullying reports and violent disciplinary data will decrease when compared to the previous year.

    Evaluation Data Sources: BHIP and discipline data

Strategy 1 Details	Reviews			

Strategy 1: Grade Level APs will partner with counselors to plan ways to support students with multiple infractions or where bullying/violence has been identified.
    Staff Responsible for Monitoring: Admin
    Counselors
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	30%			

Strategy 2 Details	Reviews			

Strategy 2: Grade Level APs and the Student Support AP will work together to support behavior concerns of students who receive services through Section 504 or Special Education.
    Strategy's Expected Result/Impact: Students will positively communicate concerns to staff members and will problem solve better
    Staff Responsible for Monitoring: Admin
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Campus counselors will complete the required relationship and trauma training sessions. **Staff Responsible for Monitoring:** Counselors	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
	35%			

Strategy 4 Details	Reviews			

Strategy 4: Grade-level APs will partner with grade-level counselors to review data on bullying/violent incidents during grade-level meetings once every six weeks.
    Strategy's Expected Result/Impact: Increased awareness by all staff members of high bullying/violent areas in an effort to prevent future incidents.
    Staff Responsible for Monitoring: Administration
    Counselors
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	N/A			

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

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: By May 2024, student survey data will show an increase in how frequently adults enforce rules and expectations at WCJH as compared to the previous year.

    Evaluation Data Sources: Student Safety Survey

Strategy 1 Details		Reviews			
Strategy 1: WCJH will develop and implement a school-wide safety matrix that aligns with Respect the PACK (Prepared, Accountable, Courageous, Kind) .		**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in student perceptions of campus adults enforcing rules and expectations. **Staff Responsible for Monitoring:** All Staff		**Oct**	**Jan**	**Apr**	**June**
		30%			
Strategy 2 Details		**Reviews**			
Strategy 2: Grade-level APs will partner with grade-level counselors to have Respect the PACK (Prepared, Accountable, Courageous, Kind) chats with students once every six weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be reminded of campus expectations and how they will be enforced. **Staff Responsible for Monitoring:** Administration Counselors		**Oct**	**Jan**	**Apr**	**June**
		35%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: By May 2024, staff will obtain developmental knowledge of MTSS-B to prepare for implementation during the 24-25 school year.

    Evaluation Data Sources: Grade-level meeting Agendas and minutes

Strategy 1 Details	Reviews			
Strategy 1: Grade-level APs and Student support APs will partner with counselors to meet with teachers to target students who additional support and monitor student behavior trends	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff members will be prepared to successfully implement MTSS-B interventions for students who need additional support regarding behavior during the 24-25 school year. **Staff Responsible for Monitoring:** Administration Counselors	20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				