

Katy Independent School District
Woodcreek Elementary
2026-2027 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!

Table of Contents

Comprehensive Needs Assessment 5

 Needs Assessment Overview 5

 Demographics 9

 Student Learning 11

 School Processes & Programs 13

 Perceptions 17

Priority Problem Statements 18

Comprehensive Needs Assessment Data Documentation 19

Goals 21

 Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 21

 Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. 33

 Goal 3: OOL Goal: Katy ISD will engage its entire community to develop and implement intentionalstrategic relationships which capitalize on the strengths, resources, and talents of all stakeholders 37

Campus Funding Summary 38

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. The focus is to be more automatic in the advanced stage of the small group progression.

2.Planning- WCE staff will move from the "what" to the "how" when planning. We will focus on Weekly Planning as well as Long Range Planning.

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

Reading

1. Effective Long Range Planning (LRP)
 2. Review the Module
 3. Identify Boulder TEKS & Focus TEKS
 4. TEKS Talk & Write Performance Scales on the Boulder TEKS
 5. Create Assessments for the school year (review them in weekly planning)
 6. Scope and Sequence the Nine Week
2. Instruction alignment to the assessment
 - a. Teachers must take the assessment ahead of time
 - b. Teachers must take the released STAAR (K-2 3rd STAAR)
3. Explicit Vocabulary & Strategy Instruction
 - a. Use Anchor Charts that are made with the kids
4. Bridging Learning to the STAAR
5. Provide time to practice the skill & assessment genre
6. Every student gets small group instruction

Math / Science

1. Effective Long Range Planning (LRP)
 2. Review the Topic / Unit
 3. Identify Boulder TEKS & Focus TEKS
 4. TEKS Talk & Write Performance Scales on the Boulder TEKS
 5. Create Assessments for the school year (review them in weekly planning)
 6. Scope and Sequence the Nine Week
7. Instruction alignment to the assessment
 - a. Teachers must take the assessment ahead of time
 - b. Teachers must take the released STAAR (K-2 3rd STAAR)
8. Explicit Vocabulary & Strategy Instruction
 - a. Use Anchor Charts that are made with the kids
9. Bridging Learning to the STAAR
10. Hands on is essential
11. 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 is a school that loves people and benefits greatly from the diversity of our learning community. The following are many of the demographic measures that impact our school daily based on the 2024/2025 TAPR report:

- WoodCreek is routinely home to 1,200+ students each year. According to the most recent data, our student body is approximately **29.9% White, 37% Asian, 13.3% Hispanic, 11.7% African American**, and **8.1 % identifying as two or more races**. Less than 1% of our students identify as American Indian or Pacific Islander.
- Our special populations include **39.9% At-Risk students, 28% Emergent Bilingual/English Learners, 20.1% Economically Disadvantaged**, and **16.9% identified for Special Education services**. Our campus had a mobility rate of **7.3%**.
- The WCE campus attendance rate was reported at **97.0%**. Our goal is to be in the top 25% of comparable schools for accountability.
- Our staff, who support these students, is approximately **79.1% White, 5.8% African American, 8.1% Hispanic**, and **5.8% Asian**. We have **31.8% of staff members with more than ten years of experience. 16.3% of our staff have graduate degrees**.

Demographics Strengths

At WoodCreek Elementary (WCE), we take pride in serving an international and diverse student population. Our community's deep commitment to education is reflected in our exceptional **97.0% attendance rate**, which significantly exceeds state and district averages.

This high level of engagement translates into outstanding academic performance:

- **Student Achievement:** WCE earned a **2026 Campus Accountability Score of "A"**.
- **Support for Emergent Bilinguals:** Our dedicated focus on language learners yields positive results, with **66% of current and monitored Emergent Bilingual students** meeting or exceeding grade-level standards in Reading. This success is driven by our policy that all classroom teachers obtain their ESL certification, ensuring higher levels of learning and specialized support in every classroom.
- **Exceeding Standards:** Across all grades and subjects, **90% of our students approached grade level or above**, with **45% achieving the "Masters Grade Level" standard**.

Our staff's expertise is a cornerstone of our success. The teaching team at WCE is exceptionally experienced, with **31.8% of our teachers having more than 10 years of experience**—surpassing both district (29.1.4%) and state (27.6%) averages. Additionally, **16.3% of our staff hold advanced graduate degrees**, providing our students with a high level of academic leadership and instructional depth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While WoodCreek Elementary maintains an "A" accountability rating and an 97.0% attendance rate, there is a performance gap in Science where only 76% of Emergent Bilingual students are approaching grade level compared to the 87% campus average. To address this, the school must leverage its highly experienced staff to more intentionally meet the needs of its 47 spoken languages. (Eco Dis)

Root Cause: Teacher implementation and preperation of ESL supports and strategies in weekly planning sessions.

Student Learning

Student Learning Summary

WoodCreek Elementary works 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 2025-2026 school year are as reported:

Overall, 79% of students were at meets grade level standard or above in the area of Reading, 71% of students were at the meets grade level standard or above in Math, and 60% of students were at the meets grade level standard or above in Science.

In third grade, 70% of students were at meets grade level standard or above in Reading and 63% of students were at meets grade level standard or above in Math. In fourth grade, 75% of students were at meets grade level standard or above in Reading and 75% of students were at meets grade level standard or above in Math. In fifth grade, 84% of students were at meets grade level standard or above in Reading, 74% of students were at meets grade level standard or above in Math, and 60% of students were at meets grade level standard or above in Science.

Student Learning Strengths

Student growth is the focus of WoodCreek Elementary. We feel a moral obligation to carry out our vision which is 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.

Root Cause: Teacher Expertise and willingness to take risk in learning new ways to do small group.

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.

Root Cause: Teacher understanding of effective Long Range Planning and weekly planning sessions.

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 2026 results.

Root Cause: Teacher analyzation of data in planning sessions and putting responsive actions into place to increase student achievement.

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 a willingness to learn.

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.

Effective planning, small group and 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 Ranger 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 and YouTube. 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, 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.

Root Cause: Teacher misunderstanding of their response to high achievers with low growth based on assessment results (MAP results).

Problem Statement 2: Assessment data and student work need to be consistently analyzed by teachers so that they can better determine the areas of focus for their individual

students.

Root Cause: Teacher Expertise and willingness to take risk in learning new ways to do small group.

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.

Root Cause: Admin team collaboration to determine the needs on the campus.

Problem Statement 4: The Positive Behavior System, CHAMPS, and the House System is growing and must be scaled to strengthen supports for students in order to foster a unified culture while creating a positive approach to discipline management.

Root Cause: House System has grown and current systems no longer support the scale.

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, and Facebook.

Problem Statements Identifying Perceptions Needs

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

Root Cause: Modeling a positive culture and communicating in a way that supports our culture and climate.

Priority Problem Statements

Problem Statement 1: We are focused on increasing the teachers' ability to effectively differentiate in a daily small group setting.

Root Cause 1: Teacher Expertise and willingness to take risk in learning new ways to do small group.

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

Performance Objective 1: WCE 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			
Strategy 1: 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. 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. 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		Formative			Summative
		Oct	Feb	Apr	June

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 (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.

Staff Responsible for Monitoring: Principals, IC, Teachers, Students

Problem Statements: Student Learning 1

--	--	--	--

Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Summit K12, District & State Mandated Assessment Scores, TELPAS, classroom academic progress, Title 3 Extended Day Staff Responsible for Monitoring: Principal, Admin team, Instructional support staff, Intervention specialists, Compensatory/federal programs staff, Dept. of Other Languages TEA Priorities: Build a foundation of reading and math Funding Sources: - 263 - Title III ELA	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: End of year report cards, district or campus evaluation surveys, student products Staff Responsible for Monitoring: Admin team, CIL's, counselor, teachers, GT facilitator	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize collaborative teamwork for instructional planning to include: *Data analysis by grade, subject, student group, student work samples, 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 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 Staff Responsible for Monitoring: Principal, Asst. Principal, IC, CIL's Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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. **Root Cause:** Teacher Expertise and willingness to take risk in learning new ways to do small group.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

Evaluation Data Sources: Domain III report

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased differentiation which will lead to an increase in student performance. Staff Responsible for Monitoring: Administrators, Instructional Coach, and teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers and specials teachers, if needed, will participate in grade level kid chats, ESL kid chats, and SpEd kid chats. Strategy's Expected Result/Impact: Academic growth and progress is increased Staff Responsible for Monitoring: K-5 teachers, intervention coach, Academic support teachers, Sped teachers, ESL teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By the end of the school year, WoodCreek Elementary will increase the overall student attendance rate from 97.0% to 97.5%. This will be achieved through campus-wide attendance incentives and targeted family outreach, as measured by KISD reports.

Evaluation Data Sources: RaaWee

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Chronic absenteeism will decline. Staff Responsible for Monitoring: Attendance Review Committee, ADA Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WCE will frequently monitor tardies and absences, consistently communicate with parents, provide timely interventions, and promote our school attendance and tardy incentives. Strategy's Expected Result/Impact: Increased attendance rate and student achievement. Staff Responsible for Monitoring: Administration, ADA, Attendance Review Committee, and teachers.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Chronic absenteeism will decline. Staff Responsible for Monitoring: Attendance Review Committee, ADA Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: By the end of the school year, the campus will increase student and family health literacy and active engagement by integrating CATCH concepts.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will utilize MyKaty Cloud CATCH resources to deliver routine instruction on physical movement and "GO, SLOW, and WHOA" food choices, while hosting an interactive CATCH Family Night to reinforce these healthy habits with students and families. Strategy's Expected Result/Impact: By equipping teachers with CATCH resources, the campus will increase student health literacy, strengthen school-family partnerships around wellness, and promote healthy movement and nutrition habits across the school community. Staff Responsible for Monitoring: PE Coaches	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: By the end of the school year, the campus will enhance school climate and student safety by reducing incidents of bullying and cyberbullying through proactive violence prevention education.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: The campus counselor and principals will deliver targeted guidance lessons on bullying prevention, cyberbullying awareness, and positive digital citizenship to cultivate a safe and supportive learning environment. Strategy's Expected Result/Impact: Delivering lessons on bullying and cyberbullying will reduce negative peer interactions, empower students with safety skills, and foster a safer, more positive school climate. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 8: HB3: The percent of Woodcreek Elementary 3rd grade students who achieve meets and above in Reading will increase to 82% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 Accountability Report

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 9: HB3: The percent of Woodcreek Elementary 3rd grade students who achieve meets and above in Math will increase to 71% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 Accountability Report

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By the end of the 2026-2027 school year, WCE will refine 100% of local assessments to align with the 2026-2027 STAAR performance standards, aiming to maintain our "A" accountability rating by increasing the percentage of all students meeting the "Meets Grade Level" standard across all content areas.

Strategy 1 Details	Reviews			
Strategy 1: WCE will design grade level formative and summative 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. 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. Staff Responsible for Monitoring: Teachers, IC, administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: By the end of the 2026-2027 school year, all WCE campus and department leaders will utilize professional learning community (PLC) data protocols to analyze student performance in various formats, ensuring that 100% of instructional staff implement data-driven adjustments that maintain the campus "A" accountability rating and increase the percentage of students reaching the "Masters" level accross all content areas.

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize collaborative teamwork for instructional planning to include: *Data analysis by grade, subject, student group, student work samples, 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 Strategy's Expected Result/Impact: Data-driven instruction which meets the needs of a variety of learners overall improving student growth. Staff Responsible for Monitoring: Teachers, administration, IC Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 3: By the end of the 2026-2027 school year, WoodCreek Elementary will increase the percentage of students meeting or exceeding progress on all STAAR assessments from 79% to 84%. This goal will be achieved through data-driven instructional interventions and will be measured by the School Progress - Annual Growth metrics in the TEA STAAR Accountability Reports.

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

Strategy 1 Details	Reviews			
Strategy 1: Data Talks will be held to review assessment data and student work samples throughout the year to ensure rigor is aligned to the TEKS/STAAR, next steps will be drafted in order to target areas of need, and resources will be made as a "Make and Take". In addition, teachers and staff members will review sub-population specific data for growth. 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. Staff Responsible for Monitoring: Teachers, IC, administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 4: By the end of the 2026-2027 school year, WoodCreek Elementary will increase the percentage of students in all special programs reaching the Meets and Masters levels on all STAAR assessments by 3% over the previous year. Progress will be measured by comparing the 2026-27 results to the 2025-26 STAAR performance for our Eco-Dis students which is at 44%.

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

Strategy 1 Details	Reviews			
Strategy 1: WCE will monitor and track the progress of students within targeted special-populations (especially Eco-Dis) by holding Data Talks in which student success criteria is defined and next steps are formulated to increase student clarity. Strategy's Expected Result/Impact: Students within the sub-pop will demonstrate year over year growth. Staff Responsible for Monitoring: Teachers, IC, administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: OOL Goal: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders

Performance Objective 1: By the end of the school year, the campus will expand intentional business and community partnerships by 10% and increase stakeholder participation in campus advisory committees, volunteer programs, and collaborative events to actively capitalize on community resources in support of student success.

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide event flyers for Title III: Family STEAM Night Staff Responsible for Monitoring: ESL Team and Admin	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$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	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%	75%	72%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	No	No			

		# 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
WoodCreek: Targets	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 Actual	17	65%	30	67%	72	74%	0	73	81%	1	0%	23	78%	40	25%	39	49%	68	82%
		2026 Target									91%						35%				
		2026 Actual	27	59%	35	60%	57	74%	0	84	79%	0		16	75%	40	40%	41	49%	77	73%
		Met Target									N						Y				
		2027 Target									89%						50%				

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	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%	68%	63%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-	No	No			

		# 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
WoodCreek: Targets	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 Actual	17	47%	30	57%	72	64%	0	73	79%	1	0%	23	78%	40	23%	39	44%	68	81%
		2026 Target									89%						33%				
		2026 Actual	28	43%	35	46%	57	60%	0	84	77%	0		16	69%	40	35%	42	48%	77	73%
		Met Target									N						Y				
		2027 Target					70%				87%										