

Katy Independent School District
Woodcreek Junior High
2026-2027 Campus Improvement Plan



Mission Statement

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

Campus Motto: Students First!

Vision

At WoodCreek Junior High, we are committed as a community to empowering every student to thrive academically, socially, and emotionally. We achieve this through high expectations, strong relationships, and active engagement in our school. By cultivating a culture of respect, belonging, and accountability, students are known, challenged, and inspired to lead with character, think critically, and pursue excellence. We do this because every Timberwolf matters, and every moment counts.

Value Statement

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

Positive Relationships Are The Key!

Words and Actions Matter!

Learning Is The Center Of What We Do!

Be the Best!

Table of Contents

WoodCreek Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become a productive, responsible, respectful citizen while achieving academic excellence.	2
Campus Motto: Students First!	2
At WoodCreek Junior High, we are committed as a community to empowering every student to thrive academically, socially, and emotionally. We achieve this through high expectations, strong relationships, and active engagement in our school. By cultivating a culture of respect, belonging, and accountability, students are known, challenged, and inspired to lead with character, think critically, and pursue excellence. We do this because every Timberwolf matters, and every moment counts.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Goals	15
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	15
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	20
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.	27
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.	32
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.	34
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	37
Goal 7: 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.	41
Goal 8: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

WoodCreek Junior High opened in 2008 as a campus that serves 6th - 8th grade students in Katy ISD. Katy ISD continues to be one of the fastest-growing districts in the Houston area. One year post-pandemic, 1,508 students returned for face-to-face learning during the 2021–2022 school year, marking the beginning of a steady recovery in enrollment. This trend continued with 1,557 students enrolled in 2022–2023, followed by 1,556 in 2023–2024, and a slight increase to 1,604 students in 2024–2025, and another increase to 1681 students in 2025-2026. Looking ahead, enrollment is projected to rise to 1,740 students for the 2026–2027 school year, reflecting growing confidence in the education our staff provides and continued community growth. WoodCreek has strong attendance rates with 96.6% average daily attendance for the 2026 - 2027 school year; systems and incentives are in place to address students with significant attendance concerns. The campus continues to develop district-aligned attendance systems and incentives to improve attendance and address concerns.

Over the past four years, WoodCreek Junior High has experienced gradual demographic shifts that reflect an increasingly diverse student population. While White students continue to represent the largest demographic group, their percentage has steadily decreased from 45.78% in 2024 to 44.88% in 2025, and 43.92% in 2026. During the same period, the percentage of Asian students increased from 13.63% to 14.13%, and then to 15.41%, while the Black/African American population grew from 10.02% to 11.08%, and then to 12.51%. The Hispanic student population remained the second-largest demographic group, representing 25.17% in 2024, 24.82% in 2025, and 23.24% in 2026. Students identifying as Two or More Races remained relatively stable, decreasing slightly from 5.07% to 4.96%, and then 4.74%. Students identifying as American Indian/Alaska Native and Native Hawaiian/Pacific Islander continued to represent less than one percent of the overall student population each year. Overall, these trends demonstrate a steadily increasing level of racial and ethnic diversity within the WoodCreek student body.

WoodCreek Junior High has served a diverse range of student needs through its specialized programs and support services. The percentage of students identified as At-Risk fluctuated over time, decreasing from 31.07% in 2023–2024 to 29.72% in 2024–2025 and 27.46% in 2025–2026, before increasing to 32.62% in 2026–2027. The percentage of Economically Disadvantaged students remained relatively stable, ranging from 23.06% to 24.89% during the four-year period. The percentage of Emergent Bilingual students declined from 13.09% in 2023–2024 to 9.20% in 2026–2027, while participation in the Gifted and Talented program gradually decreased from 14.99% to 12.60%. Students receiving services through Section 504 remained consistent at approximately 7–8% of the student population. One of the most significant trends has been the steady growth in students receiving Special Education services. The percentage increased from 14.80% in 2023–2024 to 19.12% in 2025–2026 and 19.20% in 2026–2027, reflecting an increasing need for individualized instructional supports and specialized services. Collectively, these trends highlight WoodCreek's ongoing commitment to meeting the diverse academic, behavioral, and social-emotional needs of all students through targeted interventions and personalized support.

The campus consistently exceeds state academic standards, as evidenced by strong test scores. Programs such as Career and Technology Education (CTE), Special Education, Fine Arts, Athletics, and Gifted and Talented (GT) align with the shared philosophies and beliefs of both teachers and administrators, ensuring a cohesive educational approach. Gifted and Talented (GT) students currently participate in Katy Advanced Placement, or KAP, classes alongside non-GT students, with teachers expected to differentiate instruction to meet varied needs. To further enhance support for GT students, additional opportunities for extension could be provided, with a more structured and purposeful approach that can be integrated into the master schedule and by compacting the curriculum. For English as a Second Language (ESL) students, the campus offers in-class support, private English classes, and a growing number of certified ESL teachers, reflecting a commitment to improving language acquisition. More certified ESL teachers would further strengthen scheduling flexibility and the ability to implement effective strategies for ESL students in all subjects. Additionally, all campus staff—teachers and paraprofessionals alike—are trained in Multi-Tiered Systems of Support (MTSS) to address the diverse academic, behavioral, and social/emotional needs of students. The campus is dedicated to continuously monitoring and refining its multi-level support systems to ensure all students receive the assistance they need to thrive.

Teacher retention at WoodCreek Junior High is strong, supported by a robust mentorship program that helps new teachers thrive. The campus employs a lead mentor, a seasoned educator, who provides guidance and support to new teachers, ensuring their success both in the classroom and within the district. In addition, each new teacher is paired with a “buddy” to assist with day-to-day tasks, offer instructional guidance, and direct them to appropriate resources when needed. Professional growth is encouraged, with ample opportunities for development through job-embedded learning led by campus instructional coaches and content area specialists.

WoodCreek Junior High also enjoys strong engagement from its parent community, with most parents having college degrees and high expectations for their children’s future college attendance. The community is expanding due to new housing developments, and many families are connected to the oil industry, with easy access to a major highway that leads to Houston and the Energy Corridor. With a high socioeconomic status, the community is regarded as a safe and desirable place to live. This is reflected in the active participation of students in a wide range of school activities, from fine arts to athletics, enriching the overall school experience.

Demographics Strengths

1. WoodCreek Junior High continues to experience steady enrollment growth, reflecting the confidence families have in the campus and the high-quality educational experiences provided for students. Strong attendance systems and campus-wide incentives have contributed to maintaining a 96.6% average daily attendance rate.
2. The campus consistently exceeds state academic standards through a strong instructional program supported by collaborative Professional Learning Teams (PLTs), data-driven decision making, and a shared commitment to high expectations for every student.
3. Comprehensive academic programs, including Career and Technical Education (CTE), Fine Arts, Athletics, Special Education, Gifted and Talented (GT), and Katy Advanced Placement (KAP), provide students with rigorous and engaging learning opportunities that align with the needs and interests of a diverse student population.
4. WoodCreek has established a strong Multi-Tiered System of Supports (MTSS) that includes What I Need (WIN) Time, targeted academic and behavioral interventions, and collaborative monitoring processes to meet the academic, behavioral, and social-emotional needs of students.
5. The campus continues to strengthen supports for diverse learners through in class Emergent Bilingual (EB) services, dedicated English language instruction, increasing numbers of ESL-certified teachers, Special Education services, and collaborative planning focused on At-Risk, Emergent Bilingual, and Special Education students.
6. Teacher retention remains strong due to a comprehensive mentoring program, job-embedded professional learning, instructional coaching, and collaborative leadership structures that support continuous growth and instructional excellence.
7. WoodCreek fosters a culture of collaboration through Professional Learning Teams, Team Showcases, instructional coaching, and shared leadership, resulting in improved student growth, increased performance at the Masters level, and greater instructional consistency across teams.

8. Strong partnerships with parents and the community contribute to high levels of student engagement, participation in extracurricular activities, and a shared commitment to academic excellence. As the surrounding community continues to grow and diversify, the campus remains committed to providing equitable learning opportunities and a welcoming environment where every student can thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a variety of ranges in academic performance among our special populations.

Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Student Learning

Student Learning Summary

WoodCreek Junior High students continue to demonstrate high levels of academic achievement on state assessments. The 2026 Preliminary STAAR results show the campus consistently outperforming Katy ISD in nearly every tested subject and grade level at the Approaches, Meets, and Masters performance levels. Reading Language Arts remains a significant strength, with 91% of 6th and 7th grade students and 94% of 8th grade students meeting the Approaches Grade Level standard. At the Meets Grade Level standard, performance remained strong with 79% of both 6th and 7th grade students and 81% of 8th grade students meeting expectations. Masters performance also remained well above district averages across all grade levels.

Mathematics results continue to demonstrate strong overall performance. Sixth Grade Mathematics improved across all performance levels, increasing to 93% Approaches, 72% Meets, and 35% Masters. Algebra I students continued to perform at exceptionally high levels with 100% of students achieving Approaches Grade Level, 99% achieving Meets Grade Level, and 90% achieving Masters Grade Level. Eighth Grade Mathematics remained strong, with 94% of students meeting the Approaches standard and 77% meeting the Meets standard, although Masters performance declined slightly from the previous year. Seventh Grade Mathematics continues to represent on level grade students which are continuing to exceed district averages.

Eighth Grade Social Studies continued to outperform district averages at all performance levels, with 85% of students achieving Approaches Grade Level, 63% achieving Meets Grade Level, and 39% achieving Masters Grade Level. At the time of this needs assessment, 2026 Science STAAR results were not yet available for analysis.

The Multi-Tiered Systems of Support (MTSS) framework facilitates collaboration among staff to support individual students. The Student Support Assistant Principal coordinates this program, working closely with grade-level APs and staff. The data collected is also used to recommend services such as 504 plans or Special Education support. Individual test scores align with students' report cards, and both report cards and benchmark data inform interventions, regardless of initial outcomes.

We will continue to enhance collaborative teaching and resource instruction to ensure robust support for these students. Intervention labs and electives will remain available, with fluid movement between courses as student needs are identified. These programs have proven effective in assisting struggling students, and the special population committees (e.g., ARD, 504, LPAC) provide ongoing, tailored support. Regular evaluation and adjustments are made by committee members throughout the year to address any emerging needs.

With the implementation of the RTI Scheduler, students will have access to various support options, including tutorials, reteaching/retesting, study halls for make-up work, and targeted interventions during W.I.N. time. Canvas will continue to serve as a platform for instructional support and communication between staff and families. Additionally, students with high absenteeism will be placed on an attendance improvement plan, ensuring they receive the necessary makeup instruction and have access to resources like W.I.N. time and before- or after-school tutorials. Through accelerated learning opportunities and targeted interventions, we are committed to meeting the state's academic requirements and supporting all students in their educational journey.

Student Learning Strengths

1. The campus has established a comprehensive Multi-Tiered System of Supports (MTSS) that provides coordinated academic, behavioral, and social-emotional interventions to ensure students receive timely and individualized support based on identified needs.

2. WIN (What I Need) Time, supported by the RTI Scheduler, provides a structured, data-driven intervention and enrichment system that allows students to participate in targeted tutorials, reteaching and reassessment, intervention groups, enrichment opportunities, and academic support aligned to current performance data.

3. A collaborative Student Support Team, consisting of grade-level administrators, counselors, intervention staff, and campus specialists, regularly reviews student progress, monitors intervention effectiveness, and coordinates supports for At-Risk, Section 504, Emergent Bilingual, and Special Education students.
4. Professional Learning Teams (PLTs) utilize common formative assessments, campus benchmark data, and student performance data to identify learning needs, monitor progress, and adjust instruction and interventions to improve student outcomes.
5. The campus provides specialized instructional services through highly qualified teachers and support staff in Gifted and Talented (GT), Special Education, Emergent Bilingual (EB), Section 504, and Career and Technical Education (CTE) programs, ensuring all students have equitable access to rigorous, standards-based instruction.
6. Collaborative planning between general education teachers, special programs staff, instructional coaches, and administrators strengthens support for diverse learners and promotes high expectations for all students while ensuring interventions are responsive to individual academic needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a variety of ranges in academic performance among our special populations.

Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Problem Statement 2 (Prioritized): WCJH could improve levels of mastery for approaches, meets, and masters.

Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.

Problem Statement 3: Closing gaps in math and reading by student cohort is a challenge.

Root Cause: Learning loss, changes in the student population due to our fast-growing community, teacher retention, and residual effects of the Pandemic.

Problem Statement 4: There have been some challenges and inconsistencies when tracking student growth with local and state assessments.

Root Cause: Redesign of local and state assessments.

School Processes & Programs

School Processes & Programs Summary

The district's curriculum is well-structured and aligned with STAAR, emphasizing essential standards that are most frequently assessed. It provides a strong foundation for instruction and supports all learners across grade levels.

At WoodCreek Junior High, weekly collaborative team meetings—featuring teachers, instructional coaches, and administrators—focus on analyzing data, refining lessons, and aligning instruction. Teams use backward design and address four key questions:

- What do we want students to learn?
- How will we know they've learned it?
- How will we respond if they haven't?
- How will we respond if they have?

Teachers plan rigorous, relevant instruction by unpacking TEKS and designing assessments first. Instructional coaches support implementation and provide resources to ensure fidelity. Students benefit from authentic, student-centered learning, including cross-curricular opportunities that engage various learning styles.

Teachers collaboratively build common assessments using TEKS, STAAR data, and prior results to monitor progress. Based on assessment data, reteach/retest cycles are implemented, and RTI Scheduler is used to provide targeted interventions that address specific student needs.

At WoodCreek Junior High, teachers use Lead4ward resources to track student growth and guide instruction. Ongoing professional development is embedded through learning team meetings, district trainings, and campus sessions, all focused on research-based best practices.

Instructional Coaches observe classrooms and provide feedback to support implementation of campus and district initiatives, which are aligned with the campus improvement plan. Professional learning is delivered in large groups, small groups, and individual formats.

Administrators frequently visit classrooms to monitor the effectiveness of differentiated instruction, collaboration, and innovative teaching. Instructional and linguistic accommodations are consistently used in inclusive and sheltered settings, planned in collaboration with the ESL specialist. Their use is tracked to ensure alignment with student needs and state assessment requirements.

Assessment data is used to evaluate instructional strategies and accommodations. Continued analysis will further improve effectiveness. Special education is a district and campus priority, with teachers using backward design and common assessments to improve first-time instruction. WoodCreek remains a high-performing campus with a strong focus on data-driven decision-making and individualized student support.

WoodCreek Junior High promotes collaboration and shared leadership through a biweekly leadership team and quarterly content lead meetings. Teachers have a voice in decision-making through committees, voting, and representation on the leadership team.

The campus continues to implement Positive Behavior Intervention Systems (PBIS) through the “Respect the PACK” initiative, focusing on consistent expectations and positive reinforcement. Staff are trained in PBIS strategies, and assigned duties ensure student safety throughout the day.

Students are offered a variety of extracurricular programs, including fine arts, athletics, and clubs, along with before- and after-school tutorials for academic support. The master schedule is designed to maximize instructional time and foster collaboration, with the building layout organized by grade level and subject.

Technology is deeply integrated into teaching and learning. Tools like Smart Boards, Canvas, and educational apps are regularly used to enhance instruction and student engagement. Teachers receive ongoing support from the Campus Technology Designer (CTD) and participate in district-led professional development. Students access technology before and after

school and stay connected with teachers through Canvas and other approved platforms.

School Processes & Programs Strengths

1. WoodCreek Junior High School has established highly effective Professional Learning Teams (PLTs) that collaborate weekly to analyze student data, identify essential standards, develop common formative assessments, and plan targeted instructional responses based on student learning needs.
2. Katy ISD Curriculum serves as the foundation for instruction. Teachers engage in collaborative unit and lesson internalization, ensuring rigorous, standards-aligned instruction with clearly defined learning targets and mastery criteria.
3. WIN (What I Need) Time, supported by the RTI Scheduler, provides a systematic approach to intervention and enrichment by using real-time student data to schedule targeted academic support, reteaching, reassessment, enrichment opportunities, and study hall.
4. Campus Hub and Team Hub systems provide consistent organizational structures that promote collaboration, instructional alignment, shared accountability, and access to instructional resources across all content areas and grade levels.
5. Instruction is driven by continuous analysis of common formative assessments, benchmark assessments, STAAR data, and student progress monitoring, allowing teachers and administrators to make timely instructional adjustments and provide targeted support for all student groups.
6. Teachers effectively integrate technology into instruction through Canvas, interactive classroom technology, and digital learning tools that enhance student engagement, collaboration, communication, and access to instructional resources both inside and outside the classroom.
7. The campus has developed strong distributed leadership structures through collaborative leadership teams, content leaders, instructional coaches, and teacher committees, creating shared ownership of campus initiatives and continuous improvement efforts.
8. Positive Behavior Interventions and Supports (PBIS), implemented through the "Respect the PACK" framework, establish consistent behavioral expectations while promoting a safe, supportive, and engaging learning environment for all students.

9. Ongoing professional learning is embedded into the school day through instructional coaching, collaborative planning, classroom observations, Team Showcases, and job-embedded feedback, building teacher capacity and supporting consistent implementation of campus instructional priorities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of all students were impacted.

Root Cause: Staff changes and limited time with new students.

Problem Statement 2: Academic growth is not tracked by student cohort in all subjects.

Root Cause: There is very little vertical alignment with science and social studies learning standards.

Problem Statement 3 (Prioritized): There is a variety of ranges in academic performance among our special populations.

Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Perceptions

Perceptions Summary

Students have consistently described WoodCreek Junior High as a safe, welcoming environment where staff and peers are friendly and supportive. Teachers agree, noting that most students come ready to learn and follow behavior expectations. Students prefer a variety of collaborative, auditory, and kinesthetic learning approaches, which are embraced throughout the campus to support engagement.

To ensure a smooth transition, new students are personally introduced to key staff by the grade-level counselor and registrar and connected with peers who share similar schedules and interests. Teachers receive timely notifications of new arrivals, and student buddies assist with transitions. Each new student is also paired with a grade-level ambassador from the Wolfpack program, who provides a building tour and invites them to lunch, fostering early connections.

WoodCreek staff are dedicated to maintaining a safe, respectful environment by actively monitoring for bullying and harassment. While incidents are rare, the campus strictly follows district protocols and conducts thorough investigations when needed. Proactive measures include social-emotional learning lessons, participation in Bullying Prevention Month, and monitoring reports via the Speak Up app. Administrators and teachers lead “Respect the Pack” chats each grading period to reinforce positive behavior and character development.

Safety is a top priority, with campus police and security guards maintaining strong visibility and performing regular safety checks alongside monthly drills. Administrators are present during classes and transitions, and grade-level counselors support students’ emotional and behavioral needs. Students feel comfortable approaching trusted adults when concerns arise. A designated administrator serves as the campus safety liaison, attending district meetings to ensure compliance with safety protocols. Trained administrators, counselors, and the school psychologist form the Safe and Supportive School Team, faithfully implementing the district’s Standard Response Protocol developed by the "I Love U Guys" Foundation.

WoodCreek benefits from a strong, engaged community of staff, parents, and local businesses supporting its Multi-Tiered System of Supports (MTSS). The PTA contributes valuable resources, including technology, staff professional development, and student programs. Parents feel welcomed and informed through frequent communication via emails, phone calls, conferences, Canvas, the district app, the *Timberwolf Times* newsletter, and social media. The campus ESL specialist ensures families with limited English receive translated materials and support.

A campus administrator manages partnerships with local businesses, securing donations and incentives for students and staff. The Watch D.O.G.S. program encourages fathers to volunteer and provide additional campus support. Campus Advisory Team meetings, held quarterly, engage parents, staff, and community members in campus decision-making.

Beyond strong fine arts and athletics programs, WoodCreek offers a wide range of clubs, events, and activities such as Red Ribbon Week, SEL lessons, College and Career Week, guest speakers, and Student Council, all open to students to promote engagement and school pride.

The campus culture at WoodCreek is warm and family-like, where staff and students support each other personally and professionally, creating a positive and inclusive school climate.

Perceptions Strengths

1. WoodCreek Junior High School fosters a safe, welcoming, and inclusive learning environment where students consistently report feeling connected to staff, supported by their peers, and comfortable seeking help from trusted adults.

2. WoodCreek has established comprehensive safety systems through strong partnerships with Katy ISD Police, campus security personnel, the Safe and Supportive School Team, and district safety protocols. Regular drills, safety training, visible supervision, and the Standard Response Protocol ensure staff and students are prepared to respond to emergencies.

3. Positive student behavior is reinforced through the "Respect the PACK" framework, social-emotional learning lessons, character education, and proactive behavioral expectations that promote a culture of respect, responsibility, and belonging.
4. New students are intentionally welcomed through structured transition supports, including counselor and registrar onboarding, student ambassadors, Wolfpack mentors, peer connections, and campus tours that help students quickly feel connected to the WoodCreek community.
5. The campus maintains strong mental health and student support systems through collaboration among counselors, administrators, the school psychologist, MTSS staff, and community resources to proactively address students' academic, behavioral, and social-emotional needs.
6. Families and community members are active partners in supporting student success through the PTA, Campus Advisory Team, Watch D.O.G.S. program, business partnerships, volunteer opportunities, and frequent two-way communication using Canvas, the district app, Timberwolf Times, social media, conferences, and multilingual family outreach.
7. Students have access to a wide variety of extracurricular opportunities, including athletics, fine arts, academic clubs, leadership organizations, service projects, and campus-wide events that promote engagement, school pride, leadership development, and a sense of belonging.
8. Anonymous reporting through the SpeakUP platform, along with strong relationships between students and staff, provides multiple avenues for reporting safety concerns and reinforces the campus commitment to maintaining a safe and supportive learning environment.
9. WoodCreek's collaborative, family-oriented culture emphasizes that every student matters by building meaningful relationships, celebrating student success, and creating an environment where all learners feel valued, supported, and empowered to succeed.

Priority Problem Statements

Problem Statement 1: There is a variety of ranges in academic performance among our special populations.

Root Cause 1: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: WCJH could improve levels of mastery for approaches, meets, and masters.

Root Cause 2: Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.

Problem Statement 2 Areas: Student Learning

Goals

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

Performance Objective 1: By May 2027, WoodCreek Junior High will strengthen student belonging, connectedness, and confidence in campus support systems by increasing student perceptions of safety by 5%, increasing student confidence that concerns will be addressed by 5%, and reducing experiences of bullying, exclusion, and harmful peer interactions by 5% as measured by annual student survey data, discipline data, and campus climate indicators.

Evaluation Data Sources: Student Safety Survey, Discipline and Bullying Reports, SpeakUP Reports

Strategy 1 Details	Reviews			
Strategy 1: Assistant principals, counselors and teachers will facilitate quarterly Respect the PACK conversations focused on character development, relationships, belonging, accountability, digital citizenship, and positive decision-making. Strategy's Expected Result/Impact: Students develop stronger relationships with peers and adults, understand campus expectations, and build awareness of positive decision-making. Students feel more connected to the campus community and demonstrate improved behavior and accountability. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, MTSS-B Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, students will be able to provide the names of their peers in their classroom 9 times out of 10 when prompted. Strategy's Expected Result/Impact: Students develop stronger peer relationships, feel connected to their classmates, and experience a smoother transition into junior high. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, Counselors, Physical Education Teachers, Nurse	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state-mandated minutes per week, focused on the areas of cardiovascular endurance, body strength endurance, and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations in physical education class. Staff Responsible for Monitoring: Administrators, Counselors, Physical Education Teachers, Nurse	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By May 2027, WoodCreek Junior High will reduce repeat discipline referrals by 15% through implementation of proactive intervention systems, MTSS-B supports, behavior monitoring processes, and targeted student accountability measures.

Evaluation Data Sources: Discipline Referral Data, Repeat Referral Reports, MTSS-B Documentation, Behavior Intervention Plans, Parent Conference Documentation, Top 10 Student Monitoring Reports

Strategy 1 Details	Reviews			
Strategy 1: WoodCreek Junior High's MTSS-B team will review discipline trends every six weeks and identify students requiring additional behavioral supports and interventions. Strategy's Expected Result/Impact: Behavior concerns are identified earlier, intervention plans are implemented more quickly, and students receive targeted support before behaviors escalate. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches, MTSS Coordinator, MTSS-B Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will consistently implement the District Discipline Management Plan while monitoring student progress and intervention effectiveness. Strategy's Expected Result/Impact: Students receive consistent consequences and supports while staff maintain fidelity to district expectations. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: For the 2026-2027 school year, assistant principals will lead quarterly grade-level assemblies and provide proactive instruction regarding expectations, accountability, digital citizenship, decision-making, and campus culture. Strategy's Expected Result/Impact: Students and staff are made aware of recurring discipline concerns, expectations are revisited, and students receive guidance before behaviors escalate. Staff Responsible for Monitoring: Assistant Principals, Counselors	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The MTSS-B Committee will provide continuous support for teachers and staff during grade-level meetings with a focus on de-escalation strategies Strategy's Expected Result/Impact: Teachers feel confident using de-escalation strategies to support students academic and behavioral needs throughout the year. Staff Responsible for Monitoring: Assistant Principals, Counselors, MTSS-B Team, Teachers, Special Education Teachers, Emergent Bilingual Specialist, Licensed School Psychologist	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Every six weeks, MTSS-B committee will review the Top 10 students demonstrating recurring behavioral concerns and develop targeted intervention plans. Strategy's Expected Result/Impact: Students with the highest behavioral needs receive focused support, intervention plans are monitored, and repeat referrals decrease over time. Staff Responsible for Monitoring: Assistant Principals, Counselors, MTSS Coordinator , Instructional Coaches , Emergent Bilingual Specialist, Special Education Department Chair, Licensed School Psychologist, MTSS-B Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Students demonstrating recurring behavioral concerns will receive individualized intervention plans that include progress monitoring, parent communication, and targeted supports. Strategy's Expected Result/Impact: Students receive interventions tailored to their specific needs, increasing the likelihood of long-term behavior improvement. Staff Responsible for Monitoring: Assistant Principals, Counselors, MTSS Coordinator, MTSS-B Team, Teachers, Special Education Teachers, Emergent Bilingual Specialist, Licensed School Psychologist	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By May 2027, WoodCreek will increase positive student recognition opportunities by 10% and strengthen campus culture through implementation of PBIS systems, recognition programs, and student leadership opportunities.

Evaluation Data Sources: PBIS dashboard, EOY Student Survey

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement differentiated PBIS recognition systems that acknowledge positive behavior, leadership, growth, responsibility, and citizenship. Strategy's Expected Result/Impact: Students are recognized for demonstrating positive behaviors and contributions to the campus community, increasing motivation and engagement. Staff Responsible for Monitoring: Assistant Principals, Counselors, MTSS Coordinator, MTSS-B Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunities to serve as leaders and be recognized for demonstrating campus values and positive contributions. Strategy's Expected Result/Impact: Students develop leadership skills, take ownership of campus culture, and contribute positively to the school community. Staff Responsible for Monitoring: Counselors, Assistant Principals, Student Council Representatives	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2027, WoodCreek Junior High will increase student achievement (1%), growth (1%), and mastery (1%) outcomes across all content areas by strengthening teacher capacity through collaborative teams, implementation of RTI Scheduler for intervention and enrichment, instructional coaching, differentiated professional learning pathways, and targeted supports for all student groups.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: All collaborative teams will identify essential standards, establish mastery criteria, and utilize common assessments to monitor student learning and instructional effectiveness. Strategy's Expected Result/Impact: Students demonstrate mastery of essential learning outcomes, teachers develop a common understanding of proficiency, and instructional decisions are guided by evidence of student learning. Staff Responsible for Monitoring: Instructional Coaches, Guiding Coalition, Assistant Principals Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers will utilize RTI Scheduler to identify intervention needs, provide enrichment opportunities, monitor student progress, and evaluate intervention effectiveness. Strategy's Expected Result/Impact: Students receive targeted intervention, acceleration, enrichment, and academic support based on identified needs. Teachers utilize WIN Time more strategically and effectively. Staff Responsible for Monitoring: Assistant Principals, Counselors, Guiding Coalition, MTSS Coordinator, Instructional Coaches, Emergent Bilingual Specialist, Special Education Department, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will implement differentiated professional learning pathways for new teachers, emerging teachers, teacher leaders, and veteran teachers through targeted learning experiences, coaching, collaboration, and reflection. Strategy's Expected Result/Impact: Professional learning becomes more personalized, teacher capacity increases, and staff receive support appropriate to their stage of development. Staff Responsible for Monitoring: Principal, Assistant Principals, Guiding Coalition, Instructional Coaches, Emergent Bilingual Specialist, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Instructional coaches will provide and offer coaching cycles focused on essential standards, mastery criteria, intervention effectiveness, collaborative team implementation, and teacher capacity building. Strategy's Expected Result/Impact: Teachers receive job-embedded support that improves instructional effectiveness and student outcomes while building collective capacity across teams. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will intentionally implement instructional supports and progress-monitoring systems for all Special Education, Emergent Bilingual, 504, and MTSS students. Strategy's Expected Result/Impact: Special populations receive targeted supports resulting in improved academic performance, growth, and access to rigorous instruction. Staff Responsible for Monitoring: Assistant Principals, Counselors, Guiding Coalition, MTSS Coordinator, Instructional Coaches, Special Education Department, Emergent Bilingual Specialist, MTSS-B Team, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.
Student Learning
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs. Problem Statement 2: WCJH could improve levels of mastery for approaches, meets, and masters. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.
School Processes & Programs
Problem Statement 3: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

Performance Objective 2: By May 2027, 100% of Collaborative Teams will establish measurable team goals aligned to campus instructional priorities and monitor progress monthly through collaborative team processes, Team Hubs, and Team Showcase presentations.

Evaluation Data Sources: Team Hub Audits, Collaborative Team Agendas, Team Goals, Team Showcase Presentations, Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: All Collaborative Teams will establish measurable team norms and goals aligned to campus instructional priorities and regularly monitor progress toward those goals. Strategy's Expected Result/Impact: Collaborative Teams become more focused on student outcomes, instructional priorities, and continuous improvement. Staff Responsible for Monitoring: Instructional Coaches, Department Chairs, Guiding Coalition, Assistant Principals, Principal Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All collaborative teams will maintain a fully aligned Team Hub including goals, essential standards, common assessments, intervention plans, enrichment opportunities, and evidence of student learning. Strategy's Expected Result/Impact: Collaborative teams have a centralized location to organize instructional work, monitor progress, and maintain consistency. Staff Responsible for Monitoring: Instructional Coaches, Department Chairs, Guiding Coalition, Assistant Principals, Principal Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All collaborative teams will showcase their progress and success during quarterly Team Showcase events where they will highlight evidence of student learning, intervention outcomes, enrichment opportunities, instructional adjustments, and team successes. Strategy's Expected Result/Impact: Collaborative teams learn from one another, celebrate successes, share best practices, and focus on student impact rather than activities. Staff Responsible for Monitoring: Instructional Coaches, Guiding Coalition, Assistant Principals, Principals Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Student Learning

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

School Processes & Programs

Problem Statement 3: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

Performance Objective 3: By May 2027, WoodCreek Junior High will increase STAAR achievement and language acquisition outcomes for Emergent Bilingual students through intentional implementation of revised ELPS standards, targeted interventions, and family engagement opportunities.

Evaluation Data Sources: 2027 Accountability

Strategy 1 Details	Reviews			
Strategy 1: By May 2027, all RLA teachers will have completed their ESL certification. Strategy's Expected Result/Impact: More teachers possess the knowledge and skills necessary to effectively support language acquisition and academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Emergent Bilingual Specialist, RLA Department Chairs	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers will intentionally integrate ELPS into planning, instruction, and assessment while monitoring language acquisition growth. Strategy's Expected Result/Impact: Language supports become embedded into daily instruction and student language acquisition improves. Staff Responsible for Monitoring: Emergent Bilingual Specialist , Instructional Coaches, Assistant Principals Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: During the 2026-2027 school year, WoodCreek Junior High will provide at least one family engagement (parent and student together) activity for the families of emergent bilingual (EB) students. Strategy's Expected Result/Impact: At-home support will be better aligned with on-campus support to ensure EBs are all around supported. Staff Responsible for Monitoring: Emergent Bilingual Specialist, Counselors, Assistant Principals	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Student Learning

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

School Processes & Programs

Problem Statement 3: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Goal 2: 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: EB Specialist & Administrators Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.
Student Learning
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.
Problem Statement 2: WCJH could improve levels of mastery for approaches, meets, and masters. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.
School Processes & Programs
Problem Statement 3: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

Performance Objective 1: By May 2027, WoodCreek Junior High will strengthen operational excellence by implementing aligned campus systems, standardized workflows, and digital collaboration tools that improve communication, decision-making, and organizational efficiency, as evidenced by consistent implementation of campus processes, increased staff satisfaction, and quarterly operational reviews demonstrating fidelity across all departments.

Evaluation Data Sources: Staff Climate Survey, Campus Hub/Team Hub implementation data, Quarterly reviews, Meeting agendas and artifacts

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently utilize district-approved digital platforms and resources to support instruction, communication, and access to learning materials. Strategy's Expected Result/Impact: Students and families have consistent access to instructional resources, assignments, and learning supports regardless of teacher or content area. Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Leadership Team, Guiding Coalition	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WoodCreek Junior High will develop and implement guidelines and provide learning opportunities for the responsible use of AI tools to support instructional planning, communication, organization, productivity, and professional learning. Strategy's Expected Result/Impact: Staff utilize AI responsibly and effectively to increase efficiency while maintaining professional judgment and instructional integrity. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Leadership Team, Guiding Coalition	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WoodCreek Junior High will develop and maintain a centralized Administrative Hub that serves as the primary location for campus priorities, calendars, monitoring systems, communication resources, and operational documents. Strategy's Expected Result/Impact: Administrative teams operate from a single source, increasing consistency, communication, and execution of campus priorities. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize technology systems to improve intervention tracking, communication, documentation, workflow management, data collection, and decision-making processes. Strategy's Expected Result/Impact: Staff spend less time managing systems and more time supporting students and instruction. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistants, Instructional Coaches, MTSS Coordinator, Accelerated Learning Coordinator, Testing Facilitator, Leadership Team, Guiding Coalition	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: By May 2027, 100% of collaborative teams, and departments will maintain aligned organizational systems, goals, calendars, and monitoring processes that support implementation of campus priorities.

Evaluation Data Sources: Agendas, Team Hub Audits, Campus Goal Monitoring Reports, Team Goal Documentation

Strategy 1 Details	Reviews			
Strategy 1: All collaborative team and departments will maintain a Team Hub that includes goals, meeting documentation, instructional priorities, intervention plans, and evidence of progress. Strategy's Expected Result/Impact: Collaborative teams operate from a common organizational structure and maintain alignment with campus priorities. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Coaches, Testing Facilitator, Emergent Bilingual Specialist, Assistant Principals, Department Chairs, Guiding Coalition Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus goals, collaborative team goals, T-TESS goals, SLOs, and team goals will be intentionally aligned to the four campus priorities. Strategy's Expected Result/Impact: Staff understand how their work contributes to campus priorities and student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.
Student Learning
Problem Statement 1: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Student Learning
Problem Statement 2: WCJH could improve levels of mastery for approaches, meets, and masters. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality, student-centered instruction that meets their current needs.
School Processes & Programs
Problem Statement 3: There is a variety of ranges in academic performance among our special populations. Root Cause: Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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 3: By May 2027, WoodCreek Junior High will create a leadership cohort with the purpose of building leadership capacity and organizational sustainability to create consistency, transparency, shared ownership, and long-term operational effectiveness.

Evaluation Data Sources: Leadership Team Feedback, Staff Survey, Committee Participation Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will identify, develop, and support teacher leaders, department leaders, committee leaders, and emerging leaders by providing leadership opportunities and mentoring, with 100% of identified leaders participating in ongoing leadership development throughout the school year. Strategy's Expected Result/Impact: Leadership capacity expands beyond leadership roles on campus, creating shared ownership and sustainability of campus initiatives. Staff Responsible for Monitoring: Principal, Assistant Principals	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 1: By May 2027, 100% of Collaborative Teams will engage in continuous improvement cycles (Plan-Do-Study-Act) that utilize data, assessment results, intervention outcomes, and student work to improve instruction and increase student achievement.

Evaluation Data Sources: RTI Scheduler Reports, WIN Time Participation Data, Common Formative Assessments, Student Growth Data, Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: All staff will utilize RTI Scheduler to identify intervention needs, enrichment opportunities, acceleration supports, and academic priorities for students. Strategy's Expected Result/Impact: Students receive targeted supports based on identified needs and instructional decisions are informed by student performance data. Staff Responsible for Monitoring: Assistant Principals, Counselors, Instructional Coaches, MTSS Coordinator, Accelerated Learning Coordinator, Guiding Coalition Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All Teachers and collaborative teams will utilize common assessment data, intervention data, and student performance indicators to regularly monitor student progress toward mastery. Strategy's Expected Result/Impact: Students needing additional support are identified earlier and instructional decisions are driven by evidence rather than assumptions. Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Testing Facilitator, Emergent Bilingual Specialist, Special Education Department, Guiding Coalition, Leadership Team	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborative Teams will regularly analyze student work to identify levels of mastery, misconceptions, and instructional next steps. Strategy's Expected Result/Impact: Teachers gain a clearer understanding of student learning and improve instructional responses to student needs. Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Department Chairs, Guiding Coalition Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

Student Learning

Problem Statement 1: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

School Processes & Programs

Problem Statement 3: There is a variety of ranges in academic performance among our special populations. **Root Cause:** Students' needs have to be re-identified to ensure all students are receiving high-quality student-centered instruction that meets their current needs.

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

Performance Objective 1: By May 2027, WoodCreek Junior High instructional staff and students will effectively utilize technology tools to enhance learning, engagement, collaboration, creativity, and productivity while demonstrating responsible and ethical digital citizenship.

Evaluation Data Sources: Walkthrough Data, Student Technology Surveys, Staff Technology Surveys, Digital Citizenship Participation Data, Student Discipline Data Related to Technology

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will engage in structured discussions and sharing opportunities focused on technology tools, instructional strategies, and effective classroom implementation practices. Strategy's Expected Result/Impact: Teachers increase their confidence and effectiveness with instructional technology while students experience more engaging and meaningful learning opportunities. Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, Guiding Coalition, Librarian	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WoodCreek Junior High will provide ongoing digital citizenship education through librarian lessons, classroom integration, grade-level supports, and campus awareness activities. Strategy's Expected Result/Impact: Students develop responsible technology habits, demonstrate appropriate online behavior, and make informed digital decisions. Staff Responsible for Monitoring: Assistant Principals, Counselors, Librarian	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will utilize district-approved technology resources and tools to support instruction, collaboration, assessment, and student engagement. Strategy's Expected Result/Impact: Students experience engaging learning opportunities that promote collaboration, creativity, communication, and critical thinking. Staff Responsible for Monitoring: Assistant Principals, Instructional Coaches, Librarian	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2027, WoodCreek will increase staff capacity to effectively utilize technology and emerging tools to improve instructional effectiveness, communication, organization, collaboration, and operational efficiency.

Evaluation Data Sources: Professional Learning Participation, Professional Development Surveys, Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Instructional staff will participate in professional learning focused on responsible and effective use of artificial intelligence tools to support instruction, communication, organization, intervention planning, and productivity. Strategy's Expected Result/Impact: Teachers and leaders utilize AI tools to save time, improve efficiency, enhance instruction, and increase organizational effectiveness. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By May 2027, WoodCreek Junior High students will demonstrate responsible, ethical, and productive use of technology, digital resources, and emerging technologies while developing skills necessary for future success.

Evaluation Data Sources: Technology Discipline Data, Digital Citizenship Participation Data, Classroom Observations, Teacher Feedback

Strategy 1 Details	Reviews			
Strategy 1: All students will receive age-appropriate instruction and guidance regarding responsible use of district approved technology tools, academic integrity, and digital responsibility. Strategy's Expected Result/Impact: Students understand how to use technology responsibly while maintaining academic integrity and maintaining digital responsibility. Staff Responsible for Monitoring: Assistant Principal, Librarian, Counselors, Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2027, WoodCreek Junior High will strengthen staff engagement, belonging, and retention by creating a culture where every staff member feels valued, supported, connected, and empowered to contribute to the success of the campus.

Evaluation Data Sources: Pulse survey data, Staff Survey, Staff Retention Data

Strategy 1 Details	Reviews			
Strategy 1: WoodCreek Junior High will implement a comprehensive staff appreciation program that recognizes monthly contributions, accomplishments, milestones, and positive impact throughout the school year. Strategy's Expected Result/Impact: Staff feel valued, appreciated, and recognized for their contributions, leading to increased morale, engagement, and retention. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Coaches, Sunshine Committee/Culture Crew	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Sunshine Committee/Culture Crew will coordinate with the PTA, campus, and other groups to ensure at least one staff appreciation activity is done per month. Strategy's Expected Result/Impact: Staff experience increased connection, support, and enjoyment while contributing to a positive campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Coaches, Sunshine Committee/Culture Crew	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: By May 2027, WoodCreek Junior High staff have will submit at least 1,000 Howl-outs recognizing their co-workers for a variety of ways. Strategy's Expected Result/Impact: Staff feel appreciated and recognized by peers while reinforcing positive behaviors and campus values. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Coaches, Sunshine Committee/Culture Crew, All Staff	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teacher leaders and staff participants will engage in a campus book study centered around the principles of mattering, belonging, significance, and community. Strategy's Expected Result/Impact: Staff develop a deeper understanding of how mattering impacts relationships, culture, student outcomes, and employee engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Coaches, Leadership Team, Sunshine Committee/Culture Crew, All Staff	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2027, WoodCreek will provide differentiated professional learning experiences that increase teacher effectiveness, instructional capacity, leadership development, and professional growth.

Evaluation Data Sources: Professional Learning Participation, T-TESS Data, Walkthrough Data, Staff Surveys, Professional Learning Reflections, Team Showcase Artifacts

Strategy 1 Details	Reviews			
Strategy 1: Teachers in their first year will participate in a structured support system focused on classroom management, instructional planning, assessment, communication, and campus systems. Strategy's Expected Result/Impact: New teachers receive support needed for success and demonstrate increased confidence, effectiveness, and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Guiding Coalition, Mentor Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers in years two through five will participate in professional learning focused on instructional effectiveness, student engagement, intervention planning, and leadership development. Strategy's Expected Result/Impact: Teachers continue growing beyond survival mode and build instructional confidence and leadership skills. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Guiding Coalition	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Veteran teachers serving in leadership roles will participate in learning experiences focused on coaching, facilitation, adult learning, and leadership development. Strategy's Expected Result/Impact: Teacher leaders become more effective in supporting colleagues and leading collaborative work. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Selected veteran teachers will participate in a Lab School model that encourages innovation, risk-taking, classroom observation, reflection, and instructional experimentation. Strategy's Expected Result/Impact: Teachers continue growing professionally while creating a culture of learning, innovation, and continuous improvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Guiding Coalition	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: By May 2027, WoodCreek Junior High will strengthen family and community engagement through intentional communication, collaborative partnerships, and meaningful opportunities for stakeholders to participate in and support student success.

Evaluation Data Sources: PTA Participation Data, Parent Event Attendance, Social Media Analytics, Newsletter Engagement Data, Parent Survey Data, Volunteer Participation Data

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will collaborate with PTA through regularly scheduled meetings, planning opportunities, and shared campus initiatives that support students, staff, and families. Strategy's Expected Result/Impact: Continue quarterly collaboration through PTA meetings while increasing opportunities for strategic planning and alignment with campus priorities. Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Liaison	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WoodCreek Junior High will provide consistent communication through newsletters, social media platforms, websites, and digital communication tools to keep families informed and connected. Strategy's Expected Result/Impact: Families receive timely information, remain connected to campus activities, and have a better understanding of school programs and opportunities. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant, Teacher Leaders	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will annually collect parent feedback to identify family needs, concerns, interests, and opportunities for support. Strategy's Expected Result/Impact: Campus programs and family engagement opportunities are aligned to the actual needs and interests of families. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WoodCreek Junior High will intentionally create opportunities for parents and community members to volunteer, participate, and contribute to campus programs and initiatives. Strategy's Expected Result/Impact: Increased stakeholder involvement strengthens school-community relationships and creates additional support for students and staff. Staff Responsible for Monitoring: Assistant Principal, Administrative Assistant, PTA Leadership	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 7: 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: By May 2027, WoodCreek Junior High will provide meaningful learning opportunities and resources for families that support student success, transitions, digital citizenship, academic growth, and student wellness development.

Evaluation Data Sources: Parent Event Attendance, Parent Feedback Surveys, Family Learning Session Participation, Communication Logs, Parent Needs Assessment Results

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide two learning opportunities for families focused on supporting student success, technology use, digital citizenship, academic expectations, wellness, and transitions. Strategy's Expected Result/Impact: Parents gain knowledge, skills, and resources that help them better support their children academically, socially, and emotionally. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Librarian	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WoodCreek Junior High will provide structured transition experiences and resources for incoming students and families. Strategy's Expected Result/Impact: Students and families experience a smoother transition to junior high and feel more confident entering WoodCreek Junior High. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teacher Leaders	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: 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: By May 2027, WoodCreek will strengthen its identity as a nationally recognized campus by intentionally sharing successes, celebrating achievements, and highlighting the positive impact of students, staff, and programs.

Evaluation Data Sources: Social Media Analytics, Newsletter Data, Community Feedback, Recognition Data, Schools to Watch Documentation

Strategy 1 Details	Reviews			
Strategy 1: WoodCreek Junior High will proactively share stories that highlight student growth, staff impact, innovative practices, leadership opportunities, and community partnerships. Strategy's Expected Result/Impact: Families and community members gain a deeper understanding of the positive experiences and opportunities available at WoodCreek. Staff Responsible for Monitoring: Principal, Administrative Assistant, Teacher Leaders	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will highlight Schools to Watch indicators, accomplishments, and continuous improvement efforts through stakeholder communication and community engagement opportunities. Strategy's Expected Result/Impact: Stakeholders gain a stronger understanding of WoodCreek's commitment to excellence and continuous improvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant, Instructional Coaches, Librarian, Website Manager, Counselors, Leadership Team, Guiding Coalition	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: By May 2027, WoodCreek Junior High will strengthen student wellness, belonging, and connectedness by implementing proactive supports, counseling services, wellness initiatives, and relationship-building opportunities that ensure every student feels known, valued, and supported.

Evaluation Data Sources: Attendance Data, Discipline Data, Counseling Data, Student and Parent Feedback

Strategy 1 Details	Reviews			
Strategy 1: The WoodCreek Junior High School counseling department will continue implementing the Texas CREST framework through comprehensive counseling services, student support programs, transition activities, and proactive interventions. Strategy's Expected Result/Impact: Students receive comprehensive academic, student wellness, and college and career readiness support while strengthening overall student success and well-being. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WoodCreek Junior High will intentionally reinforce the belief that Every Timberwolf Matters through student recognition, relationship-building practices, leadership opportunities, and positive campus experiences. Strategy's Expected Result/Impact: Staff and Students develop a stronger sense of significance, connection, and ownership while strengthening overall campus culture. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teacher Leaders	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2:

By May 2027, WoodCreek Junior High will provide proactive student wellness supports that promote resilience, healthy decision-making, self-awareness, and student success.

Evaluation Data Sources: Counseling Data, Student Surveys, Attendance Data, Referral Data

Strategy 1 Details	Reviews			
Strategy 1: The WoodCreek Junior High counseling department will provide individual counseling, group counseling, crisis intervention, student advocacy, and support services to meet student needs. Strategy's Expected Result/Impact: Students receive timely support and resources that contribute to improved academic, behavioral, and social-emotional outcomes. Staff Responsible for Monitoring: Principal, Counselors, School Psychologist	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus safety teams will review wellness indicators, attendance trends, behavioral concerns, and student support needs each grading period to identify students requiring additional support. Strategy's Expected Result/Impact: Students needing support are identified earlier and connected to appropriate interventions and resources. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Psychologist, Student Support Team, Nurse	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WoodCreek Junior High will provide student learning opportunities focused on resilience, healthy relationships, stress management, self-regulation, coping skills, and mental health awareness. Strategy's Expected Result/Impact: Students develop skills that improve emotional well-being, decision-making, and overall success. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Nurse, Physical Education Department	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Campus teams will proactively monitor attendance and engagement indicators and provide interventions for students demonstrating signs of disengagement. Strategy's Expected Result/Impact: Improved attendance, stronger student engagement, and earlier intervention for students at risk. Staff Responsible for Monitoring: Assistant Principals, Counselors, Attendance Clerk	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 8: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: By May 2027, WoodCreek will strengthen staff wellness, connectedness, and support systems to ensure employees feel valued, supported, and equipped to effectively serve students.

Evaluation Data Sources: Staff Surveys, Retention Data, Staff Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Twice a year, WoodCreek Junior High School will provide wellness resources, support opportunities, and activities that promote employee well-being, balance, and resilience. Strategy's Expected Result/Impact: Staff experience increased well-being, reduced stress, and greater job satisfaction. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Sunshine Committee/Culture Crew	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				