

Katy Independent School District
Woodcreek Junior High
2019-2020 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

Be the legacy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WoodCreek Junior High is an eleven-year-old campus that serves 6th-8th grade students in Katy ISD. Enrollment decreased to 1,345 in 2016-2017 because of district attendance boundary changes that shifted students in some WoodCreek attendance zones to a newly constructed junior high nearby. The following year, 2017-2018, enrollment increased again to 1,483 students. In the 2019-2020 school year, another junior high school opened, dropping our attendance to 1,235. WoodCreek has strong attendance rates, and systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

In the 2018-2019 school year, the campus had the following student demographic group percentages: 54.1% White, 20.4% Hispanic, 13.7% Asian, 8.9% Black/African-American, and 2.7% Two or More Races. These demographic percentages remain consistent with the population in 2017-2018 in all areas except the White demographic, which increased by four percentage points. The campus is 20% At-Risk and 11.3% of students are considered Economically Disadvantaged, both fall within a 1 percent difference from 2017-2018. The ESL population for 2018-2019 was 3.7%, which was 1 percent lower than in 2017-2018 and the first time in several years that the number of ESL students dropped rather than increased. The campus ESL population in 2016-2017 was 3.9% and in 2015-2016 it was 3.1%. The campus serves students with disabilities, and in 2018-2019 Special Education students encompassed 8.2% of the student body. The campus Special Education percentage was 9.4% in 2017-2018. The Gifted and Talented population increased from 12.6% in 2017-2018 to 12.8% in 2018-2019.

The campus meets academic standards every year according to the State of Texas as demonstrated by test scores. Campus programs offered (e.g. CTE, Special Education, Fine Arts, Athletics, GT) align with the philosophy and beliefs of the teachers and administrators. Students in the Gifted and Talented program are currently served in Pre-AP classes, mixed with non-GT students as well, and it is expected that teachers differentiate for the different needs in those classes, with the exception of 8th grade. Additional extensions for GT students could be offered with more structure and purposefulness. This could potentially be achieved through the master schedule and PD. Staffing allotments pose an issue for providing true GT classes with teachers dedicated to teach GT only classes across all three grade levels. ESL services are provided for the ESL population, and the district provides a newcomer center for ELLs who are non-English speakers. The campus provides sheltered English classes during the day to facilitate language acquisition for students. The campus needs to increase the number of ESL certified teachers. The campus sees a need for more teachers who can implement strategies that help ESL students increase language acquisition, and having more teachers certified in ESL would help with scheduling ESL students as well.

The staff is composed of 99 female employees and 22 male employees. Their demographic breakdown is as follows: 73.2% White, 3% African American, 7% Hispanic, and 1% Asian. The demographics of the staff are low when compared to student populations of African American, Hispanic, and Asian groups. All campus teachers and paraprofessionals are certified to teach or assist in their roles, and teacher retention is strong at WoodCreek Junior High.

The campus has a lead mentor that is a seasoned teacher who assists new teachers to the profession and to the district, providing the support they need in order to be successful. Each teacher is given a "buddy" who helps answer questions and guide them through the various tasks that need to be completed. This buddy can also help them with instructional questions or guide them to the appropriate resource. A leadership academy has been created for teachers who are looking to grow in leadership development. This leadership academy helps to build more leadership capacity and any teaching staff can join it to have pedagogical conversations. Professional development is readily available through job-embedded professional development provided by campus instructional coaches and some lead teachers. In regards to the parents and the community, most of the parents have college degrees and have moved in from other places. Most parents at WoodCreek Junior High have expectations for 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 fairly 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 a high volume of students who are 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 teachers and administrators.
2. The attendance rate is excellent and has been for the last few years.
3. Good mentorship structures exist for new teachers to the profession and new teachers to the district.
4. Parents and community are involved with the campus and the community is a safe place to live.
5. 8th graders have been scheduled in pure GT classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: WoodCreek Junior High boasts a diverse student population and would benefit from continuing to provide character education for students and continuing education to staff. **Root Cause:** Diversity of population can lead to conflicts based upon misunderstandings.

Student Academic Achievement

Student Academic Achievement Summary

Current overall STAAR scores reflect a satisfactory level of students approaching grade level. The most significant difference in students groups lies with our Special Education, LEP/ESL, and At-Risk students. While the gap exists, over the past year progress improvement and growth was made with Special Education students in Math, and LEP/ESL students in all areas. Growth expectations were not met in Reading for Special Education students. We will continue to provide support for these students through co-teaching/inclusion, tutorials, accommodation adjustments through ARD and intervention options through labs and targeted advisory periods. Significant growth was demonstrated in mastery level for the areas of 6th grade Math, and 7th Grade Reading and Writing. A strong focus on growing the students enrolled in PreAP through higher rigor, tutorials, sole GT classes, and interventions can be credited for this improvement. The data, overall, shows that the scores have remained fairly steady over the last three years with our campus always meeting standard for student growth. However, our student growth numbers are not as significant as our passing rate and mastery levels. 7th Grade Math is the area that the performance level was lowest. We will continue to work with teachers to improve instructional practices through our professional development plan. Individual student needs are identified through teacher assessment and collaboration with administration. This year we will continue SLO reports to further individualize student weaknesses and needs. Data from State and Campus Assessments are utilized to identify some of these needs as well. This data is then used to determine proper intervention placements in tutorials, targeted advisory, or intervention labs/electives. RTI is utilized to collaborate among staff to support individual students. The Student Support AP coordinates this program in coalition with the grade level APs and staff. This data is utilized to make recommendations to 504 or Special Education. Individual test scores are not typically a surprise when they occur as students Report Card and Benchmark data have allowed for interventions to be used with those students regardless of the final outcome. While there is still a gap between our general education student scores and special education student scores, this gap is progressively shrinking from year to year. We will continue to enhance our co-teaching model and resource instruction to provide support for these students. These students have the same access to intervention programs we are using 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 effective supports for struggling students. Our special population committees (ARD, 504, LPAC, etc.) do provide effective supports for our students. The administration of these committees allows for constant evaluation and opportunities for improvement on an as needed basis throughout the year. There are many tools that provide support for student success such as: daily tutorials before school, reteach/retest procedure, a testing center for make-up testing, lunch lab for incomplete/missing assignments, and Canvas web-pages for instructional support and staff-to-family communication. Students that experience high absenteeism will be placed on a principals attendance plan which supports making up missed instruction and promotes the students improving their attendance going forward. Advisory periods and before school tutorials are utilized to provide the absent student with instructional makeup opportunities.

Student Academic Achievement Strengths

1. Our 7th grade Writing saw tremendous growth in Approaches, Meets, and Masters Grade Level.
 1. Our 6th Grade Math results increased 3%, 10%, and 9% in Approaches, Meets and Masters respectively.

1. Our 7th grade Reading saw growth in all areas.
1. Our campus continues to successfully meet state standards yearly since our opening.
1. Our interventions such as Math Lab, Strategic Reading, and Targeted Advisory are systematic and successful.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.

Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

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 TEKS that are 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 PLC meetings within the departments which consist of administrators, instructional coaches and teachers allow for the curriculum to be reviewed by looking at data, lessons, and assessments. The meetings make sure the use of backwards design is being utilized to assure the learning of all students. During PLCs, teachers and ICs are expected to break down the readiness, supporting, and process standards to address the PLC question, “What do we want students to learn?”. At WCJH teachers ensure that instruction is rigorous and relevant by breaking down the TEKS and planning backwards from formative and summative assessments. Instructional Coaches provide feedback and resources to teachers to ensure that the district’s curriculum is taught with fidelity. Students are encouraged to engage in authentic work and problem solve through project based learning. In working cross curricular with other subject contents, it allow students to utilize different learning styles and contents in different subject areas. During planning, 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 WCJH can use Lead4ward resources to generate student learning reports to track student growth. We have also implemented lunch labs for students to be given the opportunity to complete assignments that would otherwise negatively impact their class average. It helps reinforce the lesson of which future lessons may be built upon. Teachers receive on-going professional development of scientifically-based research and best practices through PLCs, district training, and professional conferences. Additionally, at WCJH 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 also individual sessions. The administrative team makes frequent visits to classrooms to monitor the success of implementation of the campus innovative practices. ELPS are embedded throughout all content objectives, which will be shared with all students in the lesson frame each day (Fundamental 5 campus implementation). 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 one-on-one meetings with the ESL specialist. The ESL specialist and assistants track the consistent use of the accommodations by using Katy ISD documents. This determines 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 on student learning through strategic design. Special education is an area of focus for the district and the campus. With the methods being used for all students, the areas of focus for all students: including ESL and special education showed great gains in those areas on the state assessment. Through collaborative teaching and focusing on the Fundamental 5, leadership will be collecting data weekly in order to monitor our objectives and goals. Our Student Support Administrator is leading a collaborative teaching project where he will communicate with the SPED department. Teachers will use common assessments and backwards design to have good first time teach and to analyze where students are. The campus is focused on improving student achievement. We are a high achieving campus however, there are areas where we can improve with certain groups such as special education and continue to improve upon our ELL population.

A leadership academy has been created by the campus principal for any teachers who want positions of leadership to join and have pedagogical discussions monthly. There is a leadership team that meets weekly to discuss what is happening on campus and to help make decisions. 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 in order to drive the goals of the campus and district. Committees comprised of teachers are established for different decisions that impact the campus. This year our campus is focused on PBIS/CHAMPS to develop consistency in common areas and the classrooms. Each teacher are assigned duties either in the AM or PM to assure safety throughout the building. An administrator is in charge of developing these schedules and monitoring 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, positive office referrals are used to continue to improve on positive citizenship within the building. There are several programs for students and opportunities for them to be involved outside of the school day which include band, athletics, theater arts, and social clubs. We offer comprehensive tutorials before and after school which allow for opportunities for interventions and extra help. The master schedule is created in order to maximize instruction during the school day and it is protected from unnecessary interruptions. There are plans in place for activities, emergencies, etc. 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 Apple TV, ipads, chromebooks, netbooks, and a variety of apps including Thinglink and ICell, and Kahoot (as examples) to support learning. Smart boards are utilized in classrooms daily. Teachers and students use Canvas for instructional purposes. Some teachers provide feedback to their students on homework through Canvas to clarify misconceptions before the next day's class, which optimizes instructional time. WoodCreek is a BYOD (Bring Your Own Device) campus and students use their own devices or teacher provided devices in each class. Students have access to the library to access technology before and after school. Canvas is utilized by students, staff and parents to access curriculum and interface regarding progress. Students are able to connect with their teachers through Canvas and other applications regarding their learning using their own devices. Students have access to the library before and after school to utilize technology. WoodCreek JH encourages teachers to utilize technology by participating in district sponsored professional development such as Connected Educators. Our ITF meets weekly in PLC meetings to assist teachers in technology integration as part of their lessons. The ITF also 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 YouTube and other similar 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. Providing Apple TV, iPads, Clickers, Wireless Mouses, and other evolving hardware improves the amount of time spent using technology for instruction.

School Processes & Programs Strengths

Team collaboration and opportunity for leadership

Teachers and students use technology consistently at school and at home. They truly interface using technology because we are a BYOD campus.

Our planning and alignment with the TEKS and using the district's unit plans

Data collection and goal setting is inclusive of all student groups

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: WoodCreek Junior High would benefit from improving the campus-wide use of Positive Behavior Interventions and Supports. **Root Cause:** Discipline referrals fell by over 20% last year compared to the previous year. However, the campus leadership team would like to see continuous improvement.

Perceptions

Perceptions Summary

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

The students describe WoodCreek Junior High as a safe school where the staff and students are nice and helpful. The teachers' perception is the same, noting that most of the 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 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 schedule, and student buddies are assigned for the transitions. We assign the new student one of our grade level ambassadors which is 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.

Reviewing discipline data from the previous school year indicates that the implementation of tardy stations in 2016 continues to decrease the number of tardies being assigned. First period has the highest number of tardies, resulting in the highest amount of lost instructional time for late students. In 2017, WCJH implemented CHAMPS, and the result was an increase in positive office referrals and proactive language being utilized to decrease the negative behaviors on the campus. Removals from the classroom are infrequent, and the grade level administrators work together closely for consistency and unity for consequences assigned. At the start of the school year, the administrators speak to every student during advisory to share the expectations for the grade level for that school year. Over the last several years, office referrals and removals have shown the pattern of increasing near the end of grading periods, before holidays and in the late spring. The large majority of WCJH students follow the daily procedures and expectations for behavior throughout the school day.

The staff at WCJH is becoming increasingly more aware of the need for close monitoring of students in their care to possibly avoid bullying or a threatening environment. Although the students' overall perception of WCJH is that of a safe school, there have been incidences to indicate that bullying 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 helps to educate and provide proactive and reactive tools for teachers and students. WCJH administrators and counselors will monitor reports from the newly adopted Speak Up app.

WCJH 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 WCJH is following all procedures involving safety. WCJH administrators, counselors and the LSSP are trained in threat assessment procedures. All staff are trained in Run, Hide and Fight.

WCJH has a strong community of staff, parents, and various businesses that are actively involved in 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 they feel welcome at school-wide events: Open House, community pep rally, sporting events, fine arts events, and events that kick-off the school year. Parents receive communication by emails, conferences, phone calls, Canvas, district app, campus facebook page, campus Twitter page, and weekly campus Timberwolf Times. The campus ESL specialist ensures that parents that speak languages other than English are given translated materials or other references to assist. The campus administrator that serves as the liaison for partnerships with outside businesses ensures that these relationships are strong, resulting in donations and incentives provided for our staff and students throughout the year. WCJH WATCH Dogs program allows dads of students the opportunity to be visible and provide monitoring support on campus throughout the school day. Parents, staff, and community members attend Campus Advisory Team meeting 4 times throughout the year to provide input as stakeholders pertaining to campus decisions.

In addition to a successful fine arts program and the campus athletics program, WCJH has a variety of clubs/groups and programs that are open to all students, such as Pennies for Patients, Rachel's Challenge, Red Ribbon Week, Social Emotional Learning lessons, College Education Week, various visitors/speakers on campus, and clubs like math club and student council.

Perceptions Strengths

- Both teachers and students feel safe and accepted with the processes in place at WCJH.
- Parents generally feel that WCJH is run effectively by adults that care about their children.
- There are many opportunities for all stakeholders to participate in the processes/programming and provide for staff and students at WCJH.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Despite efforts to correct the issue, bullying continues to pose a problem for students at WoodCreek Junior High.

Problem Statement 2: Student office referrals decreased by over 20% from the 2017-2018 and 2018-2019 school years but did not meet campus expectations or historic lows.

Priority Problem Statements

Problem Statement 1: WoodCreek Junior High boasts a diverse student population and would benefit from continuing to provide character education for students and continuing education to staff.

Root Cause 1: Diversity of population can lead to conflicts based upon misunderstandings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.

Root Cause 2:

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

Root Cause 3:

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: WoodCreek Junior High would benefit from improving the campus-wide use of Positive Behavior Interventions and Supports.

Root Cause 4: Discipline referrals fell by over 20% last year compared to the previous year. However, the campus leadership team would like to see continuous improvement.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Despite efforts to correct the issue, bullying continues to pose a problem for students at WoodCreek Junior High.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Student office referrals decreased by over 20% from the 2017-2018 and 2018-2019 school years but did not meet campus expectations or historic lows.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





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

Performance Objective 1: WoodCreek Junior High will encourage the use of Fundamental Five instructional practices in all classrooms in order to foster student engagement and achievement through personalized learning experiences.

Evaluation Data Source(s) 1: PLC Discussions
 Campus Lesson Plans
 TTESS Data
 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) WoodCreek introduced the Fundamental Five through a campus book study three school years ago. Campus teachers will discuss Fundamental Five strategies during PLC meetings and best practice for incorporating them in their lessons. Teachers will spend the year focusing specifically on implementing critical writing across contents.	2.4, 2.5, 2.6	Campus administrators will monitor implementation of the Fundamental Five through TTESS walkthroughs. Campus instructional coaches will encourage the use of the strategies during PLC meetings.	The expected impact on WCJH students will be increased engagement in lessons and the opportunity to think critically through writing.				
Problem Statements: Student Academic Achievement 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.
Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

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


Performance Objective 2: WoodCreek Junior High will implement, revise, and improve an advisory structure which empowers teachers to provide targeted interventions and offers students an opportunity to participate in activities and clubs.

Evaluation Data Source(s) 2: Advisory Schedule

Advisory Survey Feedback

STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) WoodCreek Junior High teachers ended the 2018-2019 school year by creating an Advisory committee to design a new system for providing students with targeted intervention and a well-rounded education. The current system provides students with an opportunity to receive intervention on Tuesdays and Thursdays. In addition, content teachers have been provided with "priority days" to pull students from Advisory for additional help in class. Mondays have been reserved to implement SEL lessons, designed by the counselors, each week. Finally, students can visit clubs and activity advisories on Fridays.	2.5	Social-Emotional Learning Walkthroughs will be conducted by campus administration. The Advisory committee will monitor the roll-out of the new system and solicit feedback from campus staff and students on how to improve the process throughout the school year.	The expected impact of this strategy will be to improve targeted interventions and tutorials. In addition, students are provided a well-rounded education with the addition of Social-Emotional Learning lessons and club/activity				
Problem Statements: Demographics 1 - Perceptions 1							
							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: WoodCreek Junior High boasts a diverse student population and would benefit from continuing to provide character education for students and continuing education to staff. **Root Cause 1:** Diversity of population can lead to conflicts based upon misunderstandings.

Perceptions


Problem Statement 1: Despite efforts to correct the issue, bullying continues to pose a problem for students at WoodCreek Junior High.

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

Performance Objective 3: WoodCreek Junior High will provide 8th grade students with a Career Day.

Evaluation Data Source(s) 3: Career Day Attendance

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) WoodCreek Junior High teachers will design and implement a campus-wide 8th grade career day in order to improve students awareness of career opportunities prior to selecting high school curricular pathways.</p>	2.5, 2.6, 3.2	Campus teachers and administrators will monitor the use of the strategy to ensure the Career Day is successful. The teachers and administrators will reflect on the process afterwards to refine for next school year.	The expected impact for WCJH students will be additional exposure to potential career pathways thereby ensuring students are prepared to select high school courses and plan for their futures.				
Problem Statements: Demographics 1							
							

Performance Objective 3 Problem Statements:


Demographics
<p>Problem Statement 1: WoodCreek Junior High boasts a diverse student population and would benefit from continuing to provide character education for students and continuing education to staff. Root Cause 1: Diversity of population can lead to conflicts based upon misunderstandings.</p>

Goal 2: WoodCreek Junior High will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: WoodCreek Junior High teachers will participate in campus learning walks to identify and reflect upon quality assessments.

Evaluation Data Source(s) 1: Learning Walk Attendance
Instructional Coach Feedback
TTESS Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) WCJH teachers will participate in campus learning walks with colleagues, administrators, and instructional coaches in order to view best practices and foster ideas for the formation of unique, quality assessments. Specifically, the campus teachers will focus on identifying various ways to structure critical writing across contents.	2.4, 2.5, 2.6	Campus instructional coaches will provide opportunities for learning walks. Campus administrators will participate and provide feedback.	The expected impact of this strategy is to explore ways in which assessment data can be collected rather than the use of a multiple choice test. In addition, students are expected to be provided with opportunities to collaborate on their writing, think critically about open-ended questions, and creatively craft writing responses.				
Problem Statements: Student Academic Achievement 1, 2							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.
Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

Goal 2: WoodCreek Junior High will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.


Performance Objective 2: WoodCreek Junior High will begin year one of a three year plan to increase writing across contents.

Evaluation Data Source(s) 2: Writing Across Curriculum Rubric Completion

TTESS Walkthroughs

Campus Learning Walks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) WoodCreek Junior High teachers, instructional coaches, and administrators created a committee charged with designing a plan to bolster writing across the contents, campus-wide, within the next three years. The committee created a presentation to share with staff regarding the vision of the committee. In addition, the committee identified a writing strategy, ACE, that can be used across contents easily. Finally, the committee will create supports in the form of collections of potential writing strategies teachers can easily implement within their classrooms.	2.4, 2.5, 2.6	Campus Administrators will monitor the use of critical writing across contents through TTESS walkthroughs and observations. Campus staff serving on the committee will continue to provide professional development and supports for teachers to achieve our mission.	The expected impact for WCJH students will be an increase in critical thinking and writing across the school day.				
Problem Statements: Student Academic Achievement 1, 2							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.





Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

Goal 3: WoodCreek Junior High 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: WoodCreek Junior High will create and implement a campus professional development plan designed to create a culture of staff retention and increase staff capacity to impact student learning effectively.

Evaluation Data Source(s) 1: Professional Development Plan
TTESS Walkthroughs/Observations
TTESS Summative Evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) WoodCreek Junior High leadership team members meet each year to design a professional development plan that will foster individual growth of staff members by offering a wide variety of professional development opportunities. The professional development plan outlines campus expectations for individual staff member professional development. Campus teachers document their learning within the plan and provide evidence of implementation.</p>		<p>Campus administrators will monitor completion of the campus professional development plan during TTESS conferences and throughout the year.</p>	<p>Through completion of the staff development plan, WCJH teachers will be provided with new learning meant to continuously improve their craft as educators.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.
Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level


Goal 3: WoodCreek Junior High 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: WoodCreek Junior High staff members will participate in "Power Hour" professional development designed to support teachers in daily instructional practices.

Evaluation Data Source(s) 2: Power Hour Attendance

- TTESS Summative Evaluations
- TTESS Walkthroughs/Observations
- Power Hour Survey Feedback

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) WoodCreek Junior High will design and implement several campus "Power Hour" professional development sessions where teachers are able to explore and discuss relevant instructional practices or theories. Teachers are encouraged to read a professional article, discuss with colleagues, and apply to their practice throughout the year.</p>	2.5	Campus administration and instructional coaches monitor the completion of power hour sessions and encourage teachers to attend throughout the school year.	WoodCreek Junior High teachers who participate in the power hour will increase their knowledge of instructional practices and apply those skills to their own teaching.				
Problem Statements: Student Academic Achievement 1, 2							
							

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: WoodCreek Junior High 7th grade math scores fell in the areas of Meets and Masters Grade Level.
Problem Statement 2: WoodCreek Junior High science scores fell by 9% in the area of Masters Grade Level

Goal 3: WoodCreek Junior High will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: WoodCreek Junior High staff will create a social committee designed to increase opportunities for staff members to attend campus gatherings and network with colleagues.

Evaluation Data Source(s) 3: Social Committee Feedback
Social Event Attendance

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) A WoodCreek Junior High Social Committee will plan four social gatherings for staff throughout the school year. The committee will seek input from the staff on desired social offerings. The social committee will implement the gatherings and then reflect on their effectiveness in creating a positive campus culture.		The Social Committee will monitor the implementation of social gatherings and solicit feedback from the staff regarding their effectiveness.	Studies show that increased collegiality leads to increased productivity in the work place. WoodCreek Junior High is committed to creating an inclusive and collaborative workplace built on quality relationships between staff.				
							

Goal 4: WoodCreek Junior High will actively support the emotional well-being of all learners.

Performance Objective 1: WoodCreek Junior High counselors will design social-emotional and character-building lessons to be taught during campus advisories.

Evaluation Data Source(s) 1: SEL/Character Lesson Plans

SEL Walkthroughs

SEL/Advisory Feedback from Staff

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) The WoodCreek Junior High counselors will create social-emotional and character-building lessons for teachers to implement during Mondays in Advisory. The counselors will work the administrative team to identify important topics based on campus data to target during counselor lessons.	2.5	Campus counselors will monitor the creation of lesson plans for SEL and Character Education. Campus administrators will ensure lessons are being delivered during Advisory.	Studies have shown that character education and lessons designed to improve social-emotional awareness create a more inclusive and positive campus culture. The campus staff at WCJH believes these lessons will lead to less bullying behavior and discipline incidents.				
Problem Statements: Perceptions 1, 2							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Despite efforts to correct the issue, bullying continues to pose a problem for students at WoodCreek Junior High.
Problem Statement 2: Student office referrals decreased by over 20% from the 2017-2018 and 2018-2019 school years but did not meet campus expectations or historic lows.

Goal 4: WoodCreek Junior High will actively support the emotional well-being of all learners.


Performance Objective 2: WoodCreek Junior High teachers will collaborate to discuss ways to address bullying and decrease campus office referrals.

Evaluation Data Source(s) 2: SEL Lesson Plans

SEL Walkthroughs

Campus Discipline Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) In addition to counselor lessons, campus assistant principals will lead staff members in a PBIS book study and Town Hall meetings each six weeks. Through the PBIS book study, campus administration will spark conversations with teachers about how we can improve our use of PBIS at WCJH and target specific behaviors based on campus discipline data. In addition, campus assistant principals will hold semi-monthly Town Hall meetings with staff to enlist feedback regarding behavior trends and share best practices in behavior management.	2.4, 2.5, 2.6	Campus administrators will monitor the completion of this goal.	WoodCreek Junior High students and staff will benefit from this strategy through improving the positive culture on campus. Teachers will utilize positive, preventative strategies designed to decrease discipline incidents and improve the opportunity for instructional time.				
Problem Statements: Perceptions 1, 2							
							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: Despite efforts to correct the issue, bullying continues to pose a problem for students at WoodCreek Junior High.
Problem Statement 2: Student office referrals decreased by over 20% from the 2017-2018 and 2018-2019 school years but did not meet campus expectations or historic lows.

Goal 4: WoodCreek Junior High will actively support the emotional well-being of all learners.

Performance Objective 3: WoodCreek Junior High will continue to identify and analyze ways to better support the social and emotional needs of gifted learners.

Evaluation Data Source(s) 3: GT Student/Parent Surveys
GT Teacher Feedback

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Support the social and emotional needs of gifted learners by addressing these needs through direct instruction during Advisory and pure GT core content classes in the 8th grade.	2.4, 2.5	The GT facilitator and campus administration will monitor the effectiveness of the implementation of GT advisories and pure GT core content classes in the 8th grade.	Gifted learners will be provided with a unique opportunity to interact and collaborate with other gifted learners during Advisory and in pure GT classes. Teachers will be able to differentiate instruction for these learners. Finally, gifted students will be provided with an opportunity, through Advisory lessons, to discuss and address social/emotional needs.				
Problem Statements: Demographics 1							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: WoodCreek Junior High boasts a diverse student population and would benefit from continuing to provide character education for students and continuing education to staff. Root Cause 1: Diversity of population can lead to conflicts based upon misunderstandings.


Goal 5: 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: WoodCreek Junior High office staff members will participate in a customer service oriented book study.

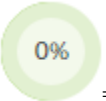
Evaluation Data Source(s) 1: Completion of Book Study
Summative Evaluations


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) The campus principal will lead office staff in a book study over "The Fred Factor". The Fred Factor is a book which outlines ways in which passion and service in one's job can impact customer service and the culture/environment around the individual. Campus staff members will reflect on how they can utilize the feedback.		Campus administration will monitor the implementation of the Fred Factor book study.	WoodCreek Junior High administration are hopeful completion of the book study and discussion with key staff will lead to quality customer service towards the community.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Campus Advisory Team

Committee Role	Name	Position
Parent	Nely Artis	Parent Representative
Parent	Prachis Deshpande	Parent Representative
Parent	Rachel Parker	Parent Representative
Parent	Kerrie Steger	Parent Representative
Parent	Rosie Trujillo	Parent Representative
Parent	Sangeetha Vasudevan	Parent Representative
Classroom Teacher	Colby Bohac	Teacher Representative
Classroom Teacher	Hannah Davis	Teacher Representative
Classroom Teacher	Karli Lintner	Teacher Representative
Classroom Teacher	Patrick O'Connell	Teacher Representative
Classroom Teacher	Evelyn Schwin	Teacher Representative
Classroom Teacher	Candice Trimm	Teacher Representative
Non-classroom Professional	Jessie Clay	Non Teaching Representative
Business Representative	Nessa Gutierrez	Business Representative
District-level Professional	Damon Archer	District Representative
Administrator	Stone Melinda	Principal

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Stone Melinda	Principal
Non-classroom Professional	Jamie Callaway	Instructional Coach
Administrator	Grant Smith	Assistant Principal
Administrator	Tim Chesser	Student Support Assistant Principal
Non-classroom Professional	Jessie Clay	School Counselor
Classroom Teacher	Anna Cochran	Teacher
Non-classroom Professional	Jodi Slaughter	School Counselor
Classroom Teacher	Lauran Deforke	Assistant AC
Non-classroom Professional	Brent Grelle	Instructional Coach
Non-classroom Professional	Kodi Holmes	Testing Facilitator
Classroom Teacher	Courtney Lewis	Teacher
Classroom Teacher	Todd Lighter	Assistant AC
Non-classroom Professional	Tanya Marshall	School Counselor
Classroom Teacher	Connie Plocek	Teacher
Non-classroom Professional	Deanna Saenz	Librarian
Non-classroom Professional	Amanda Sager	Instructional Coach
Classroom Teacher	Robert Schindler	Teacher
Administrator	Kari Torres	Student Support Assistant Principal
Non-classroom Professional	Lindsay Van Wyk	Instructional Coach
Administrator	Kim Vrana	Assistant Principal
Classroom Teacher	Kelly Watkins	Teacher
Classroom Teacher	Jill Young	Teacher

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
WOODCREEK J H (101914052) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		96	A
Student Achievement		94	A
STAAR Performance	75	94	
College, Career and Military Readiness Graduation Rate			
School Progress		88	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 10.3%)	75	83	B
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned