

Katy Independent School District
Woodcreek Elementary
2018-2019 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.

Positive family culture

Everyone collaborates to improve number 1 and 2

Value Statement

As a WoodCreek Elementary community, parent, staff member and student...

We promise to have high expectations where risk-taking and failure are opportunities to be great.

We promise to provide a loving and respectful environment.

We promise to be life-long learners, creative thinkers and innovators that create the future.

We promise to collaborate with each other to inspire and achieve success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

WoodCreek Elementary benefits greatly from the diversity of our learning community. We value the unique qualities each individual brings to school each day and work to support all 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.

WoodCreek is home to routinely 1100 to 1200 students and had 1133 in the last reported year. Of these students approximately 48% are White, 22% Asian, 18% Hispanic, 8% Black or African American, 3% identifying as two or more races and less than 1% American Indian or Alaska Native.

Our special populations included 35% At Risk Students, 18% English Language Learners, 9% Economically Disadvantaged, and 8% identified for Special Education services. Our campus had a mobility rate of about 7%.

The WCE campus attendance rate was 97.5%

Our staff, who support these students, is approximately 84% White, 8% Black or African American, 6% Hispanic, and 5% Asian. Our staff is relatively new to the profession with only 43% of staff members having more than ten years of experience. 24% of our staff have graduate degrees.

At WCE our average class size was approximately 20:1 in Kindergarten through third grade, 22:1 in third and fourth, and 23:1 in fifth.

Demographics Strengths

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

Our ELL 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 more than 20% have advanced degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1: WCE plans to more effectively celebrate our community's diversity by including a multicultural night and becoming a "No Place for Hate" school.

Problem Statement 2: All WCE teachers are required to obtain their ESL certification within two years and their GT certifications within one year of working at WCE.

Student Achievement

Student Achievement 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 2018 school year are as reported:

95% of third grade students met the passing standard in reading. Of those same students, 95% also met the passing standard in math.

In fourth grade, 93% of students met the passing standard in reading with 71% having made progress. In fourth grade, math 97% of students met the passing standard with 69% making progress. In fourth grade, reading 88% met the passing standard in writing.

In fifth grade, 94% of students met the passing standard in reading with 79% having made progress. In fourth grade, math 99% of students met the passing standard with 82% making progress. In fourth grade, reading 91% met the passing standard in science.

Student Achievement 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. 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: WCE students in grade 3, 4, and 5 are not currently meeting our own target of student achievement of 80% or higher (average percentage of approaches, meets, and masters grade level) in all content areas as indicated in Domain 1. This is 20% higher than the state expectation for an "A" rating.

Problem Statement 2: 90% of WCE students are not currently recording a meet (.5 points) or exceed (1 point) in the progress measure as indicated in Domain II.

Problem Statement 3: WCE students are not currently meeting or exceeding the state performance thresholds as indicated in Domain III in 100% of all sub population areas. Specifically, we were under in the economically disadvantaged population in the Academic Growth category for reading and we were under for the Asian population in the Academic Growth category for math.

School Culture and Climate

School Culture and Climate Summary

WoodCreek Elementary has a tradition of excellence. A culture of high expectations from our learning community that values innovation, critical thinking, collaboration, and communication is our driving force. These ideals motivate our short term goals and inform 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 understand that they are loved.

School Culture and Climate 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 is one example of our desire to collaborate. Teachers have campus two Curriculum & Instruction Leaders for each team for 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 School Culture and Climate Needs

Problem Statement 1: We want to support our staff’s knowledge of our expected campus culture and climate and work to provide a consistent and successful experience for our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

One of WoodCreek Elementary's most valuable strengths is its human resource 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 whom 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.

Staff Quality, Recruitment, and Retention Strengths

The process of recruitment at WoodCreek is collaborative. Instructional and support staff 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, ESOL 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 Intervention Coach, 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

WoodCreek Elementary uses data to evaluate our teaching and our students' learning. We routinely use data to focus our instruction and planning.

Teachers meet regularly with the Instructional Coaches to understand the TEKS. Teacher make Performance Scales of the TEKS which allow teachers to meet instructional expectations and plan lessons that engage for all students.

Pre-Assessments and Common Assessments are developed by the grade level teachers and approved by the Instructional Coaches to make sure are tightly aligned to district expectations and the TEKS.

Focus TEKS are identified from STAAR test data before school starts by both the support staff and the instructional staff. Identifying these TEKS allows the instructional staff to see our previous weakest areas and improve the instruction for these areas.

Data from Common Assessments and District Learning Assessments are reviewed by the administrative team after they are given and then shared with the grade level teams. All data is shared with all teachers. Teachers identify strengths and areas of focus and articulate a plan to work toward their collective goal. This feedback allows teachers to reflect on strengths and improvements needed.

Curriculum, Instruction, and Assessment Strengths

Instructional Coaches attend weekly planning meetings with teams. They guide TEK Talks, Performance Scale Writing, and Long Range Planning with all teams.

Intervention and Review Time allows for intervention for students who have not learned it and allows implementation of performance tasks for students who already know it.

Pre-assessments, Common Assessments, District Learning Assessments, and other campus or classroom assessments inform planning and instruction and provide data for analysis.

Students in intermediate grades receive training on goal setting and tracking progress from classroom teachers and the Instructional Coaches with support from the administration.

Monday Learning Meetings occur bi-weekly for an hour after school. Instructional staff with support from the coaches select the topics to be investigated in these meetings. Teaching staff is encouraged to present at these meetings.

All instructional staff creates a summer learning plan with their content Instructional Coach which takes advantage of the many learning sessions inside Katy ISD. The campus also plans summer learning beyond the district which has included conferences and/or hosting professional development opportunities.

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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Assessment of learning must focus solely on measures of learning (TEKS) and not measures of behavior.

Problem Statement 2: Grading must be based on ethical principles for grading.

Problem Statement 3: Performance tasks need to be created based on the "Masters" level of the Performance Scales and used for those who already show mastery before it is taught.

Problem Statement 4: Collaboration, communication, creativity, and critical thinking through performance tasks needs to increase in our WCE instruction and classrooms.

Parent and Community Engagement

Parent and Community Engagement Summary

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.

Parent and Community Engagement Strengths

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 10's of 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. As a campus we help support them by pairing our evening events with their monthly meetings in each grade level. 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 providing opportunities and in parent and community communication. Currently, we communicate weekly with all families with the campus Ranger News. Based on a parent communication survey given last year, we have implemented a new strategy. 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 2: We will continue tracking those who give of themselves for our campus as we work to encourage deeper engagement and thoughtful recognition.

School Context and Organization

School Context and Organization Summary

Student Growth and Success 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.

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

Safe and Orderly Working and Learning Environment Students, staff, and parents will regard KISD as a safe and loving environment to learn and work in.

School Context and Organization Strengths

Intervention and Review Time is implemented and refined and continues this year to provide students the opportunity to enhance or remediate their learning.

Pre-assessments and common assessments are used to track student growth. Data is analyzed and used to improve our approach.

WCE administration and campus leaders participate in Lead4ward webinars and continuously investigate off campus Lead4ward trainings.

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

Monday "Learning Meetings" are established to equip classroom teachers with classroom activities to enhance student achievement growth. The entire sets the scope and sequence of these meetings and the teacher leaders use that to make the differentiated sessions that different teachers attend.

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 categories 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.

Business partnerships are maintained and developed through WCE's campus PIE program. Businesses support WCE in various ways including hosting

WCE Spirit Nights and making donations to the campus.

100% of the WCE staff join the PTA.

Campus Instructional Leaders are established. There are two per a grade level (in 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 used “Go Bags” to help with safety and communication when safety drills were performed.

The school reviewed Champs expectations at the beginning of the year.

Administrators use the Ranger Code of Honor and Promises with students when office reports are written.

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

New staff members and WCE parents are encouraged to attend Love and Logic training.

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: WCE will use data more effectually plan and deliver differentiated instruction.

Problem Statement 2: WCE will continue to strengthen the RTI process and serve students with targeted interventions.

Problem Statement 3: Staff will continue to utilize campus Kid Chats to discuss and support vulnerable students and student populations.

Problem Statement 4: Intervention and Review Time (IRT) must continue to target academic growth for all students including those with high achievement, but low growth.

Problem Statement 5: WCE will continue to strengthen home-school connections and communication for students with attendance issues.

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: WCE must strengthen supports for students with repeated and/or frequent behaviors that impede learning through a positive approach to discipline management.

Technology

Technology Summary

WoodCreek Elementary recognizes the role technology plays in the lives of successful individuals. We work to develop students who are both knowledgeable and good digital citizens. We do this through seamless immersion of meaningful learning experiences that are enhanced through relevant technology. We seek connections with our various curriculum which can be enhanced through technology. We work to provide a safe and productive environment that allows our students to successfully transition from the classroom to their adult lives as responsible digital citizens.

Technology Strengths

WCE works to realize seamless immersion through the following:

Investigation and adoption of online and digital instructional materials. We work to align materials with both district and campus requirements and expectations.

All classrooms receive mobile devices which are used to enhance both teaching and learning.

We encourage bring-your-own-device in all grade levels as appropriate and for specific instructional purposes. Our classroom device help to supplant for BYOD as well.

Classrooms are provided an Apple TV, projector, wireless connections, and a document camera enabling the modeling of efficient technology use and connectivity.

WCE provides iPad carts that are checked out for specific learning experiences. The campus also has available iPads and hot spots that students may check out for use at home.

Students are also provided weekly computer lab time allowing for whole group instruction.

Our Librarian and KISD Instructional Technologist offer annual training and as needed for teacher groups and individual teachers. Additional professional development opportunities are encouraged and supported by campus administration.

Problem Statements Identifying Technology Needs

Problem Statement 1: WCE continues to replace aging Apple devices that no longer support IOS updates.

Problem Statement 2: WCE will continue to increase the seamless integration of technology to enhance instruction using the SAMR model.

Problem Statement 3: WCE will increase the students and parents interaction with the school from home through technology using Canvas, our website, and Social Media.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Study of best practices

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: High Student Achievement:

*WCE students in grade 3, 4, and 5 will meet the student achievement target of 80% or higher (average percentage of approaches, meets, and masters grade level) as indicated in Domain I.

*90% of WCE students will meet (.5 points) or exceed (1 point) the progress measure as indicated in Domain II.

*WCE students will meet or exceed the state performance thresholds as indicated in Domain III in 100% of all sub population areas.

*WCE will rank in the top 25% of comparable schools in Domains I and II.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Fact Fluency program will continue in grades 1-5 according to district policy.	Grades 1-5 teachers	Increase in CA's scores				
Funding Sources: 199 - General Fund - 0.00						
2) K-5th Grade students will utilize daily writing and emphasize writing in math, science and social studies using the CER model.	Grades K-5 teachers, Instructional Coaches	Writing scores and applied editing skills will increase on STAAR, common assessments and DLA's.				
Funding Sources: 199 - General Fund - 0.00						
3) Provide additional instruction for identified students at-risk for reading in K-5.	Academic Support teachers and grades K-5 teachers.	Increase STAAR scores, increase student progress on ISIP, Fountas & Pinnell, common assessments and DLA's, IPT, TELPAS				
Funding Sources: 199 - State Comp Ed - 0.00						
4) Classroom and campus communication will primarily be through Canvas. Automated phone system, enews, and other web based communication will be utilized when needed.	K- 5th grade teachers	ISIP Testing, Word work writing STAAR common assessments and DLA's				
Funding Sources: 199 - General Fund - 0.00						

5) Teachers will use a science interactive student notebook, incorporate vocabulary building strategies, and incorporate a student -centered, student created interactive science word wall in all science classrooms, grades K-5.	Science teachers, administrators, WCE Science Vertical Alignment Committee	Student centered-student created interactive science word wall in each classroom, use of science warm - up program and vocabulary interactive notebook, increased scientific knowledge, improved test performances by students.				
Funding Sources: 199 - General Fund - 0.00						
6) Grades K-5 will utilize the Science Lab.	Science Teachers	Use of the Science Lab for hands-on activities, increased scientific knowledge, improved test performance by students.				
Funding Sources: 199 - General Fund - 0.00						
7) Provide a minimum of 2 authors/ illustrators as well as book clubs to enrich knowledge of literature.	Librarian	Author/ Illustrator visits and book clubs				
Funding Sources: 199 - General Fund PTA Donation - 0.00, 199 - General Fund - 0.00						
8) Grades K-5 will incorporate vocabulary building strategies to enhance reading skills.	K-5 Teachers	Common assessments, DLA's ISIP				
Funding Sources: 199 - General Fund - 0.00						
9) Provide a classroom rich in mathematical speaking and vocabulary. Math vocabulary displayed in every classroom(Math wall) and spoken daily.	K-5 Math Teachers	Increased understanding of word problems by students.				
Funding Sources: 199 - General Fund - 0.00						
10) The Literacy library will provide leveled books and teacher resources for use in reading instruction.	Grades K-5 Teachers, Academic Support Teachers, Instructional Coach ELA	ISIP and STAAR reading scores, Fountas & Pinnell				
Funding Sources: 199 - General Fund PTA Donation - 0.00, 199 - General Fund - 0.00						
11) Incorporate state and KISD safety standards and utilize grade specific safety equipment in the science lab and the classroom.	Administrators, Science Teachers, Science Committee, Math /Science Instructional Coach	Lesson Plans, Observation				
Funding Sources: 199 - General Fund PTA Donation - 0.00, 199 - General Fund - 0.00, 199 - General Fund Other Donation - 0.00						
12) Utilize KISD Canvas Science courses for science curriculum.	District	Curriculum resources				
13) Incorporate daily science lesson plans and 5 E lessons in all K-5 classrooms.	Science Teachers, administrators	Forethought lesson plans, quality science lessons in each classroom, improved student achievement.				
Funding Sources: 199 - General Fund - 0.00, 199 - General Fund PTA Donation - 0.00						
14) Utilize the EduSmart resource in Kindergarten classes and the Science Enrichment textbook "ScienceSaurus" in Grades 1-5 to support science vocabulary instruction.	Science Teachers, administrators, Math/Science Instructional Coach, WCE Science Vertical Alignment Committee	Student work, Forethought lesson plans, improved science scores in common assessments, DLA's and state mandated testing.				
Funding Sources: 199 - General Fund - 0.00						

15) Web 2.0 and BYOD are used daily in 1-5 and on scheduled dates for Kindergarten. iPads are used daily in grade K-5. Technology will be used seamlessly to enhance instruction.	K-5 Teachers, Specials Teachers					
16) Utilize Title III immigrant funds to supplement instruction provided to Immigrant students.	K-5 Teachers, ESL Teachers, Academic Support Teachers	Student assessment data, student engagement subjective: walk throughs, observations, grades, IPT, TELPAS				
Funding Sources: 263 - Title III-A Immigrant - 0.00						
17) Grades K-5 will utilize Writer's Workshop. Resources are available in the literacy library.	IC, Teachers, Admin.	Increased STAAR writing scores as well as increase writing ability in grades K, 1, 2, and 3.				
18) Literacy help for parents of students through conferences	Teachers, IC, Admin	Increased parental awareness				
Funding Sources: 199 - General Fund - 0.00						
19) Dyslexia help for parents online in district dyslexia parent course	Dyslexia Instructor	Increase awareness				
20) Provide additional instruction for identified students at-risk in Math for grades K-5	Academic Support Teachers and grade teachers.	Increase STAAR scores, increase student progress on SMI, common assessments and DLA.				
Funding Sources: 199 - General Fund - 0.00						
21) "Dream Box will be implemented in grades K - 5 according to district policy to make instructional decisions for identified students."	Grades 2 teachers	Increase math awareness in classroom and assessments.				
22) I -Station for grades K-5	ELA IC and teachers	Increase phoenimic awareness/fluency on ISIP reports				
23) Promote cultural awareness by having a multicultural night and celebrating different heritages.	School Counselor, Staff, Volunteers	For students to have a level of understanding about each other in order to facilitate collaboration and cooperation.				
Funding Sources: 199 - General Fund - 0.00						
24) Continue Read, Deed and Run	Teachers					
25) All Social Studies teachers will integrate the campus developed STAAR strategies when reading Social Studies materials.	IC and grade 1-5 teachers	STAAR reading results				
26) Social Studies teachers will incorporate all steps of the writing process when using Social Studies prompts	IC and grade 1-5 teachers	STAAR expository writing results				
27) Utilize STEAM Scopes online resources in grades K-5 to support science vocabulary instruction and the Claim-Evidence-Reasoning (C-E-R) Model.	Science teachers, Administrators, WCE Science Vertical Alignment Committee	Use of the vocabulary interactive notebook, increased scientific knowledge, improved test performances by students.				
Funding Sources: 199 - General Fund - 0.00						

28) Utilize STEMscopes online resources in grades K-5 to support science vocabulary instruction and the Claim-Evidence-Reasoning (C-E-R) Model.	Science teachers, Math/Science Instructional Coach, WCE Science Vertical Alignment Committee	Use of the vocabulary interactive notebook, increased scientific knowledge, improved test performance by students.				
Funding Sources: 199 - General Fund - 0.00						
29) WCE will increase student attendance to 98.5%						
30) WCE teachers will monitor and follow up with parents regarding student absences to increase attendance	Teachers and attendance review committee	98.5% attendance rate by May 2018				
Funding Sources: 199 - General Fund - 0.00						
31) WCE will create incentive plan/charts for students with excessive absences through the Attendance Review Committee.	Teachers and attendance review committee	98.5% attendance rate by May 2018				
Funding Sources: 199 - General Fund - 0.00						
32) WCE will implement class wide and individual student reward systems to encourage students to be at school each day. (Tardy Tators)	Teachers and Admin	98.5% attendance rate by May 2018				
Funding Sources: Parent Organization - 100.00						
33) WCE will communicate with parents through Canvas and Ranger news to inform them of district attendance policies.	Teachers	98.5% attendance rate by May 2018				
Funding Sources: 199 - General Fund - 0.00						
34) The WCE Intervention Coach will hold conferences with parents of students with excessive absences.	Teachers, counselor	98.5% attendance rate by May 2018				
Funding Sources: 199 - General Fund - 0.00						
35) Power Hour for grades 3 - 5.	Teachers and support staff	Increased STAAR scores in Domain 1 and 2.				
Funding Sources: 199 - General Fund - 5000.00						
36) Early Risers (I-Station or Dream Box) will be available for students in grades K-5 who need additional interventions.	Support staff	Increased phonic awareness, fluency and math skills				
37) 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	Principal, Asst. Principal, IC, CIL's	DLA reports and metric, End of Year STAAR reports, System Safeguard Data, Distinction Designation data, PBMAS indicators for ELL, SPED, and NCLB				
Funding Sources: 199 - General Fund - 0.00						

38) (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.	Principals, IC's, Testing coordinator as applicable	End of the year, Identified curricular changes made in Forethought to facilitate technology integration, defined instructional strategies in Forethought facilitating technology integration, Specific lesson plans in Forethought utilizing technology integration aligned to TEKS and STAAR.					
Funding Sources: 199 - General Fund - 0.00							
39) 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.	Admin team, Counselors, GT teacher	Participation in Destination imagination, Pentathlon, Academic Decathlon, Other academic competitions. Student enrollment in courses advanced for grade, MSI data, Comparison of class rosters-beginning and end of semesters					
40) SSI-Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of identified students.	Principal, Intervention support staff, Compensatory/Federal programs staff, Counselor, Admin Team	Spring district/state assessment data, promotion/retention data, report cards					
41) (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.	Admin team, CIL's Counselor, GT facilitator	Year end GT professional dev records for each GT teacher, Evidence of implementation, teacher appraisals end of year, observation records, 30 hour awareness certificates					
42) 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.	Admin team, CIL's, Counselor, teachers, GT facilitator	End of year report cards, district or campus evaluation surveys, student products					
43) Gifted and Talented/Advanced Academic Studies: Program options enabled GT/AAS students to work together as a group, work with other students and work independently during the school day throughout the school year. Provide out-of-school options relevant to students' areas of strength giving opportunities for all students to participate in programs such as Destination Imagination. Provide opportunities to accelerate in areas of student strengths. Retain and recruit students in advanced courses.	Admin Team, Counselor, GT facilitator	Participation in Destination Imagination, Pentathlon, Academic Decathlon and other academic competitions. Student enrollment in courses advanced for grade, MSI data, comparison of class rosters at the beginning and end of semesters.					

44) Conduct annual program evaluation per program (CTE, SCE, GT, ELLs) under the direction of respective program areas utilizing student performance data derived from special populations for the purpose of program review and revision.	Per program applicability- GT Dept, Compensatory/Federal programs dept., Dept. of other languages	End of year state assessment data (STAAR, TELPAS), promotion/retention data, parent/student surveys				
45) Special Ed-monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio	Principal, SP Ed teachers, Sp Ed. admin	Campus LRE ratio annual report, ESP instructional arrangement code reports				
46) SpEd STAAR-Examine all STAAR results for percentage of students meeting state standards. STAAR, STAAR ALt	Principal, Diagnostician, Sped Team, Campus Sped administrator	STAAR Report Cards (SRC)				
47) SPED-train all special education staff, building administrators and counselors on Sped program compliance	Speech Path, Diag, Counselor, Admin team	End of year timeline referral data, TEA complaints, PBMAS report				
48) Monitor EL'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 EL students. Train all EL staff administrator and counselors on timeline requirements and state compliance, including LPAC initial training(verification and oaths) IPT SAT-10, STAAR, STAAR L and TELPAS	Central Admin, Language proficiency assessment committee, LPAC decision making process	As appropriate, end of year analysis of TELPAS and STAAR L and LPAC summary reports				
49) Provide professional development that increases knowledge and skills related to vertical alignment of curriculum, scientifically-based research programs, instructional strategies to meet the needs of diverse student populations, integration of technology into curricula and instruction for improving teaching, learning and technology literacy, STAAR testing and the state curriculum standards (TEKS) in content areas of English/Language arts, social studies and science, and math. Include opportunities for teachers to be coached, attend sustained trainings, inservice sessions and professional development workshops and conferences together with structured follow up.	Admin team	Implementation survey, teacher survey, teacher appraisals, student survey, end of year applicable testing results, LPAC summary, admin survey				
Funding Sources: 255 - Title II Part A TPTR - 0.00, 263 - Title III LEP - 0.00, 263 - Title III-A Immigrant - 0.00						
50) 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.	Content area specialists	Summative appraisals, results of surveys, staff survey				
Funding Sources: 255 - Title II Part A TPTR - 0.00						

51) 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.	Principal, CIL's Instructional support staff, intervention specialists, compensatory/federal programs staff, department of other languages	ISIP reports, IPT, STAAR, Dyslexia intervention progress measure, TELPAS				
Funding Sources: 263 - Title III-A Immigrant - 0.00						
52) Identify at risk, eligible Title I and EL students, provide them with supplemental services; and monitor progress. Materials/services include supplemental instructional resources, small group intervention and tutorials	Principal, Admin team, Instructional support staff, intervention specialists, compensatory/federal programs staff, dept. of other languages	ISIP reports, annual IPT, STAAR results, dropout data, TELPAS				
Funding Sources: 263 - Title III LEP - 0.00						
53) Imagine Math (formerly Think Through Math) will be implemented in grades 3-5, according to district policy, to make instructional decisions for identified students).	Classroom teacher	Increase fact fluency and math scores on STARR, DLAs and CAs				
54) Mclass program will be implemented in grades K-1 according to district policy in order to make instructional decisions for identified students. Running Records in grades 2 and 4.	Classroom teachers K-1	Increase math awareness in classroom and assesments				
Funding Sources: 199 - General Fund - 0.00						
55) "WCE will continue to implement math strategies from Developing Mathematical Idea's (DMI) training, such as (Building a System of Tens and Reasoning Algebraically About Operations)."	Teachers	Increase in student achievement on CA's of STAAR				
Funding Sources: 199 - General Fund - 0.00						
56) Before school academy for grades 3-5	Teachers and support staff	Increased STAAR scores in Index 1 and Index 2				
Funding Sources: 199 - General Fund - 0.00						
57) 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.	Admin team, Counselor, GT teachers	Student referrals per district GT calendar, GT Peims data per semester, ethnicity reports per semester, screening results per district calendar				
58) FASST math will be implemented in grades 1-5 for identified students.	Teachers	Increase math awareness				
Funding Sources: 199 - General Fund - 0.00						
59) 35) The registrar will run attendance reports and provide date to teachers.	Attendance clerk, teachers, attendance review committee	98.5 % attendance rate by 2018				
Funding Sources: 199 - General Fund - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= 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: 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 bi-monthly Learning Meetings to increase their learning in areas where they choose to learn.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment	Principal ASST. Principal Instructional Leadership Team Office of Other Languages	End-of-year Human Resources reports/rosters				
Funding Sources: 199 - General Fund - 0.00						
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.	Principal Asst. Principal Instructional Leadership Team Intervention Specialist Mentors Team/Leaders/Campus Department Chairs Curriculum Specialist for LOTE Instructional Coaches	End-of-Year Mentor/Mentee Survey and /or Reflections Teacher Survey				

<p>3) 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 the Website and by participating in job fairs</p>	<p>Principal Asst. Principal Instructional Leadership Team/Instructional Coaches Team Leaders/Department Chairs Technology Team Classroom teachers</p>	<p>Applications submitted Personnel Roster</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 3: 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: 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 resource kit.
- *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 K-5 students and science teachers will have access to the science lab and science materials to engage in hands-on science lessons.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
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 perform other related duties: edits, reports, verification checks, PEIMS Audit Box	Principal Assistant Principal Campus PEIMS Administrator	Submission error-free data to TEA appointed intervals per year				
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.	Designated/Selected staff printing coordinators Staff members	End- of- year reduction in number of copies made on convenience copiers.				
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.	Campus Administrators Testing Coordinators as applicable	End- of- year campus/district reports indicate no unauthorized access to Katy ISD accounts				

<p>4) (Emergency Operation/ Management Plan)</p> <p>Review, update, and communicate plans to all staff. Identify a campus safety liaison. Institute NIMS certification for incident command team and alternates</p>	<p>Principal Administrative ASST. Administrative Team Incident Command Team</p>	<p>End-of-Year documentation confirms emergency plan practiced and followed NIMS Training completed</p>				
<p>5) (Safe & Drug Free Schools) Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence prevention/weapon free programs/activities.</p>	<p>Counselors, principals</p>	<p>Participant rosters Program Calendars Parent Evaluation Surveys as applicable</p>				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: 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: Collaboration: WCE faculty/staff will build positive collaboration among all groups that have a vested interest in WoodCreek Elementary, in order to increase our achievement on goals 1 and 2.

*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.

*Teacher leaders will voice their input in once a month open forums with the principal and administrative team.

*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, YouTube) per week.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) To initiate the professional learning community groups by doing choice team book studies with CILS.	Admin team, PLC facilitator, WCE teachers, CILS	PLC agenda and minutes				
Funding Sources: 199 - General Fund - 0.00						
2) Maintain the TREK reading incentive program	Admin team, teachers, parent volunteers, librarian	Total participation projects and distribution of spirit sticks				
Funding Sources: 199 - General Fund - 0.00						
3) Gifted and talented will implement the D.I. program at WCE for grades 2-5	Challenge teacher, parent team managers, parent volunteers	Participation in the D.I. competition				
Funding Sources: 199 - General Fund - 0.00						
4) Utilize the automated phone system, enews, canvas, and other web based communications to improve parental communication.	Teachers, admin team	Improved communication with parents as seen through the parent survey				
Funding Sources: 199 - General Fund - 0.00						
5) Maintain PTA involvement within the educational community	Admin team, teachers, PTA membership	100% PTA membership				
Funding Sources: 199 - General Fund PTA Donation - 0.00						

6) Enhance communication to parents through weekly grade level newsletters Ranger News and canvas	PTA parent volunteers, Admin Team, Secretary, teachers	Communication sent home weekly				
	Funding Sources: 199 - General Fund - 0.00					
7) Maintain curriculum videos for parents	Teachers, admin team	Viewing of the curriculum video				
8) A kindergarten and 1st grade parent reader program	Teachers, admin team, volunteers	Parent volunteer participation within the reading program				
9) Present 1st and 3rd grade student musical programs during PTA meeting for parent viewing.	Music teachers, admin team, parent volunteers	Actual 3rd grade and 1st grade student musical performances at WCE PTA meetings				
	Funding Sources: 199 - General Fund - 0.00					
10) Present Physical Education student program in 2nd grade to give parents an effective overview of the PE curriculum	PE teachers, admin	Students demonstrate PE skills for parents				
	Funding Sources: 199 - General Fund - 0.00					
11) Read, Deed Run program for 4th and 5th grade to promote physical fitness, reading and giving back to our community	Staff and students	twice a month meetings after school				
12) Campus assembly "Rah Rah Rally" to promote expected behavior on campus	Staff/students	Once a nine weeks				
	Funding Sources: 199 - General Fund PTA Donation - 0.00					
13) K-5 teachers will participate in grade level kid chats, ESL kid chats and SpEd kid chats.	K-5 teachers, intervention coach, Academic support teachers, Sped teachers, ESL teachers	Academic growth and progress is increased				
14) Maintain Art night at WCE that will include 4th grade students and their families.	Art teachers, Admin, parent volunteers	Art night will be held as the same night the monthly PTA meeting will occur				
	Funding Sources: 199 - General Fund - 0.00					
15) Maintain career day for WCE students in 3rd-5th grade.	Counselor and volunteers	List of participating parents and partners				
	Funding Sources: 199 - General Fund - 0.00					
16) Identify grade level classrooms that utilize CHAMPS	LSSP, Admin team	CHAMP award tickets given to teachers				
	Funding Sources: 199 - General Fund - 0.00					
17) Continue district wide JA program as defined by KISD/JA agreement	Principal, JA Liasion, C&I staff, community professionals	Following lesson plans as scheduled in "Eduphoria"				
18) Promote business for partners in education by acknowledging their support	Public relations committee	Thank you notes, Wilderness newsletter, marquee, parent/community awareness				
	Funding Sources: 199 - General Fund - 0.00					
19) Promote parental language instruction educational programs for the parents of ELL students at the District Parent centers.	Principal, Assistant Principal, ELL teachers, Dept. of other langages	# of parents attending, Parent evaluation and survey				
	Funding Sources: 263 - Title III LEP - 0.00					

20) 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	Principal, compensatory/federal programs, Asst. Principal, CAT, Instructional leadership team	Training evaluation, Parent evaluation or survey				
Funding Sources: 255 - Title II Part A TPTR - 0.00						
21) Enhance student support through the KEYS Mentors Program	Counselor, Teacher	Students are motivated to reach their full potential.				
Funding Sources: 199 - General Fund - 0.00						
22) Support community involvement through the Father/daughter dance and Mother/ son night	PTA, Administration, Teachers, Parents	These events support positive relationships and parent involvement, including forming relationships with other families in the community.				
Funding Sources: 199 - General Fund PTA Donation - 0.00						
23) Reinforce the Science and social studies curriculum through Ranger Science and Ranger World	Parent volunteers, community members , teachers	Students get excited about learning by doing practical real world experiments and experiencing different cultures.				
Funding Sources: 199 - General Fund - 0.00						
24) Promote cultural awareness by having a multicultural night.						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: 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 and WoodCreek Promises 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 Ranger Rah Rahs (a custom ticket) and Rah Rah Rallies (a pep-rally to celebrate positive behaviors and the point system) to highlight great choices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Grades 3-5 students will participate to the Fitness Gram to improve their physical fitness and abilities.	PE Coaches	Individual test scores, increased participation in Fund Runners and Field Day.				
	Funding Sources: 199 - General Fund - 0.00					
2) Continue CATCH curriculum in grades K-5	PE Coaches, CATCH	Development through committee				
	Funding Sources: 199 - General Fund - 0.00					
3) Enhancement of the school wide "Ranger" theme to promote school pride a visible focal point for the school community.	Administrative team, teachers, PTA	Displays, assembly and spirit days. Spirit Night and participation by staff members.				
	Funding Sources: 199 - General Fund - 0.00					
4) Improve ways to acknowledge positive staff performance.	Administrative team, teachers, Sunshine Committee	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.				
	Funding Sources: 461 - Campus Activity Fund - 0.00					

5) Provide opportunities for staff to feel connected as a WCE family and team by creating team building opportunities.	Admin team, teachers, Sunshine committee, specials teachers	Staff participates in games during Rah Rah Rally's, CIL agendas and monthly open forum support feedback/voice of team "caring campers" established a system for acknowledging personal and family tragic situations, winter staff luncheon with prizes donated from the community, Teacher of the week parking, lollipop Fridays with staff kids.				
	Funding Sources: 199 - General Fund - 0.00					
6) Provide a WCE buddy to all staff members who are "new to Katy." If a First Year teacher is hired, provide him/her with a mentor.	Mentor teachers, teachers, admin team	Buddy and Mentors assigned				
	Funding Sources: 199 - General Fund - 0.00					
7) Submit articles and photographs of positive happenings to the local media and social networking.	Admin team, teachers, PTA, parents, Ms. Chisum will be the reserver of information and will transfer celebrations to the appropriate media source.	Variety of media sources reflect positive information regarding WCE. Some examples may include, KISD App News, Katy Times, Katy Magazine and other local magazines, KISD PIE Facebook page and WCE Facebook page.				
	Funding Sources: 199 - General Fund - 0.00					
8) Reach out to connect with people, tell our story, Publish special accomplishments on WCE Youtube and Facebook page to engage our local and worldwide community.	Admin team, WCE Webmaster, Committee, Team Leaders, PTA. Ms. Chisum will serve as the lead/contact for all media celebrations and events.	Display on WCE website/Facebook page, WCE YouTube, Twitter and other KISD media sources.				
	Funding Sources: 199 - General Fund - 0.00					
9) Attendance at KISD Service Awards Banquet	KISD and WCE Admin team, teachers	Banquet attendance and media uploads to Facebook or other media sources.				
	Funding Sources: 199 - General Fund - 0.00					

10) Annual selection of WCE "Teacher of the Year" and WCE "1st year 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 updates the community of results.	Admin Team, teachers, PTA. Ms. Chisum orders Teacher of the Year engraved apple. Flowers are given to TOY runner ups. TOY is provided a parking spot at front of the school for one year. Flowers are given to runner ups and winners of First Year TOY and Para of the year.	Election process and eventual teacher selection.				
Funding Sources: 199 - General Fund - 0.00						
11) Continuation of WCE's 2-way "Communication Card" related to work habits and social development with added clarifies.	Admin team, teachers, staff	Minimal office referrals along with few N's and U's on the report card. Minimal amount of 3rd-5th grade students in after school detention each nine weeks.				
Funding Sources: 199 - General Fund - 0.00						
12) Implementation of the WCE Safety Patrol with current 4th and 5th grade students.	PE teachers, Admin Team	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				
Funding Sources: 199 - General Fund - 0.00						
13) Continuation of the 5th grade WCE student council	5th gr. teachers and admin, PTA and outside vendors and/or locations	Student council activities and fundraising for special projects like Pennies for Patients. Sister school collaborate with student council to join the two schools as one. Participation and community awareness of Sister School initiative.				
Funding Sources: 199 - General Fund - 0.00						
14) Identify students for WCE Principal's Academic and Achievement awards.	Admin team, teachers	High academic achievement is rewarded with certificate in Report Card envelope.				
Funding Sources: 199 - General Fund PTA Donation - 0.00						
15) Identify grade level classrooms that exemplify excellent hallway behavior by awarding "Happy Hiker" certificate	Watch dog Dads	"Happy Hiker" certificates are given to homeroom classes for positive hallway behavior. They are given by Watch Dog Dads. Teachers add 500 points to the Rah Rah Rally totals for this achievement.				
Funding Sources: 199 - General Fund - 0.00						
16) Identify students for Principal's Expectation Certificates for good conduct.	Admin team, teachers	Students receive certificates and chances to win prizes from PTA and WCE due to excellent behavior. Names will be drawn during Rah Rah rally for specific prizes for this reward.				
Funding Sources: 199 - General Fund - 0.00						
17) Promote ecological awareness and physical fitness through nature and participation of the WCE fishing program.	Specials team	Fishing trip in the spring and fall.				
Funding Sources: 199 - General Fund - 0.00						

18) 4th and 5th grade Safety Patrols and staff assist in monitoring arrival and dismissal on a daily basis.	Safety patrol and WCE staff	Effective safety patrol in the assigned locations Efficient pace of moving cars at drop off and pick up areas.				
Funding Sources: 199 - General Fund - 0.00						
19) WCE grades K-5 will participate in the guidance and counseling curriculum. Students will be celebrated throughout the year for following the Chick- fil- a character counts program.	Counselors, teachers, staff and admin	Lesson plans, lessons taught, improved student behavior. Chick-fil -a cards passed to students all year long. Character traits reviewed each month on morning announcements. Students understand and can explain Ranger Code of Honor and WCE Promises. Reduction in bullying at school and increase of communication of concerns from student to student via the counselor.				
Funding Sources: 199 - General Fund - 0.00						
20) Students will celebrate Constitution Day	Social studies teachers	Constitution day activities guided by Librarian				
21) Students will sing the school song throughout the year.	Music teachers	Singing songs in music and at PTA events and Rah Rah rally's.				
Funding Sources: 199 - General Fund - 0.00						
22) Students will recite the "Ranger Code of Honor", WCE Promises, the United States pledge and the Texas pledge each day.	Librarian, teachers, admin team, students on announcements.	Students memorize Ranger Code of Honor, and WCE Promises on announcements each morning.				
Funding Sources: 199 - General Fund - 0.00						
23) Continue to use Ranger Rah RaHS and Rah Rah Rallies to promote excellent behavior and safety.	Teachers, staff and admin team	Ranger Rah RaHS are given throughout the week and winners are drawn at the Rah Rah rally.				
Funding Sources: 199 - General Fund - 0.00						
24) Continue to carry "Go Bags" to and from destinations on and off campus to promote student safety.	Teachers and staff	Safety activities completed. Fire drill form completed with success.				
25) Continue to monitor students in designated areas on the playground.	Teachers and staff	Grade level playground monitoring plan to promote student safety.				
Funding Sources: 199 - General Fund - 0.00						
26) Red Ribbon week parade involving students and community	Staff, Katy High School band and cheerleaders	Drug awareness and prevention				
Funding Sources: 199 - General Fund - 0.00						
27) Use of CHAMPS to teach classroom and school expectations.	Teachers and staff	Appropriate behavior and following directions in all areas of the building. School wide attentions signal will be implemented during all large scale events.				
28) Promote a positive relationship with the community by leading the Singing Rangers in choir field trips. Promote a positive relationship with the community by leading the k-5 students in evening performances that celebrate a theme. Promote a positive relationship with the community by participating in art shows each year.	Specials team, staff, PTA, admin	Winter choir performances at various locations around Katy. Sister school performance together.				
Funding Sources: 199 - General Fund PTA Donation - 0.00						

29) 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 lost and/or can't be located.	Teachers and staff	Safety activities and plan set in place for missing rangers.				
30) Teach expectations for behavior throughout the building using posters, power-point, 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 nine weeks to review progress.	Teachers and staff	Conduct behavior data collected, analyzed and shared with faculty and community.				
31) WCE school nurse will notify teachers of contagious illnesses.	Nurse	98.5% attendance rate.				
32) 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.	Campus administrators, Testing coordinators	End of year campus/district reports indicate no unauthorized access to Katy ISD accounts.				
	Funding Sources: 199 - General Fund - 0.00					
33) Emergency Operation/Management Plan: Review update and communicate plans to all staff. Identify a campus safety liaison. Institute NIMS certification for incident command team alternates.	Principal, Admin Asst. Team, Incident Command Team	End of year documentation confirms emergency plan practiced and followed. NIMS training completed.				
	Funding Sources: 199 - General Fund - 0.00					
34) Safe & Drug free schools: Promote parent and community involvement in Tobacco Alcohol and other Drugs (TAOD) and violence/dating violence prevention/weapon free programs/activities.	Counselors, Principal	Participant rosters, program calendars, parent evaluation, surveys as applicable.				
	Funding Sources: 199 - General Fund - 0.00					
35) The WCE counselor will hold conferences with parents of students with excessive absences.	Teachers, counselor	98.5 % attendance rate by May 2018				
	Funding Sources: 199 - General Fund - 0.00					
36) Utilize the Edusmart resources in Kindergarten classes to support science vocabulary instruction.	Kindergarten Teachers, Administrators, WCE Science Vertical Alignment Committee	Use of the vocabulary interactive notebook, increased scientific knowledge, improved test performances by students.				
	Funding Sources: 199 - General Fund - 0.00					
						

State Compensatory

Personnel for Woodcreek Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Laxton	Teacher	Academic Support	1
Leslie Starcke	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Ronald Mosher	Principal
District-level Professional	Becky Barlow	IC for Elem. Math Interventions
Classroom Teacher	Tricia Embley	4th grade Teacher
Classroom Teacher	Andrea Young	4th grade Teacher
Administrator	Tim Wolff	Assistant Principal
Classroom Teacher	Alexandra Bourgeois	Dyslexia Teacher
Parent	Apruva Gupta	Parent
Business Representative	Stephen Williams	Business Owner of Christian Brothers Automotive
Parent	Sandip Bhattacharya	Parent
Parent	Nitin Moriwal	Parent
Parent	Gyewoon Cho	Parent
Parent	Nkem Nwokeji	Parent

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	18			\$0.00
1	1	20			\$0.00
1	1	23			\$0.00
1	1	27			\$0.00
1	1	28			\$0.00
1	1	30			\$0.00
1	1	31			\$0.00
1	1	33			\$0.00

1	1	34			\$0.00
1	1	35			\$5,000.00
1	1	37			\$0.00
1	1	38			\$0.00
1	1	54			\$0.00
1	1	55			\$0.00
1	1	56			\$0.00
1	1	58			\$0.00
1	1	59			\$0.00
2	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	6			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
4	1	14			\$0.00
4	1	15			\$0.00
4	1	16			\$0.00
4	1	18			\$0.00
4	1	21			\$0.00
4	1	23			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00

5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00
5	1	12			\$0.00
5	1	13			\$0.00
5	1	15			\$0.00
5	1	16			\$0.00
5	1	17			\$0.00
5	1	18			\$0.00
5	1	19			\$0.00
5	1	21			\$0.00
5	1	22			\$0.00
5	1	23			\$0.00
5	1	25			\$0.00
5	1	26			\$0.00
5	1	32			\$0.00
5	1	33			\$0.00
5	1	34			\$0.00
5	1	35			\$0.00
5	1	36			\$0.00

Sub-Total \$5,000.00

199 - General Fund PTA Donation

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00

1	1	13			\$0.00
4	1	5			\$0.00
4	1	12			\$0.00
4	1	22			\$0.00
5	1	14			\$0.00
5	1	28			\$0.00
Sub-Total					\$0.00

199 - General Fund Other Donation

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
Sub-Total					\$0.00

263 - Title III-A Immigrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16			\$0.00
1	1	49			\$0.00
1	1	51			\$0.00
Sub-Total					\$0.00

263 - Title III LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	49			\$0.00
1	1	52			\$0.00
4	1	19			\$0.00
Sub-Total					\$0.00

255 - Title II Part A TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	49			\$0.00
1	1	50			\$0.00
4	1	20			\$0.00

					Sub-Total	\$0.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
5	1	4				\$0.00
					Sub-Total	\$0.00
Parent Organization						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	32				\$100.00
					Sub-Total	\$100.00
					Grand Total	\$5,100.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

WOODCREEK EL (101914129) - KATY ISD

Accountability Rating

Met Standard

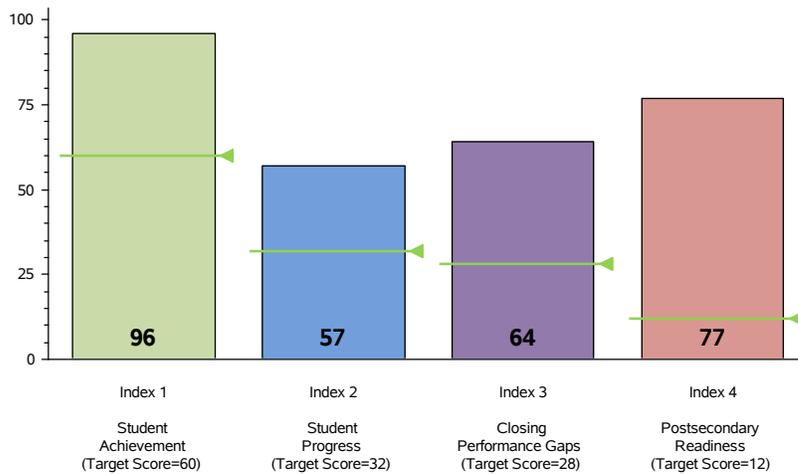
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,133 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	9.1
Percent English Language Learners	18.2
Mobility Rate	7.1
Percent Served by Special Education	8.2
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,402	1,461	96
2 - Student Progress	791	1,400	57
3 - Closing Performance Gaps	1,270	2,000	64
4 - Postsecondary Readiness			
STAAR Score	77.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		77

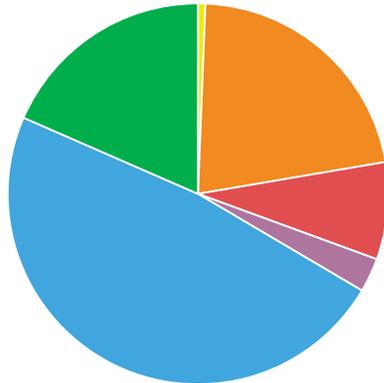
System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	24 out of 24 = 100%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
Total	40 out of 40 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

129 - WoodCreek Elementary

Student Profile



Student Statistics

Total Enrollment	1,138
At-Risk	34.89%
Low Income	9.05%
Limited English Proficient	18.10%
Special Education	8.61%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	17.14%
Gifted/Talented	6.85%
Title I	0.18%
Attendance Rate	97.13%

Race/Ethnicity	#	%
White	547	48.07%
Hispanic	210	18.45%
Asian	247	21.70%
Black/African American	94	8.26%
Two or More Races	33	2.90%
Am Indian/Alaskan Native	7	0.62%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.