

Katy Independent School District
Woodcreek Elementary
2025-2026 Campus Improvement Plan



Mission Statement

WoodCreek Elementary School's Mission Statement:

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

Ranger Code of Honor:

I am...

R Respectful of Others

A Actively Engaged in my Learning

N Nice to Everyone

G Giving my Best Each Day

E Expecting Great Things for Myself and a

R Responsible Citizen

I am a Ranger!

Vision

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

Value Statement

RANGER LEARNING TRAITS

I...

L - Look for and Accept Feedback

E - Embrace the Struggle

A - Am Curious and Brave

R - Reflect and Adjust

N - Never Give Up

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

R - Ready to Collaborate

I am a Learner!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

WoodCreek's campus two Focus areas are as follows:

1. Small Group Instruction - We will have teachers focus on small group instruction to increase the effectiveness of first teach by providing targeted instruction based on individual student data. Our goal will be to move teachers up the small group progression.

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

WoodCreek's campus Priorities for each classroom areas are as follows:

Reading Instruction

- Lesson Internalization and TEKS Talk the Focus / Boulder TEK
- Instruction alignment to the assessment
 1. Teachers must take the assessment ahead of time
 2. Teachers must take the released STAAR (K-2 3rd STAAR)
- Explicit Vocabulary & Strategy Instruction
 1. Use Anchor Charts that are made with the kids
- Bridging Learning to the STAAR
- Provide time to practice the skill & assessment genre
- Every student gets small group instruction

Math / Science Instruction

- Unit Plan deep dive and TEKS Talk the Focus / Boulder TEKS
- Instruction alignment to the assessment
 1. Teachers must take the assessment ahead of time
 2. Teachers must take the released STAAR (K-2 3rd STAAR)
- Explicit Vocabulary & Strategy Instruction
 1. Use Anchor Charts that are made with the kids

- Bridging Learning to the STAAR
- Hands on is essential
- Every student gets small group instruction

WoodCreek's Small Group Progression for our Professional Teachers:

All teachers are asked to assess themselves on this progression. They are then asked to write a goal that would move them up one level on this progression.

1. Prerequisite Skills

a. To achieve the first level of this progression you must show an effective proficiency in classroom management, effective whole group instruction, and student engagement.

Once you have this, you can move to the second level.

2. Beginner

a. To achieve this second level of our progression you must create the structure in your classroom to make a Small Group happen. These are the structures and systems that allow the kids to work in stations and come to you in a small group setting. Once you have this, you can move to the third level

3. Intermediate

a. The third level of our progression is all about what you are doing in the small group and in the stations. We have noticed that there are many WCE teachers right now at this level. At this level, you are working with kids in your small group and there are kids working in stations. At this level, in small group, the teacher has the same work for the students in the small group that the other students are doing in the classroom. This work is not differentiated. To move into more differentiation, you move into the fourth level.

4. Advanced

a. At the fourth level of our progression, you are now looking at individual student data.

This individual data informs your instruction in the small group. As a result, the work in the small group becomes skill work that is not the same thing that the rest of the kids in the classroom are working on during that time. This becomes very targeted instruction that really starts to move kids forward in their growth. But, it is still heavily teacher driven. To take one more step forward, you move into the fifth and final level of our progression.

5. Distinguished

a. At this fifth and final level, the kids can now answer the three clarity questions (more on that in the “Visible Learning” section below). The students can also track their own data and they begin to make (and track) goals for themselves. In fact, the teacher even has systems in place that allow the students to request small group instruction on targeted topics that the student thinks they need to move forward. (We do have some teachers doing this very level well at WCE.) The students also become teachers of themselves. Much of this is also described in the Distinguished column of TTESS as well.

Demographics

Demographics Summary

WoodCreek Elementary benefits greatly from the diversity of our learning community. We value the unique qualities every individual brings to school each day and work to support all individuals in their work. We know that a successful campus is one that works to understand the celebrations and challenges of each individual. The following are many of the demographic measures that impact our school daily based on the 2023/2024 TAPR report:

- WoodCreek is routinely home to 1300+ students each year. Of these students approximately 32.1% are White, 34.9% Asian, 14.5% Hispanic, 10.8% African American, 7.6% identifying as two or more races and less than 1% American Indian or Pacific Islander.
- Our special populations included 37.6% At Risk Students, 27.6% English Language Learners, 18.8% Economically Disadvantaged, and 15.9% identified for Special Education services. Our campus had a mobility rate of 7.6%.
- The WCE campus attendance rate was reported at 94.4% according to 2022-2023 accountability data. Our goal is to be in the top 25% of comparable schools for accountability.
- Our staff, who support these students, is approximately 81.8% White, 2.0% African American, 4.5% Hispanic, and 4.6% Asian. We have 49.3% of staff members having more than ten years of experience. 19.3% of our staff have graduate degrees.

Demographics Strengths

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: WoodCreek Elementary has 47 languages spoken among our student body. These languages are from all over the world and highlights our diverse community. WCE must become even more intentional about celebrating this diversity throughout the school year.

Student Learning

Student Learning Summary

WoodCreek Elementary is fortunate to work with families who value the benefits of education and students who are committed to success. Student achievement and growth is measured annually by the STAAR. Results for the 2024-2025 school year are as reported:

Overall, 73% of students met the passing standard in the area of Reading, 69% of students met the passing standard in Math, and 59% of students met the passing standard in Science.

In third grade, 72% of students met the passing standard in Reading and 63% of students met the passing standard in Math. In fourth grade, 72% of students met the passing standard in Reading and 70% of students met the passing standard in Math. In fifth grade, 75% of students met the passing standard in Reading, 74% of students met the passing standard in Math, and 59% of students met the passing standard in Science.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are focused on increasing the teachers' ability to effectively differentiate in a daily small group setting. (We are addressing this statement in Goal 2 --> Performance Objective 1 --> Strategy 35)

Problem Statement 2: There has to be an understanding of where the student is academically before, during, and after instruction so that we can better grow all students within each subpopulation. (We are addressing this statement in Goal 4 --> Performance Objective 1 --> Strategy 1)

Problem Statement 3: We continue to work toward our goal of at least 90% of WCE students to record a meet (.5 points) or exceed (1 point) in the progress measure as indicated in Domain II based on 2025 results. (We are addressing this statement in Goal 2 --> Performance Objective 3 --> Strategy 1)

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

Common Assessments are developed by the district and the teachers internalize the assessment before planning their instruction to ensure all questions are aligned to state standards in terms of rigor and content.

WoodCreek's teachers participate in identifying their focus standards and in vertical planning facilitated by the IC as specific TEKs progressions are outlined and discussed in grades K-5.

Building a School Culture & Partnership with All Stakeholders

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

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

Supporting the Emotional Well-Being of All Learners

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

School Processes & Programs Strengths

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

The process of recruitment at WoodCreek is collaborative. Administration and instructional leaders work to identify and interview individuals who have achieved, or have the capacity to achieve, success in working with students, parents, and their previous schools. WCE focuses on highlighting the school and its students on the website and by participating in job fairs. Individuals are initially screened and then selected to be interviewed by committee. Committees have significant input in our campus final recommendations ensuring both buy-in and confidence with our new staff. Greatness brings more greatness. In other words, the incredible professionals at WCE draw in other incredible professionals.

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

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

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

Visible Learning remains an integral part of WoodCreek's approach to grow all students a full school year in a school year.

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

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

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

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

Building a School Culture & Partnership with All Stakeholders

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

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

At WCE, we also work hard to support and engage our special population families. Our ESL, SPED, and GT staff communicate regularly with parents through phone calls,

conferences and notes/comment sheets sent home. They support families, too - by attending grade level performances and celebrating with students these special accomplishments. We also work to include special population parents in school business meetings such as the LPAC committee, PTA Leadership, Parent Roundtables, and the Campus Advisory Team (CAT).

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

Supporting the Emotional Well-Being of All Learners

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

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

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

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

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

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Small group instruction must continue to target academic growth for all students, including those with high achievement but low growth. (We are addressing this statement in Goal 2 --> Performance Objective 2 --> Strategy 2)

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

addressing this statement in Goal 2 --> Performance Objective 4 --> Strategy 1)

Problem Statement 3: As a campus of high expectations for all students' academic growth, we recognize the need for continuous improvement through ongoing targeted professional development. (We are addressing this statement in Goal 6 --> Performance Objective 2 --> Strategies 1-3)

Problem Statement 4: The Positive Behavior System, CHAMPS, and the Ron Clark House System must be utilized building wide to strengthen supports for students in order to foster a unified culture while creating a positive approach to discipline management. (We are addressing this statement in Goal 4 --> Performance Objective 1 --> Strategy 1)

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: We are focused on increasing the teachers' ability to effectively differentiate in a daily small group setting. (We are addressing this statement in Goal 2 --> Performance Objective 1 --> Strategy 35)

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to actively monitor students in designated areas on the playground. Staff Responsible for Monitoring: teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use Buddy System as needed in order to promote safety when traveling to other areas of the building. Staff will practice the Ranger Alert system when a student is unaccounted for. Staff Responsible for Monitoring: All staff.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Emergency Operations/Management Plan: Review, update and communicate emergency operations plans to all staff. All members of various emergency management teams trained as required. Staff Responsible for Monitoring: All staff.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The campus designated safety liaison will communicate and train staff on safety and security updates and monitor the effective implementation of outlined safety and security protocols, to include arrival and dismissal duty expectations. Staff Responsible for Monitoring: AP	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Fact Fluency programs will continue in grades 1-5 according to district policy. Strategy's Expected Result/Impact: Increase in Common Assessment scores. Staff Responsible for Monitoring: Grades 1-5 math teachers Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5th Grade students will utilize daily writing and emphasize writing in math, science and social studies using the content specific writing models. Strategy's Expected Result/Impact: Writing and applied editing skills and scores will increase on STAAR, TELPAS, Common Assessments, DLA's and Interim Assessments. Staff Responsible for Monitoring: Grades K-5 teachers, Instructional Coach Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional instruction for identified students at-risk for reading and math in K-5. Strategy's Expected Result/Impact: Increase STAAR scores, common assessments, DLAs, Interims, TELPAS, C-PN (Pre-K), Amira (K-5), Circle (Pre-K). Staff Responsible for Monitoring: Academic Support teachers, SPED, ESL and grades K-5 teachers. Funding Sources: - 199 - State Comp Ed, - 282 - ESSER III</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a classroom rich in mathematical speaking and vocabulary. Math vocabulary spoken daily and displayed in every classroom via a Math Wall and anchor charts .</p> <p>Strategy's Expected Result/Impact: Increased understanding of word problems by students.</p> <p>Staff Responsible for Monitoring: K-5 Math Teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use a science interactive student notebook, incorporate vocabulary building strategies, and incorporate a student-centered/student-created interactive science word walls in all science classrooms in grades K-5.</p> <p>Strategy's Expected Result/Impact: Student-centered/student-created interactive science word walls in each classroom, use of science warm-up program and vocabulary interactive notebook, increased scientific knowledge, and improved test performances by students.</p> <p>Staff Responsible for Monitoring: Science teachers, instructional coach, instructional coordinator, and administrators</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide book clubs to enrich knowledge of literature.</p> <p>Strategy's Expected Result/Impact: Increase enjoyment of reading.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Funding Sources: - 199 - General Fund PTA Donation, - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Grades K-5 will incorporate vocabulary building strategies to enhance reading skills that will positively impact all core subjects.</p> <p>Strategy's Expected Result/Impact: Common assessments, District & state mandated testing</p> <p>Staff Responsible for Monitoring: K-5 Teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The Literacy library will provide grade appropriate books and teacher resources for use in reading instruction. Strategy's Expected Result/Impact: District & state mandated testing- build reading comprehension skills Staff Responsible for Monitoring: Grades K-5 Teachers, Academic Support Teachers, Instructional Coach</p> <p>Funding Sources: - 199 - General Fund PTA Donation, - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Grades PK-5 will utilize the Science Lab. Strategy's Expected Result/Impact: Use of the Science Lab for hands-on activities, increased scientific knowledge, improved test performance by students, and encourage students to be curious and inquisitive about science. Staff Responsible for Monitoring: Science Teachers and Math/Science Instructional Coach</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Incorporate state and KISD safety standards and utilize grade specific safety equipment in the science lab and the classroom. Strategy's Expected Result/Impact: Lesson Plans, Observation Staff Responsible for Monitoring: Administrators, Science Teachers, Science Committee, Instructional Coach</p> <p>Funding Sources: - 199 - General Fund PTA Donation, - 199 - General Fund, - 199 - General Fund Other Donation</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Utilize KISD Canvas Science courses and McGraw Hill for science curriculum and instruction. Strategy's Expected Result/Impact: Students will increase their conceptual understanding of Science concepts and apply to larger context. Staff Responsible for Monitoring: K-5 teachers, Math and Science Instructional Coach, Administration</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Incorporate daily science lesson plans through the 5E model in all K-5 classrooms. Strategy's Expected Result/Impact: Complete Lesson Plan Templates, quality science lessons in each classroom, improved student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coach, administrators</p> <p>Funding Sources: - 199 - General Fund, - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Utilize McGraw Hill (Grades K-5), Generation Genius (Grades K-5), and Discovery Education (2-5) to support science vocabulary instruction.</p> <p>Strategy's Expected Result/Impact: Student work, lesson plans, improved science scores in common assessments, DLA's and state mandated testing.</p> <p>Staff Responsible for Monitoring: Science teachers, administrators, and Instructional Coach</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Utilize Title III immigrant funds to supplement instruction provided to Immigrant students.</p> <p>Strategy's Expected Result/Impact: Student assessment data, student engagement subjective: walk throughs, observations, grades, TELPAS, student data sheets</p> <p>Staff Responsible for Monitoring: K-5 Teachers, ESL Teachers, Academic Support Teachers</p> <p>Funding Sources: - 263 - Title III-A Immigrant</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Grades K-5 will utilize Writer's Workshop within the HMH curriculum and Structured Literacy Model to explicitly to teach and model to students how to become effective writers.</p> <p>Strategy's Expected Result/Impact: Students school wide will grow in their writing abilities across all core content areas.</p> <p>Staff Responsible for Monitoring: Instructional Coach, teachers, administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Dyslexia information for parents online in the Katy ISD Canvas Course for Parents and Educators.</p> <p>Strategy's Expected Result/Impact: Increase awareness</p> <p>Staff Responsible for Monitoring: Dyslexia Instructor</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Utilize McGraw Hill curriculum and the Visual Non-Glossary in grades K-5 to support science vocabulary instruction and the Claim-Evidence-Reasoning (C-E-R) Model.</p> <p>Strategy's Expected Result/Impact: Use of the vocabulary interactive notebook, increased scientific knowledge, improved test performance by students.</p> <p>Staff Responsible for Monitoring: Science teachers, Instructional Coach</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 18 Details	Reviews			
<p>Strategy 18: WCE will utilize district provided platforms such as RaaWee to track individual student performance. Based on results, individual plans will be created and conferences will be held to address attendance concerns.</p> <p>Strategy's Expected Result/Impact: Chronic absenteeism will decline.</p> <p>Staff Responsible for Monitoring: Attendance Review Committee, ADA</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: WCE will closely monitor daily attendance and frequently communicate with parents in order to increase the student attendance rate to 96.41%.</p> <p>Strategy's Expected Result/Impact: Chronic absenteeism will decline.</p> <p>Staff Responsible for Monitoring: Attendance Review Committee, administrators, teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: The Attendance Review Committee will meet once per nine weeks to discuss and review current attendance trends and formulate next steps specific to individual students.</p> <p>Strategy's Expected Result/Impact: Chronic absenteeism will decline.</p> <p>Staff Responsible for Monitoring: Attendance Review Committee, ADA</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 21 Details	Reviews			
<p>Strategy 21: Utilize collaborative teamwork for instructional planning to include:</p> <ul style="list-style-type: none"> *Data analysis by grade, subject, student group, and progress measure *Data analysis through reflective questions using the Lead4Ward processes *Grade-level, vertical and/or interdisciplinary team meetings for data analysis and dialogue *Development of an instructional plan/action plan based on data analysis to be included in the campus improvement plans *Individual student data analysis and student goal setting sessions for small group/differentiation planning weekly <p>Strategy's Expected Result/Impact: DLA reports and metric, End of Year STAAR reports, System Safeguard Data, Distinction Designation data, PBMAS indicators for EB, SPED, and NCLB</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, IC, CIL's</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June





Strategy 22 Details	Reviews			
<p>Strategy 22: Gifted and Talented/Advanced Academic Studies : Program options enable G/T/AAS students to work together as a group, work with other students and work independently during the school day/entire year. Provide out-of-school options relevant to students' areas of strength, such as Destination Imagination. Provide opportunities to accelerate in areas of student strengths. Recruit and retain students in advanced courses.</p> <p>Strategy's Expected Result/Impact: Participation in Destination imagination (not limited to only GT students). Student enrollment in courses advanced for grade, MSI data, Comparison of class rosters-beginning and end of semesters</p> <p>Staff Responsible for Monitoring: Admin team, Counselors, GT teacher</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 23 Details	Reviews			
<p>Strategy 23: (Gifted and Talented) Every teacher assigned to teach a GT course has attained required 30 hours of GT training in: nature and needs of G/T students, Assessing and identifying G/T students needs, Curriculum and Instruction for G/T students, Assessing social and emotional needs of G/T students, Creativity and instructional strategies for G/T students.</p> <p>Strategy's Expected Result/Impact: Year end GT professional dev records for each GT teacher, Evidence of implementation, teacher appraisals end of year, observation records, 30 hour awareness certificates</p> <p>Staff Responsible for Monitoring: Admin team, CIL's, GT facilitator</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 24 Details	Reviews			
<p>Strategy 24: Gifted and Talented, in collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using effective instructional techniques that meet the needs of gifted learners.</p> <p>Strategy's Expected Result/Impact: End of year report cards, district or campus evaluation surveys, student products</p> <p>Staff Responsible for Monitoring: Admin team, CIL's, counselor, teachers, GT facilitator</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 25 Details	Reviews			
<p>Strategy 25: Conduct annual program evaluation per program (CTE, SCE, GT, EBs) under the direction of respective program areas utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>Strategy's Expected Result/Impact: End of year state assessment data (STAAR, TELPAS), promotion/retention data, parent/student surveys</p> <p>Staff Responsible for Monitoring: Per program applicability- GT Dept, Compensatory/Federal programs dept., Dept. of other languages</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 26 Details	Reviews			
<p>Strategy 26: GT-Conduct annual GT screening by following the district - wide procedures for referrals, screening, and identification of students. Emphasize on finding and identifying underrepresented groups.</p> <p>Strategy's Expected Result/Impact: More identified students for programming.</p> <p>Staff Responsible for Monitoring: Admin team, Counselors, GT teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 27 Details	Reviews			
<p>Strategy 27: Special Ed-monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Strategy's Expected Result/Impact: Campus LRE ratio annual report, ESP instructional arrangement code reports</p> <p>Staff Responsible for Monitoring: Principal, SPED teachers, SPED admin</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 28 Details	Reviews			
<p>Strategy 28: SPED-train all special education staff, building administrators and counselors on Sped program compliance.</p> <p>Strategy's Expected Result/Impact: End of year timeline referral data, TEA complaints, PBMAS report</p> <p>Staff Responsible for Monitoring: Speech Path, Diagnostician, Counselor, Admin team</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 29 Details	Reviews			
<p>Strategy 29: Monitor EB's academic progress and linguistic support by ensuring that the ELPs are implemented in all content areas. Utilize TELPAS and STAAR results to monitor progress of EB students. Train all EB staff administrator and counselors on timeline requirements and state compliance, including LPAC initial training(verification and oaths) Pre LAS and LAS links, STAAR, STAAR L and TELPAS</p> <p>Strategy's Expected Result/Impact: As appropriate, end of year analysis of TELPAS and STAAR and LPAC summary reports</p> <p>Staff Responsible for Monitoring: Central Admin, Language proficiency assessment committee, LPAC decision making process</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 30 Details	Reviews			
<p>Strategy 30: Utilize intervention instructional officers, ESL and Bilingual facilitators, Title I facilitators, if assigned, and other district instructional staff to support teachers providing services to at-risk students.</p> <p>Strategy's Expected Result/Impact: LAS/Pre-LAS, STAAR, Dyslexia intervention progress measure, TELPAS</p> <p>Staff Responsible for Monitoring: Principal, CIL's Instructional support staff, intervention specialists, compensatory/federal programs staff, department of other languages</p> <p>Funding Sources: - 263 - Title III-A Immigrant</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 31 Details	Reviews			
<p>Strategy 31: Identify at risk, eligible Title I and EB students, provide them with supplemental services; and monitor progress. Materials/services include supplemental instructional resources, small group intervention and tutorials.</p> <p>Strategy's Expected Result/Impact: Summit K12, District & State Mandated Assessment Scores, TELPAS, classroom academic progress, Title 3 Extended Day</p> <p>Staff Responsible for Monitoring: Principal, Admin team, Instructional support staff, Intervention specialists, Compensatory/federal programs staff, Dept. of Other Languages</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 263 - Title III ELA</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 32 Details	Reviews			
<p>Strategy 32: The CAT teachers and administrators will complete professional development in clearly defined focus areas to meet district and campus goals and participate in applicable campus and district professional development survey accountability training.</p> <p>Strategy's Expected Result/Impact: Summative appraisals, results of surveys, staff survey</p> <p>Staff Responsible for Monitoring: Content area specialists</p> <p>Funding Sources: - 255 - Title II Part A TPTR</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 33 Details	Reviews			
<p>Strategy 33: Math Running Records will be done three times per year to assess students' fact fluency in grade 2 for addition and subtraction and grade 4 for multiplication and division. Data will be entered in Aware for BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Increase math awareness in classroom and improved performance on assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers in grades 2 & 4 and the Instructional Coach</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 34 Details	Reviews			
<p>Strategy 34: WCE will continue to implement math strategies from Building Thinking Classrooms in Mathematics.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on Campus Based Assessments, DLAs, and STAAR</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 35 Details	Reviews			

Strategy 35 Details	Reviews			
<p>Strategy 35: WCE will grow teachers' ability to differentiate in small group by one level on WCE's "small group progression" which implements components of "Visible Learning" in order to increase student ownership of their own academic growth in the distinguished level.</p> <p>Strategy's Expected Result/Impact: All teachers are asked to assess themselves on this progression. They are then asked to write a goal that would move them up one level on this progression.</p> <p>1. Prerequisite Skills</p> <p>a. To achieve the first level of this progression you must show an effective proficiency in classroom management, effective whole group instruction, and student engagement. Once you have this, you can move to the second level.</p> <p>2. Beginner</p> <p>a. To achieve this second level of our progression you must create the structure in your classroom to make a Small Group happen. These are the structures and systems that allow the kids to work in stations and come to you in a small group setting. Once you have this, you can move to the third level</p> <p>3. Intermediate</p> <p>a. The third level of our progression is all about what you are doing in the small group and in the stations. We have noticed that there are many WCE teachers right now at this level. At this level, you are working with kids in your small group and there are kids working in stations. At this level, in small group, the teacher has the same work for the students in the small group that the other students are doing in the classroom. This work is not differentiated. To move into more differentiation, you move into the fourth level.</p> <p>4. Advanced</p> <p>a. At the fourth level of our progression, you are now looking at individual student data. This individual data informs your instruction in the small group. As a result, the work in the small group becomes skill work that is not the same thing that the rest of the kids in the classroom are working on during that time. This becomes very targeted instruction that really starts to move kids forward in their growth. But, it is still heavily teacher driven. To take one more step forward, you move into the fifth and final level of our progression.</p> <p>5. Distinguished</p> <p>a. At this fifth and final level, the kids can now answer the three clarity questions (1. What am I learning? 2. Where am I in that progression? 3. What is my next step?) The students can also track their own data and they begin to make (and track) goals for themselves. In fact, the teacher even has systems in place that allow the students to request small group instruction on targeted topics that the student thinks they need to move forward. (We do have some teachers doing this very level well at WCE.) The students also become teachers of themselves. Much of this is also described in the Distinguished column of TTESS as well.</p> <p>Staff Responsible for Monitoring: Principals, IC, Teachers, Students</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June

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Strategy 36 Details	Reviews			
<p>Strategy 36: Ascend Math, Lexia RLA and Vizzle Reading/Math will be utilized by Resource and ICS teachers for K-5 students according to district policy for intervention and additional instruction.</p> <p>Strategy's Expected Result/Impact: Increase student math awareness</p> <p>Staff Responsible for Monitoring: Resource and In Class Support teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 37 Details	Reviews			
<p>Strategy 37: Maintain the TREK reading incentive program.</p> <p>Strategy's Expected Result/Impact: Total participation projects and distribution of spirit sticks</p> <p>Staff Responsible for Monitoring: Admin team, teachers, parent volunteers, librarian</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 38 Details	Reviews			
<p>Strategy 38: Vocabulary will be explicitly taught in grades K-5 across all content areas which enable students to successfully move from concrete to abstract concepts and apply within a larger context. Interactive Vocabulary/Knowledge walls will become an integral part of effective instruction across all content areas.</p> <p>Strategy's Expected Result/Impact: Students will be able to successfully move from concrete and abstract concepts and apply within a larger context</p> <p>Staff Responsible for Monitoring: IC, teachers, administration</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 39 Details	Reviews			
<p>Strategy 39: Utilize the KISD canvas Social Studies course and specified adopted curriculum for social studies instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase their conceptual understanding of social studies concepts and apply larger context.</p> <p>Staff Responsible for Monitoring: K-5 teachers, IC and admin</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 40 Details	Reviews			
<p>Strategy 40: Amira will be implemented in grades k-5 according to district policy to monitor progress and provide needed intervention.</p> <p>Strategy's Expected Result/Impact: Increased reading awareness in classroom and performance on assessments</p> <p>Staff Responsible for Monitoring: RLA teachers K-5, IC</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: We are focused on increasing the teachers' ability to effectively differentiate in a daily small group setting. (We are addressing this statement in Goal 2 --> Performance Objective 1 --> Strategy 35)

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

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





Evaluation Data Sources: Domain III report

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 teachers and specials teachers, if needed, will participate in grade level kid chats, ESL kid chats, and SpEd kid chats.</p> <p>Strategy's Expected Result/Impact: Academic growth and progress is increased</p> <p>Staff Responsible for Monitoring: K-5 teachers, intervention coach, Academic support teachers, Sped teachers, ESL teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will attend weekly small group/differentiation planning sessions with their team and admin to promote growth in Domain II & continue success in Domain III.</p> <p>Strategy's Expected Result/Impact: Increased differentiation which will lead to an increase in student performance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will monitor and track the progress of students within all sub-populations by holding Data Talks in which student success criteria is defined and next steps are formulated to increase student clarity.</p> <p>Strategy's Expected Result/Impact: Students within each sub-pop will demonstrate year over year growth.</p> <p>Staff Responsible for Monitoring: Teachers, IC, administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Data Talks will be held to review assessment data throughout the year, and next steps will be drafted in order to target areas of need. In addition, teachers and staff members will review sub-population specific data for growth.</p> <p>Strategy's Expected Result/Impact: Increased awareness of individual student progress which will enable teachers to effectively differentiate instruction to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Teachers, IC, administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: HB3- The percent of Woodcreek Elementary 3rd grade students who achieve Meets and above in Reading will increase to 82% by July 2026.

HB3 Goal

Evaluation Data Sources: 2026 Accountability data





Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will implement the KISD Literacy Framework using the HMH curriculum with fidelity and integrity. Teachers will hold TEKS specific small groups which will provide students with targeted and specialized instruction.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate progress throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers, IC, administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: HB3- The percent of Woodcreek Elementary 3rd grade students who achieve Meets or above in Math will increase to 71% by July 2026.





HB3 Goal

Evaluation Data Sources: 2026 Accountability data

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will utilize the workshop model in Math classrooms and the use of manipulatives in order to increase conceptual understanding and advance numeracy skills.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate progress throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers, IC, administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 7: The district will provide a variety of learning experiences that address distinct learning needs, interests, aspirations and cultural backgrounds of all learners.





Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will utilize Community Circles and additional qualitative and quantitative data sources to understand and meet the needs of all learners by providing specific and relevant instruction.</p> <p>Strategy's Expected Result/Impact: Culturally responsive teachers and student growth.</p> <p>Staff Responsible for Monitoring: Teachers, IC, administrators and counselors</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 8: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: (Technology: PEIMS Data) Submit error-free PEIMS data to TEA by monitoring and validating accuracy of PEIMS data reporting through designating a campus PEIMS Administrator to coordinate PEIMS data submission/input/verification and perform other related duties: edits, reports, verification checks, PEIMS Audit Box</p> <p>Strategy's Expected Result/Impact: Submission error-free data to TEA appointed intervals per year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus PEIMS Administrator</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: (Technology: Printing) Increase use of Katy ISD Print Shop resources for printing and copying by reducing use of campus printing to minimize waste/use of paper and resources through designating staff responsible for coordinating, approving, and submitting printing orders in a timely manner.</p> <p>Strategy's Expected Result/Impact: End- of- year reduction in number of copies made on convenience copiers.</p> <p>Staff Responsible for Monitoring: Designated/Selected staff printing coordinators</p> <p>Staff members</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: (Technology : Cyber-Safety) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber/Safety/and Acceptable Use in such areas as password protection, identity theft/ privacy and personal safety and external devices capturing private info.</p> <p>Strategy's Expected Result/Impact: End- of- year campus/district reports indicate no unauthorized access to Katy ISD accounts</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Testing Coordinators as applicable</p> <p>Librarian</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: (Safe & Drug Free Schools) Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence prevention/weapon free programs/activities through Red Ribbon Week and KISD's Parent Legacy Nights.</p> <p>Strategy's Expected Result/Impact: Parent participation in programs will support increased awareness.</p> <p>Staff Responsible for Monitoring: Counselors, Principals, teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 3rd-5th grade will be one to one and Chromebooks are used daily. For K-2nd, the goal is 1 to 2 and devices will be used daily. Technology will be used seamlessly to enhance instruction.</p> <p>Staff Responsible for Monitoring: K-5 Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 9: WCE will increase student attendance from 95.91% to 96.41%.

Evaluation Data Sources: RaaWee

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will frequently monitor tardies and absences, consistently communicate with parents, provide timely interventions, and promote our school attendance and tardy incentives.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate and student achievement.</p> <p>Staff Responsible for Monitoring: Administration, ADA, Attendance Review Committee, and teachers.</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.


*All WCE teachers will be ESL certified within two years of their hire date.


*All WCE teachers will be GT certified within one year of their hire date. They will also maintain 6 hours of GT credit each year in order to maintain their GT certification.

*All teachers will attend monthly Learning Meetings to increase their learning in areas where they choose to learn.

Strategy 1 Details	Reviews			
<p>Strategy 1: (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment.</p> <p>Strategy's Expected Result/Impact: End-of-year Human Resources reports/rosters</p> <p>Staff Responsible for Monitoring: Principal ASST. Principal Instructional Leadership Team Office of Other Languages</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: (New Teachers) Support new teachers and non certified teachers including alternative certification teachers with ongoing training/staff development sessions focusing on the 5 C's (Communication, Culture, Comparisons, Connections and Communities, differentiated instruction, alternative assessments for languages Other than English.</p> <p>Strategy's Expected Result/Impact: End-of-Year Mentor/Mentee Survey and /or Reflections</p> <p>Teacher Survey</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Leadership Team Intervention Specialist Mentors Team/Leaders/Campus Department Chairs Curriculum Specialist for LOTE Instructional Coach</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

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





Evaluation Data Sources: Adopted budget

Strategy 1 Details	Reviews			
<p>Strategy 1: ReadyRosie, an at home program with videos, games and literature, will be used to promote EB parental involvement and understanding of Grade Level TEKS and useful ways to work with their child at home, in PreK-2.</p> <p>Strategy's Expected Result/Impact: Increased Student Growth for EB students, Parental Involvement and Better Parent Understanding of academic topics/language.</p> <p>Staff Responsible for Monitoring: Admin, and ESL ISSTS as well as Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative teamwork for instructional planning to include:</p> <ul style="list-style-type: none"> *Data analysis by grade, subject, student group, and progress measure *Data analysis through reflective questions using the Lead4Ward processes *Grade-level, vertical and/or interdisciplinary team meetings for data analysis and dialogue *Individual student data analysis and student goal setting sessions for small group/differentiation planning weekly <p>Strategy's Expected Result/Impact: Data-driven instruction which meets the needs of a variety of learners overall improving student growth.</p> <p>Staff Responsible for Monitoring: Teachers, administration, IC</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





High Priority

Evaluation Data Sources: Survey feedback from professional learning sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE staff will remain committed to participating in ongoing professional development with the focus of growing deeper in relevant content knowledge and expertise.</p> <p>Strategy's Expected Result/Impact: Deepened content knowledge and expertise and increase capacity to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration, teachers, staff.</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

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

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd-5th grade will be one to one and Chromebooks are used daily. For PreK-2nd, the goal is 1 to 2 and devices will be used daily. Technology will be used seamlessly to enhance instruction.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Technology: Cyber Safety-Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety and Acceptable Use in such areas as password protection, identity theft, privacy and personal safety and external devices capturing private info.</p> <p>Strategy's Expected Result/Impact: End of year campus/district reports indicate no unauthorized access to Katy ISD accounts.</p> <p>Staff Responsible for Monitoring: Campus administrators, librarian, teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: To initiate the professional learning community groups.</p> <p>Strategy's Expected Result/Impact: Continuous job-embedded, collaborative learning for educators to improve student learning.</p> <p>Staff Responsible for Monitoring: Admin team, PLC facilitator, WCE teachers, CILS</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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






Strategy 1 Details	Reviews			
<p>Strategy 1: (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment</p> <p>Strategy's Expected Result/Impact: End-of-year Human Resources reports/rosters</p> <p>Staff Responsible for Monitoring: Administration, ESL Department, teachers.</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: (New Teachers) Support new teachers and non certified teachers including alternative certification teachers with ongoing training/staff development sessions focusing on the 5 C's (Communication, Culture, Comparisons, Connections and Communities, differentiated instruction, alternative assessments for languages Other than English.</p> <p>Strategy's Expected Result/Impact: End-of-Year Mentor/Mentee Survey and /or Reflections</p> <p>Teacher Survey</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Leadership Team Intervention Specialist Mentors Team/Leaders/Campus Department Chairs Curriculum Specialist for LOTE Instructional Coaches</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A mentor teacher will be assigned to all teachers on campus with 0-2 years of experience. Campus buddies will be assigned to teachers with 2+ years of experience who are new to the campus or new to the grade level.</p> <p>Strategy's Expected Result/Impact: New teachers to the profession, campus, and grade level will have consistent support necessary to continue to grow in their role as an educator.</p> <p>Staff Responsible for Monitoring: Mentor and Buddy Teachers, Administration</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve ways to acknowledge positive staff performance.</p> <p>Strategy's Expected Result/Impact: Positive school climate; Admin team delivering drinks and food on a decorated cart in order to praise and thank staff, celebrations of staff member(s) on specific days of the year. The staff will wear particular shirt color and jeans. Some of the days we celebrate are: end of summer, bosses, nurse, counselor & LSSP, coaches, secretaries, custodians and Para's, teacher appreciation lunch, winter party with catered food, prizes pats praises during meetings, exit the forest cards, notes of appreciation given to teachers and para's during observations, off campus PLC's for teams which includes para support. There will be appreciation surprises once a month for the whole staff. The principal will draw an "Employee of the Week" and give out a special parking space. Other teachers will be drawn for fun prizes. Staff kids will be invited to participate in lollipop Friday with the principal.</p> <p>Staff Responsible for Monitoring: Administrative team, teachers, Sunshine Committee</p> <p>Funding Sources: - 461 - Campus Activity Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide opportunities for staff to feel connected as a WCE family and team by creating team building opportunities. These opportunities include teacher games during House Rallies, multiple avenues to provide feedback, staff luncheons, Teacher of the Week prize, and quarterly team building activities.</p> <p>Strategy's Expected Result/Impact: Positive school climate.</p> <p>Staff Responsible for Monitoring: Admin team, teachers, Sunshine committee, specials teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Attendance at KISD Service Awards Banquet</p> <p>Strategy's Expected Result/Impact: Banquet attendance and media uploads to Facebook or other media sources.</p> <p>Staff Responsible for Monitoring: KISD and WCE Admin team, teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Annual selection of WCE "Teacher of the Year," WCE "Rookie Teacher of the Year," and WCE "Para Professional of the Year." The community hears about these celebrations by reading it on the WCE marquee. WCE facebook page posts accomplishments and celebrations. Ranger News and YouTube updates the community of results.</p> <p>Strategy's Expected Result/Impact: Election process and eventual teacher selection. Teacher of the Year engraved apple. Flowers are given to TOY runner ups. TOY is provided a parking spot in the staff parking lot for one year. Flowers are given to runner ups and winners of First Year TOY and Para of the year.</p> <p>Staff Responsible for Monitoring: Admin Team, teachers, PTA.</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: WCE teachers and staff will be recognized through the "Ranger Spotlight." Teachers and staff will nominate each other and one Ranger will be in the spotlight monthly. The current staff member in the spotlight will be responsible for nominating the next member, and so on. Each spotlighted Ranger will be featured on the "Ranger Spotlight" bulletin board on campus, WCE announcements, WCE Facebook page, or WCE Twitter.</p> <p>Strategy's Expected Result/Impact: Increased positive school climate and appreciation between teachers and staff members.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





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

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

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





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will continue to provide and promote volunteer opportunities and proactively seek to form partnerships with community stakeholders.</p> <p>Strategy's Expected Result/Impact: Consistent community involvement and collaboration.</p> <p>Staff Responsible for Monitoring: Administration and staff</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will continue to hold events open to relevant stakeholders that reinforce grade level objectives such as Ranger World, Ranger Science, Biz Town, STEAM Center, and OLC.</p> <p>Strategy's Expected Result/Impact: Increased community engagement.</p> <p>Staff Responsible for Monitoring: Administration, teachers, IC, PTA</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: WCE will hold Parent Roundtables and CAT meetings as stakeholders will be informed of current happenings and school performance. In addition, participants will have the opportunity to provide feedback and ask questions of choice.</p> <p>Strategy's Expected Result/Impact: Increased awareness and the continuation of fostering collaborative relationships with stakeholders.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: Collaboration: WCE faculty/staff will build positive collaboration among all groups that have a vested interest in WoodCreek Elementary in order to increase our student achievement and positive climate.

*Parent roundtables will voice their input four times a year in open forums with the principal and administrative team. Their feedback is shared with the WCE staff.

*WCE staff will voice their input once a grading period in open forums with the Leadership Team which includes the principal, administrative team and two professionals from each department.

*PTA will meet with the principal at least once a month throughout the school year.

*The Campus Advisory Team will voice their input four times per year with the principal.





*WCE will maintain visibility in the community through at least one social media platform (Facebook, Twitter, or YouTube) per week.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Destination Imagination (DI) program at WCE for grades 2-5 is for any student not limited to GT and can be sponsored by any Teacher.</p> <p>Strategy's Expected Result/Impact: Participation in the D.I. competition</p> <p>Staff Responsible for Monitoring: Teacher sponsor, parent team managers, parent volunteers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the automated phone system, Canvas, and other online platforms to improve parental communication.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents as seen through the parent survey</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain PTA involvement within the educational community</p> <p>Strategy's Expected Result/Impact: 100% PTA membership</p> <p>Staff Responsible for Monitoring: Admin team, teachers, PTA membership</p> <p>Funding Sources: - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Maintain curriculum videos for parents Strategy's Expected Result/Impact: Viewing of the curriculum video Staff Responsible for Monitoring: Teachers, admin team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: A kindergarten and 1st grade parent reader program that involves parent volunteers coming and reading WoodCreek elementary library books to students. Strategy's Expected Result/Impact: Parent volunteer participation within the reading program Staff Responsible for Monitoring: Teachers, admin team, volunteers, librarian	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Present 1st and 3rd grade student musical programs during the day for students and evening for parent viewing. Strategy's Expected Result/Impact: Actual 3rd grade and 1st grade student musical performances at WCE Staff Responsible for Monitoring: Music teachers, admin team, parent volunteers Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Present Physical Education student program in 2nd grade to give parents an effective overview of the PE curriculum Strategy's Expected Result/Impact: Students demonstrate PE skills for parents Staff Responsible for Monitoring: PE teachers, admin Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Running Club to promote physical fitness and a sense of kinship for participating students. Strategy's Expected Result/Impact: weekly meetings before school Staff Responsible for Monitoring: Staff and students	Formative			Summative
	Oct	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Campus assembly House Rallies and House Meetings to promote expected behavior on campus and student growth.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals, increased positive interactions and behaviors which reflect the Ranger Code of Honor and the Ranger Learning Traits. Increased student growth.</p> <p>Staff Responsible for Monitoring: Staff/students</p> <p>Funding Sources: - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Maintain Art night at WCE that will include 4th grade students and their families.</p> <p>Strategy's Expected Result/Impact: Activity for 4th grade students to show families their progress in Art.</p> <p>Staff Responsible for Monitoring: Art teachers, Admin, parent volunteers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students in grades 3-5 will participate in Career Day.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to become more knowledgeable about a variety of careers.</p> <p>Staff Responsible for Monitoring: Counselor and volunteers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Promote business for Partners in Education by acknowledging their support.</p> <p>Strategy's Expected Result/Impact: Thank you notes, online registration</p> <p>Staff Responsible for Monitoring: Public Relations Committee</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Promote parental language instruction educational programs for the parents of EB students at the District Parent centers.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness. Parents will become more well informed on how they can best support their students.</p> <p>Staff Responsible for Monitoring: ESL teachers, administration, IC</p> <p>Funding Sources: - 263 - Title III ELA</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: The CAT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between parents and school.</p> <p>Strategy's Expected Result/Impact: Streamlined and shared commitment to the values and needs of WCE.</p> <p>Staff Responsible for Monitoring: Administration, CAT team</p> <p>Funding Sources: - 255 - Title II Part A TPTR</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Enhance student support through the KEYS Mentors Program.</p> <p>Strategy's Expected Result/Impact: Students are motivated to reach their full potential.</p> <p>Staff Responsible for Monitoring: Counselors, Teacher</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Support community involvement through events that encourage parent/guardian participation, including a Mother/Son night, Father/Daughter dance, a Mother/Daughter event, a Father/Son event and family nights.</p> <p>Strategy's Expected Result/Impact: These events support positive relationships and parent involvement, including forming relationships with other families in the community.</p> <p>Staff Responsible for Monitoring: PTA, Administration, Teachers, Parents</p> <p>Funding Sources: - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 17 Details	Reviews			
<p>Strategy 17: Reinforce the science and social studies curriculum through Ranger Science, Junior Achievement, Biztown, Ranger World, STEAM Center, and OLC.</p> <p>Strategy's Expected Result/Impact: Students get excited about learning by doing practical real world experiments and experiencing different cultures.</p> <p>Staff Responsible for Monitoring: Parent volunteers, community members, teachers</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 18 Details	Reviews			
<p>Strategy 18: Promote cultural awareness. In addition to recognizing various cultural beliefs and celebrations, an annual multi-cultural festival will be held.</p> <p>Strategy's Expected Result/Impact: Increase cultural tolerance and awareness, fewer discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselors,PTA</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: WCE will provide opportunities for 5th grade students to participate in the Singing Rangers and Strumming Rangers.</p> <p>Strategy's Expected Result/Impact: Music awareness and appreciation for 5th graders</p> <p>Staff Responsible for Monitoring: Music Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Participation for the WoodCreek Xylophonic, a select percussion ensemble for 4th and 5th grade students. Students in 3rd and 4th grade are invited to audition.</p> <p>Strategy's Expected Result/Impact: Music awareness and appreciation for 4th and 5th graders.</p> <p>Staff Responsible for Monitoring: Music Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 21 Details	Reviews			
<p>Strategy 21: WCE will invite students to participate in Art Club.</p> <p>Strategy's Expected Result/Impact: Appreciation and hands on art experience.</p> <p>Staff Responsible for Monitoring: Art Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Positive School Climate: WCE will promote a positive school climate that encourages the development of responsible behavior, self-esteem, and respect for others.

*All WCE students will learn and recite the Ranger Code of Honor each day as a reminder of responsible behavior and respect for others.

*All WCE students will receive guidance and/or character lessons from their teacher or school counselor at least 4 times per year that focus on responsible behavior, self-esteem, and respect for others.

*All WCE students will participate in the school-wide positive reinforcement of House Rally Points and House Rallies (a pep-rally to celebrate positive behaviors and the point system) to highlight great choices.

*All WCE students will learn the Ranger Learning Traits and exemplify these behaviors in the learning environment.

Strategy 1 Details	Reviews			
Strategy 1: Grades 3-5 students will participate in the FitnessGram to assess their physical fitness and abilities. Strategy's Expected Result/Impact: Individual test scores, increased participation in Fund Runners and Field Day. Staff Responsible for Monitoring: PE Coaches Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue CATCH curriculum in grades K-5 Strategy's Expected Result/Impact: Development through committee Staff Responsible for Monitoring: PE Coaches, CATCH Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Enhancement of the school wide "Ranger" theme to promote school pride as a visible focal point for the school community. Strategy's Expected Result/Impact: Displays, assembly, Ranger House , rallies and spirit days. Spirit Night and participation by staff members. Staff Responsible for Monitoring: Administrative team, teachers, PTA Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize a variety of social media platforms to communicate of positive happenings to community. Strategy's Expected Result/Impact: Facebook, Twitter, YouTube, Campus Website, other KISD media sources Staff Responsible for Monitoring: Admin team members.</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continuation of WCE's 2-way "Communication Card" related to work habits and social development with added clarifying comments, Strategy's Expected Result/Impact: Maximized positive behavior at WCE. Staff Responsible for Monitoring: Admin team, teachers, staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of the WCE Safety Patrol Program with current 4th and 5th grade students. Strategy's Expected Result/Impact: Selection of the safety patrol each nine weeks. Handbook states that students must have excellent behavior and no more than one office referral in order to be a part of the team Staff Responsible for Monitoring: Support staff sponsors, Admin Team</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 4th and 5th grade Safety Patrol Program and staff assist in monitoring arrival and dismissal on a daily basis. Strategy's Expected Result/Impact: Effective safety patrol in the assigned locations Efficient pace of moving cars at drop off and pick up areas. Staff Responsible for Monitoring: Safety patrol and WCE staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Implementation of the 4th and 5th grade WCE House Captains.</p> <p>Strategy's Expected Result/Impact: House Captains activities and fundraising for special projects like Pennies for Patients. Sister school collaboration with House Council to join the two schools as one. Participation and community awareness of Sister School initiative.</p> <p>Staff Responsible for Monitoring: 4th and 5th gr. teachers and admin, PTA and outside vendors and/or locations</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Identify students for WCE Principal's Academic and Achievement awards.</p> <p>Strategy's Expected Result/Impact: High academic achievement is rewarded with certificate with Report Cards.</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Identify students for Principal's Expectation Certificates for good conduct.</p> <p>Strategy's Expected Result/Impact: Students receive certificates due to excellent behavior.</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Identify grade level classrooms that exemplify excellent hallway behavior by awarding Ranger House points to the homeroom teacher via the House Points app.</p> <p>Strategy's Expected Result/Impact: Ranger House points are given to students for positive hallway behavior. They are given by Watch Dog Dads and other staff members. Increased positive hallway behaviors.</p> <p>Staff Responsible for Monitoring: Watch Dog Dads and WCE Staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

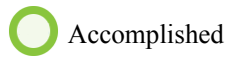
Strategy 12 Details	Reviews			
<p>Strategy 12: WCE grades K-5 will participate in the guidance and counseling curriculum. Students will be celebrated throughout the year for exhibiting positive character traits and behaviors as outlined in the PurposeFull People curriculum, Ranger Code of Honor, and Ranger Learning Traits. They will earn house points for displaying desired behaviors and positive office referrals.</p> <p>Strategy's Expected Result/Impact: Lesson plans, lessons taught, improved student behavior. Character traits reviewed on morning announcements by counselors. Students understand and can explain Ranger Code of Honor and Ranger Learning Traits. Reduction in bullying at school and increase of communication of concerns from student to student via the counselors.</p> <p>Staff Responsible for Monitoring: Counselors, teachers, staff and admin</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Students will celebrate Constitution Day and Freedom Week</p> <p>Strategy's Expected Result/Impact: Constitution day and Freedom Week activities guided by classroom teachers based on District Canvas Course</p> <p>Staff Responsible for Monitoring: Social studies teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Students will sing the school song throughout the year.</p> <p>Strategy's Expected Result/Impact: Singing song in music and House Rallies.</p> <p>Staff Responsible for Monitoring: Music teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Students will recite the "Ranger Code of Honor", "Ranger Learning Traits", the United States pledge and the Texas pledge each day.</p> <p>Strategy's Expected Result/Impact: Students memorize Ranger Code of Honor, and Ranger Learning Traits on announcements each morning.</p> <p>Staff Responsible for Monitoring: Librarian, teachers, admin team, students on announcements.</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Implement the House System and award House points to individual students to promote excellent behavior with a focus on safety and learning.</p> <p>Strategy's Expected Result/Impact: Increased demonstration of positive behaviors that reflect the Ranger Code of Honor and the Ranger Learning Traits and purposeful people traits.</p> <p>Staff Responsible for Monitoring: Teachers, staff and admin team</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Red Ribbon Week House Rally involving students and community.</p> <p>Strategy's Expected Result/Impact: Drug awareness and prevention</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 18 Details	Reviews			
<p>Strategy 18: WCE will hold various school-wide events within the school and community in order to foster a culture of unity and collaboration.</p> <p>Strategy's Expected Result/Impact: Consistent community involvement and fostered relationships.</p> <p>Staff Responsible for Monitoring: Administration, WCE staff</p> <p>Funding Sources: - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Teach expectations for behavior throughout the building using posters, media platforms, class discussions, affirmations and assemblies. Monitor goal of no more than five office reports a week in the office. Provide the CIL's data each month to review progress.</p> <p>Strategy's Expected Result/Impact: Conduct behavior data collected, analyzed and shared with faculty and community.</p> <p>Staff Responsible for Monitoring: Teachers, staff, and administration</p>	Formative			Summative
	Oct	Feb	Apr	June

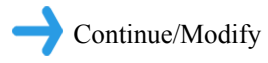
Strategy 20 Details	Reviews			
<p>Strategy 20: Teachers and staff will nominate students who display behavior according to the Ranger Code of Honor and the Ranger Learning Traits for the Ranger Recognition Club. Principals will reward students who are nominated by staff following campus expectations using the Ranger Recognition Club protocol including a positive phone call home and a Ranger Recognition Club Spirit Stick. Staff will submit 1 positive office referral per semester.</p> <p>Strategy's Expected Result/Impact: Increased positive behavior according to the Ranger Code of Honor and the Ranger Learning Traits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals.</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 21 Details	Reviews			
<p>Strategy 21: Bullying Prevention - Every grade level will receive guidance lessons on bullying prevention. The lesson will include how it is not tolerated, and how to report bullying if it does occur. All 4th and 5th grade students will receive information on how to use the SpeakUp App in order to safely report incidents that make them feel unsafe. District wide Unity Day will be recognized to promote taking a stand against bullying.</p> <p>Strategy's Expected Result/Impact: Students will feel safe in knowing bullying is not tolerated, but will be well informed on how to handle the situation if it does occur.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, LSSP</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 22 Details	Reviews			
<p>Strategy 22: Bullying Response - WCE will actively monitor the SpeakUp App and use the Threat Assessment process to evaluate and respond to all reports.</p> <p>Strategy's Expected Result/Impact: Increase in public perception of WCE response to reports of bullying and an increase in student safety and security.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, LSSP</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 23 Details	Reviews			
<p>Strategy 23: WCE will implement "Upstander Week" the week before Red Ribbon during National Bullying Prevention month (October) to highlight what it means to be an upstander and advocate for others who are being mistreated or bullied.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying type behaviors</p> <p>Staff Responsible for Monitoring: Counselor's, admin.</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 24 Details	Reviews			
<p>Strategy 24: WCE will designate time allotted within the daily instructional schedule that will be dedicated for the practice of Community Circles (Restorative practice), and the implementation of the district wide SEL curriculum (PurposeFull People).</p> <p>Strategy's Expected Result/Impact: Increase in strong, trusting relationships among peers and staff. Increase in healthy character development and social strategies and skills.</p> <p>Staff Responsible for Monitoring: teachers, counselors, admin</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
<p>Strategy 1: The Character Strong Curriculum will be utilized by classroom teachers with students a minimum of 3x per week to promote a safe and positive environment.</p> <p>Strategy's Expected Result/Impact: Emotionally healthy students that are equipped to positively navigate within society.</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselors, and administration.</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The WCE House System will be utilized to foster relationships and build community to best support the holistic needs of our students and staff.</p> <p>Strategy's Expected Result/Impact: A positive and safe school culture.</p> <p>Staff Responsible for Monitoring: All staff at WCE and the House System Core Team.</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Woodcreek Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Woodcreek Elementary

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

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
2	1	13			\$0.00
2	1	17			\$0.00
2	1	18			\$0.00
2	1	20			\$0.00
2	1	21			\$0.00
2	1	33			\$0.00
2	1	34			\$0.00
2	1	37			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	2	2			\$0.00

199 - General Fund

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

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	17			\$0.00
Sub-Total					\$0.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
8	4	3			\$0.00
8	4	9			\$0.00
8	4	16			\$0.00
9	1	18			\$0.00
Sub-Total					\$0.00
199 - General Fund Other Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
Sub-Total					\$0.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	14			\$0.00
2	1	30			\$0.00
Sub-Total					\$0.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	31			\$0.00
8	4	13			\$0.00
Sub-Total					\$0.00
255 - Title II Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	32			\$0.00

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



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

WoodCreek: Goals		2024	2025	2026	2027	2028	2029
3rd Grade Reading Meets or Above	Actual	81%	75%				
	State Rate	46%	49%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	81%	82%	82%	83%	83%
	Met Internal Goal	-	No				

WoodCreek: Targets		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	24	75%	38	66%	73	85%	0		83	87%	1	100%	13	85%	35	49%	48	75%	55	78%
	2025 Target				76%												59%				
	2025 Actual	17	65%	30	67%	72	74%	0		73	81%	1	0%	23	78%	40	25%	39	49%	68	82%
	Met Target				N												N				
	2026 Target											91%						35%			

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

WoodCreek: Goals		2024	2025	2026	2027	2028	2029
3rd Grade Math Meets or Above	Actual	70%	68%				
	State Rate	40%	44%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	70%	71%	71%	72%	72%
	Met Internal Goal	-	No				

WoodCreek: Targets		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	25	68%	38	58%	73	63%	0		83	81%	1	0%	13	77%	35	40%	48	63%	55	71%
	2025 Target						73%				91%										
	2025 Actual	17	47%	30	57%	72	64%	0		73	79%	1	0%	23	78%	40	23%	39	44%	68	81%
	Met Target						N				N										
	2026 Target											89%						33%			