Katy Independent School District

Woodcreek Junior High

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Students first.

Value Statement

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

Positive Relationships Are The Key!

Words and Actions Matter!

Learning Is The Center Of What We Do!

Be the Best!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WoodCreek Junior High opened in 2008 as a campus that serves 6th-8th grade students in Katy ISD. Katy ISD continues to be one of the fastest-growing districts in the Houston area. Fortunately, our enrollment has remained relatively consistent during recent years. After one year of post-pandemic learning, all 1,508 WCJH students returned to face-to-face learning for the 2021 - 2022 school year. Enrollment for 2022 - 2023 was 1,557 and remained relatively consistent for the 2023 - 2024 school year at 1,556 students enrolled. This year, we are projected to have approximately 1,564 students enrolled. WoodCreek has strong attendance rates with 96.21% average daily attendance for the 2023-2024 school year; systems and incentives are in place to address students with significant attendance concerns. The campus continues to develop district-aligned attendance systems and incentives to improve attendance and address concerns.

In the 2022 - 2023 school year, the campus had the following student demographic percentages: 47.81% White, 23.33% Hispanic, 13.50% Asian, 10.41% Black/African American, 4.69% Two or More Races, 0.19% American Indian/Alaskan Native, and 0.06 Native Hawaiian/Pacific Islander. These demographic percentages remained fairly consistent with the population for the 2023 - 2024: 45.93% White, 24.84% Hispanic, 13.47% Asian, 10.23% Black/African American, 5.21% Two or More Races, 0.25% American Indian/Alaskan Native, and 0.06 Native Hawaiian/Pacific Islander. This year, demographics percentages for WCJH are: 45.52 White, 25.21 Hispanic, 13.86% Asian, 10.25% Black/African American, 5.03% Two or More Races, 0.06% American Indian/Alaskan Native, and 0.06% Native Hawaiian/Pacific Islander.

In the 2022 - 2023 school year, WCJH had the following program percentages: 28.47% At-Risk, 20.63% Economically Disadvantaged, 9.90% Emergent Bilingual, 13.37% Gifted and Talented, 9.00% Section 504, and 12.66% Special Education. These program percentages remained fairly consistent in the 2023 - 2024 school year: 31.07% At-Risk, 23.76% Economically Disadvantaged, 13.09% Emergent Bilingual 14.99% Gifted and Talented, 8.00% Section 504, and 14.80% Special Education. This year, the program percentages for WCJH are: 29.72% At-Risk, 24.89% Economically Disadvantaged, 9.35% Emergent Bilingual, 14.12% Gifted and Talented, 7.72% Section 504, and 15.99% Special Education.

According to the State of Texas, the campus meets academic standards yearly, as demonstrated by test scores. Campus programs (e.g., CTE, Special Education, Fine Arts, Athletics, GT) align with the teachers' and administrators' philosophies and beliefs. Students in the Gifted and Talented program are currently served in KAP classes, mixed with non-GT students. Teachers are expected to differentiate for the different needs in those classes. Additional extensions for GT students could be offered with more structure and purposefulness. This could potentially be achieved through the master schedule and by providing opportunities to compact curriculum. ESL services are provided for the ESL population, including in-class support for ELLs who are non-English speakers. The campus provides private English classes during the day to facilitate language acquisition for students. The campus continues to increase the number of ESL Multi-Tiered Systems of certified teachers. The campus needs more teachers who can implement strategies that help ESL students increase language acquisition. Having more teachers certified in ESL would also help with scheduling ESL students. All campus teachers and paraprofessionals are Multi-Tiered Systems of Support (MTSS) trained to teach or assist in all student needs. The campus continues to monitor and improve multi-level support for students with academic, behavioral, and/or social/emotional needs.

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

Demographics Strengths

1. The programs that are offered for our students, align with the philosophy and beliefs of all stakeholders.
2. Professional Development opportunities are available to meet the needs of diverse staff and their level of experience.

3. Good mentorship structures exist for new teachers to the profession and new teachers to the school/district.

4. Parents and the community are involved with the campus.

5. The community continues to grow and become more diverse.

Student Learning

Student Learning Summary

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

Official accountability scores for the 2024 state assessment have not been released as of July 2024, but there are a few notable trends in our longitudinal data. More students across all three grade levels performed at grade level or mastered their grade level in reading-language arts than in 2023: 79% for sixth

grade, 82% in seventh, and 84% in eighth grade. We saw a slight decrease in math performance in sixth and eighth grade with 65% and 72%,

consecutively, of students performing at grade level. In seventh-grade math, 44% of students performed at grade level, an increase of 3% in 2023. For

science and social studies, 72% and 64%, consecutively, performed at grade level. Nearly all seventh and eighth graders who took the Algebra 1 End of

Course performed at grade level.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

When analyzing state assessment reporting categories and student expectations, the district curriculum is well-written and provides an appropriate foundation for teachers to plan instruction. The curriculum is written so that essential standards that are relevant and assessed most often on STAAR are taught most frequently. The curriculum and the methods used in Katy ISD assure that it benefits all students. The weekly learning team meetings within the departments which consist of administrators, instructional coaches (ICs), and teachers allow for the curriculum to be reviewed by looking at data, lessons, and assessments. The collaborative teams utilize the backwards design to assure the learning of all students. During learning team meetings, teachers and instructional coaches are expected to break down the readiness, supporting, and process standards, to address the learning team meetings four essential questions, "What do we want students to learn?", "How will we know when they've learned it?", "How will we respond when some students haven't learned it?" and "How will we respond when some students have mastered the learning?". At WoodCreek Junior High, teachers ensure that instruction is rigorous and relevant by breaking down the TEKS and planning backward starting with formative and summative assessments. Instructional Coaches provide feedback and resources to teachers to ensure that the district's curriculum is taught with fidelity. Students engage in authentic work that is student-centered. Working cross-curricular with other subject contents, allows students to utilize different learning styles and experience content in different subject areas. During team learning, the teachers create common assessments by breaking down the TEKS, reviewing released STAAR items, and considering past assessment data. Teachers use these assessments to monitor and respond to student progress. Teachers and Instructional Coaches analyze assessment data to identify TEKS and students for reteaching and retesting opportunities. Teachers are expected to reteach (and then retest) those objectives that are not mastered by students during first teach. Teachers at WoodCreek Junior High can use Lead4ward resources to generate student learning reports to track student growth. Teachers receive ongoing embedded professional development opportunities for scientifically based research and best practices through learning team meetings, district training, and professional development. Additionally, at WoodCreek Junior High, the Instructional Coaches observe classroom teachers and provide feedback on a variety of research-based strategies. The instructional initiatives of the campus and district are fully aligned with the campus improvement plan. Professional development strategies are implemented in small chunks through large groups, small groups, and individual sessions. The administrative team makes frequent visits to classrooms to monitor the success of the implementation of the campus's innovative

practices, differentiated instruction, and collaborative teaming. Instructional and linguistic accommodations are routinely used in both inclusive and sheltered classrooms. The accommodations that are used in the lesson are determined by the classroom teacher individually as well as in collaborative meetings with the ESL specialist. The ESL specialist and assistants track the consistent use of the accommodations by using Katy ISD documents. This determines the necessity of these accommodations on state assessments. Assessment data analysis allows us to see the effectiveness of the accommodations. Further data analysis of day-to-day instructional accommodations would allow us to be even more effective. The goal for the district is to purposefully improve student learning through strategic design. Special education is an area of focus for the district and the campus. Teachers will use common assessments and backwards design to have good first-time teaching and to analyze where students are. The campus is focused on improving student achievement. We are a high-achieving campus with a focus on data collection. We continue to focus on meeting students' individualized needs.

There is a leadership team that meets biweekly to discuss what is happening on campus and to help make decisions. Team leads across all contents meet quarterly to discuss goals and teaching strategies. Teachers have a voice in school practices through voting, speaking with campus ICs, and some teachers being part of the Leadership Team. This allows for collaboration and input to drive the goals of the campus and district. Committees comprised of teachers are established for different decisions that impact the campus. Our campus will continue to focus on implementing Positive Behavior Intervention System strategies (Respect the PACK) to develop consistency in common areas and the classrooms. Each teacher is assigned duties either in the AM or PM to assure safety throughout the building. An administrator oversees the development of these schedules and monitors their effectiveness. It is important that each teacher monitor and utilize the methods that are helpful under PBIS. It is important to have clear expectations for all students in the common areas. This will be helpful with behaviors for students. The teachers will be trained by the administrator in best practices and common language. Under PBIS, the implementation of recognizing when students display positive behaviors and positive office referrals is used to continue to improve positive citizenship within the building. There are several programs for students and opportunities for them to be involved outside of the school day which includes musical arts, athletics, theater arts, and social clubs. We offer comprehensive tutorials before and after school which allows for opportunities for interventions and extra help. The master schedule is created in order to maximize instruction during the school day, increase collaboration among teachers, and protect instruction from unnecessary interruptions. The building is divided by grade levels and subjects. We have a fine arts wing and an athletics area. The building is divided in such a way that it is easy for teachers to collaborate and focus on instruction informally and formally. WoodCreek Junior High promotes our staff becoming connected educators. Our instructional leaders promote integrating technology use (both instructor and student) into lessons, and they provide information and opportunities to gain professional development in the area of technology use. All teachers and students utilize a variety of technology resources. Smart boards are utilized in classrooms daily . Canvas is utilized by students, staff, and parents to access the curriculum and interface regarding progress. Some teachers provide feedback to their students on homework through Canvas to clarify misconceptions before the next day's class, which

optimizes instructional time. Students have access to library-technology before and after school. Students can connect with their teachers through Canvas and other applications regarding their learning using their own devices. WoodCreek Junior High encourages teachers to utilize technology by participating in district-sponsored professional development. Our Campus Technology Designer, or CTD, is available to meet weekly with Learning Teams to assist in technology integration as part of their lessons. The Classroom Technology Designer is available for staff support and one-on-one enrichment of technology knowledge. Technology is used to support instruction and learning by determining relevant applications, devices, and strategies that support given student and teacher tasks. For example, teachers use Kahoot quiz games to review mastery levels. Technology is implemented at WoodCreek when the district approves applications and technology and makes recommendations to campuses. Teachers identify apps they wish to use in their classrooms and request district review and approval for those apps. Teachers use professional judgment with various web-based applications. Over the next 1-5 years, we will continue to budget and purchase current technology that is relative to student learning. We plan to provide teachers with wireless options that allow them to engage with students side by side more often.

School Processes & Programs Strengths

1. The campus has established a consistent structure for learning teams and leadership opportunities.
2. Teachers and students use technology consistently at school and at home. Canvas is integrated into all courses at WoodCreek.
3. Our teacher's instructional calendars are aligned with the TEKS and the district's unit plans.
4. Data collection and goal setting are inclusive of all student groups.
5. The campus is participating in Year 2 of the PLC Academy where we continue to focus on collaborative teams partnering with the district instructional learning team to develop school-wide processes.

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

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

WoodCreek Junior High has a strong community of staff, parents, and various businesses actively supporting Multi-Tiered Systems of Supporting the campus. The PTA provides many things that add to productivity and instructional practice (technology, staff professional development, programs for students, etc.). Parents feel that the school is run effectively and welcome at school-wide events: Open House, community pep rallies, Multi-Tiered Systems of Supporting events, fine arts events, and events that kick off the school year. Parents receive communication by emails, conferences, phone calls, Canvas, district app, weekly campus e-news Timberwolf Times, and campus social media (Twitter, Instagram, Facebook, etc.). The campus ESL specialist ensures that parents who speak languages other than English are given translated materials or other references. The campus administrator that serves as the liaison for partnerships with outside businesses ensures that these relationships are strong, resulting in donations and incentives for our staff and students throughout the year. WoodCreek Junior High Watch Dogs program allows the dads of students to be visible and provide monitoring support on campus throughout the school day. Parents, staff, and community members attend Campus Advisory Team meetings four times throughout the year to provide input as stakeholders about campus decisions.

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

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

Perceptions Strengths

1. The community partners with the campus to support our common safety values and implementation of the Watch Dog program.
2. Our campus school psychologist partners with our counselors and administration to provide learning opportunities while creating a safe space for students and staff members.
3. Safety is emphasized and discussed weekly in the Timberwolf Times with a focus on the following:
   a. Safety Plans and Training: Our safety plans are updated, and all staff and students will receive instruction and training at the start of the year and throughout the year.
   b. Staff and Student IDs: Staff and students must wear their ID badges at all times during school hours, while on school property. If a student loses their ID, a replacement must be purchased promptly from the school library.
   c. Visitor and Volunteer Management: All visitors are expected to check in at the front office and must be cleared before entering the building during instructional hours.

d. Cameras and Doors: Our campus and Katy ISD buses have a robust system of cameras that are monitored and used daily to assist us in creating a safe environment. Exterior doors throughout our building are all monitored through an access control system and have alarms. All exterior doors are to remain closed and locked during school business hours. Interior classroom doors are expected to be locked at all times.

e. Safety Personnel: Our WCJH Safety and Security Team continuously plans, reviews, and oversees safety. Our junior high school is staffed with a security guard and a Katy ISD police officer. This year, Security Guard Steve White and Police Officer Edgar Torres will assist us at WCJH.

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

Priority Problem Statements

Goals

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

Performance Objective 1: By May 2025, the perception of verbal bullying instance will decrease by 6 percent when compared to the previous year.

    Evaluation Data Sources: Discipline Dashboard; Student Safety Survey

Strategy 1 Details		Reviews			
Strategy 1: WCJH will develop a Campus Discipline Team that meets every 3 weeks to review discipline data and provide recommendations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Discipline trends are noticed and addressed promptly while consistently looking for ways to decrease verbal bullying incidents. **Staff Responsible for Monitoring:** Admin, Campus Discipline Team		**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Campus admin will implement the District Discipline Management Plan 100% of the time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be consistency with discipline across all grade levels. **Staff Responsible for Monitoring:** Admin		**Oct**	**Jan**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: For the 24-25 school year, campus leaders will conduct "Respect the Pack" chats at least once a grading period.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff are made aware of reoccurring discipline issues at the time and expectations are revisited. **Staff Responsible for Monitoring:** Admin		**Oct**	**Jan**	**Apr**	**June**

Strategy 4 Details		Reviews			
Strategy 4: For the 24-25 school year, campus leaders will conduct grade-level discipline assemblies at least once a semester.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Discipline incidents decrease, including verbal bullying, which allows for an environment where our students and staff feel safe.		**Oct**	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			

Strategy 5: By August 2024, the campus will create an MTSS-B Committee consisting of representatives of all campus stakeholders to train teachers and staff in behavior intervention strategies.
    Strategy's Expected Result/Impact: Through MTSS-B, our campus is working with a proactive approach to supporting students with behavioral challenges.
    Staff Responsible for Monitoring: Admin, MTSS-B Committee, MTSS Coordinator
	Formative			**Summative**

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

Strategy 6 Details	Reviews			
Strategy 6: For the 24-25 school year, the MTSS-B committee will meet quarterly to discuss how to provide continuous support for teachers and staff throughout the year. **Strategy's Expected Result/Impact:** Teachers feel confident using MTSS-B strategies to support students' academic and behavioral needs throughout the year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

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

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

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: By May 2025, student growth will increase in STAAR-tested subjects by 3%.

    Evaluation Data Sources: STAAR Student Growth Data

Strategy 1 Details				Reviews			

Strategy 1: For the 24-25 school year, collaborative teams of STAAR-tested grades/subjects will meet twice a grading period during Advisory to discuss data-driven instruction.
     Strategy's Expected Result/Impact: All students will receive high-quality first teach with opportunities for intervention and extension throughout the lesson.
     Staff Responsible for Monitoring: Instructional Coaches, department chairs, admin
				Formative			**Summative**

				Oct	Jan	Apr	June
Strategy 2 Details				Reviews			
Strategy 2: For the 24-25 school year, student progress/growth will be tracked and discussed in collaborative team meetings at least twice a grading period. **Strategy's Expected Result/Impact:** Students who are not making progress or seeing an increase in academic growth will be identified sooner.				**Formative**			**Summative**
				Oct	Jan	Apr	June

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

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

Performance Objective 2: By May 2025, 100% of teachers will consistently implement collaboration strategies to support all students.

    Evaluation Data Sources: PLC Academy Monitoring, Team Lead Hub, Team Effectiveness Rubric

Strategy 1 Details	Reviews			
Strategy 1: Utilizing team norms, a goal-oriented focus plan, student data, and instructional discussions, teams will meet weekly throughout the 24-25 school year to collaborate and improve learning for all.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers receive research-based professional development that can be implemented in the classroom to provide high-quality learning opportunities for all students.				

Strategy 2 Details	Reviews			
Strategy 2: For the 24-25 school year, 100% of teachers and staff will utilize Microsoft Teams to track and collaborate regarding students' strengths and needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Real-time collaboration and data tracking allow for ongoing support for students and adjustments if/when necessary. **Staff Responsible for Monitoring:** Admin, Department Chairs, Instructional Coaches, MTSS/AL Coordinator, 504 Coordinator, Sped Department				

Strategy 3 Details	Reviews			
Strategy 3: By May 2025, 100% of essential standards will be unpacked.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Collaborative teams will have a better understanding of the learning standards and how to ensure students are receiving high-quality first-teach as well as opportunities for intervention and extension. **Staff Responsible for Monitoring:** Admin, team leads, instructional coaches				

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

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

Performance Objective 1: By May 2025, 100% of campus staff's Canvas practices will be aligned with the district's expectations.

    Evaluation Data Sources: Audit checks, parent surveys

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, 85% of teachers' Canvas courses will be rated on the higher end of the Canvas Course Score.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and parents will be able to navigate Canvas easier, allowing for a more efficient learning experience.	**Oct**	**Jan**	**Apr**	**June**

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

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

Performance Objective 1: By May 2025, collaborative teams will utilize at least 3 common formative assessments.

    Evaluation Data Sources: Bank of Common Formative Assessments, collaborative team meeting minutes

Strategy 1 Details				Reviews			
Strategy 1: By the end of the 2nd six weeks, 100% of teaching staff will be trained on common formative assessments (CFAs) and the Plan-Do-Study-Act (PDSA) model.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Collaborative teams will begin thinking about how to monitor student progress and adjust accordingly during a unit rather than waiting until the end of the unit. **Staff Responsible for Monitoring:** Admin, team leads, Guiding Coalition members							
Strategy 2 Details				Reviews			
Strategy 2: Starting the 3rd grading period, collaborative teams will implement at least one common formative assessment per grading period.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will be aware of where their students are in the learning process while planning for intentional intervention/extension activities as necessary. **Staff Responsible for Monitoring:** Admin, team leads, guiding coalition members							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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

Performance Objective 1: By May 2025, teachers will increase the number of digital tools and resources compared to the previous year.

    Evaluation Data Sources: Classroom observations, Collaborative team meeting minutes, lesson plans

Strategy 1 Details		Reviews			

Strategy 1: During the 2024-2025 school year, WCJH staff will highlight digital tools and digital citizenship skills such as checking Canvas email to all students at least once every six weeks.
    Strategy's Expected Result/Impact: Students become more comfortable engaging in online instruction and utilize online resources more responsibly.
    Staff Responsible for Monitoring: Admin, team leads, instructional coaches, librarian
		Formative			**Summative**

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

Strategy 2: During the 2024-2025 school year, the campus will set aside one week to raise awareness of digital citizenship.
    Strategy's Expected Result/Impact: Students and staff become better consumers of technology and digital resources.
    Staff Responsible for Monitoring: Librarian
		Formative			**Summative**

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

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

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

Performance Objective 1: By May 2025, the staff appreciation pillar of the Culture and Climate Pulse Survey will be at least an 8.

    Evaluation Data Sources: Pulse survey data

Strategy 1 Details		Reviews			
Strategy 1: The PTA organization will collaborate with staff to plan at least two staff-appreciation events per six weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Boost in campus morale. **Staff Responsible for Monitoring:** PTA, Admin		**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: The Sunshine Committee will plan at least one staff appreciation activity per month.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Boost in campus morale. **Staff Responsible for Monitoring:** Sunshine Committee members		**Oct**	**Jan**	**Apr**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: Once a week for the 2024-2025 school year, a teacher/team will be highlighted for their contribution to student learning in the weekly eNews letter.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Boost in campus morale. **Staff Responsible for Monitoring:** Admin, leadership team, Guiding coalition		**Oct**	**Jan**	**Apr**	**June**

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

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

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

Performance Objective 1: By May 2025, the number of volunteer hours will increase by 5%.

    Evaluation Data Sources: Raptor, volunteer hours

Strategy 1 Details	Reviews			
Strategy 1: During the 2024-2025 school year, PTA will meet with staff at least once a month to discuss opportunities to increase family engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Boost in campus morale, and an increase in PTA collaboration with staff. **Staff Responsible for Monitoring:** Admin, PTA				
Strategy 2 Details	**Reviews**			
Strategy 2: For the 2024-2025 school year, we will share WCJH's story via social media to highlight student, staff, and volunteer achievements as well as post pictures of events on a regular basis.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: To create an awareness of the amazing things that are happening at WCJH. To encourage community support, and engage our community via social media. **Staff Responsible for Monitoring:** Admin				

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

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

Performance Objective 1: By January 2025, a campus implementation plan will be developed for submitting a Counselors Reinforcing Excellence for Students in Texas (CREST) application.

    Evaluation Data Sources: Campus Implementation Plan

Strategy 1 Details			Reviews			

Strategy 1: During the 2024-2025 school year, counselors will participate in weekly meetings to collaborate and begin working on CREST application.
    Strategy's Expected Result/Impact: WCJH will be ready to submit a CREST application for the 25-26 school year.
    Staff Responsible for Monitoring: Counselors
			Formative			**Summative**

			Oct	Jan	Apr	June

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