Katy Independent School District

Woodcreek Junior High

2018-2019 Campus Improvement Plan

Mission Statement

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

Vision

Be the legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

WoodCreek Junior High is a ten year old campus that serves 6th-8th grade students in Katy ISD. Student enrollment at WoodCreek Junior High continues to grow steadily from year to year, which is a common pattern in this geographic area of the district. In 2012-2013, WoodCreek served 1,341 students, which increased to 1,585 in 2013-2014, 1,905 in 2014-2015, and 2,136 in 2015-2016. Enrollment decreased to 1,345 in 2016-2017 because of district attendance boundary changes that shifted students in some WoodCreek attendance zones to a newly constructed junior high nearby. The following year, 2017-2018, enrollment increased again to 1,483 students. There are district plans to build another junior high school to reduce these numbers again. As the community expands, the campus will continue to grow potentially past the 2,000 student mark if there is not another junior high built in the near future. WoodCreek has strong attendance rates, and systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

In the 2017-2018 school year, the campus had the following student demographic group percentages: 50.57% White, 21.71% Hispanic, 15.64% Asian, 8.90% Black/African-American, and 2.76% Two or More Races. These demographic percentages remain consistent with the population in 2017-2018 in all areas except the Asian demographic, which increased by almost two percentage points. The campus is 20.2% At-Risk, which is a decrease from 2017-2018, but 11.5% of students are Economically Disadvantaged, which is a 2 point percentage increase from 2017-2018. The ESL population for 2017-2018 was 4.6%, and this population has been increasing each year. The campus ESL population in 2016-2017 was 3.9% and in 2015-2016 it was 3.1%. The campus serves students with disabilities, and in 2017-2018 Special Education students encompassed 9.4% of the student body. The campus Special Education percentage was 9.2% in 2016-2017. The Gifted and Talented population increased from 10.8% in 2016-2017 to 12.6% in 2017-2018.

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

The staff is composed of 111 female employees and 23 male employees. Their demographic breakdown is as follows: 85.8% White, 3.7% African American, 9.7% Hispanic, and .07% Asian. The demographics of the staff somewhat reflect the demographics of the students, yet with a 21.71% Hispanic student

population and an 8.90% Black/African-American student population, the Hispanic and Black/African-American staff representations are low when compared to student populations. All campus teachers and paraprofessionals are certified to teach or assist in their roles, and teacher retention is strong at WoodCreek Junior High. The campus has a lead mentor that is a seasoned teacher who assists new teachers to the profession and to the district, providing the support they need in order to be successful. Each teacher is given a "buddy" who helps answer questions and guide them through the various tasks that need to be completed. This buddy can also help them with instructional questions or guide them to the appropriate resource. A leadership academy has been created for teachers who are looking to grow in leadership development. This leadership academy helps to build more leadership capacity and any teaching staff can join it to have pedagogical conversations. Professional development is readily available through job-embedded professional development provided by campus instructional coaches and some lead teachers. In regards to the parents and the community, most of the parents have college degrees and have moved in from other places. Most parents at WoodCreek Junior High have expectations for their students to go to college. The community is growing because of new home development and many parents work in the oil industry, which is easily accessible along a major highway near the community. The campus has a fairly high socioeconomic status and many parents commute to Houston and the Energy Corridor nearby. The community is considered a safe place to live and the campus has a high volume of students who are actively involved in school activities ranging from fine arts to athletics.

Demographics Strengths

1. The programs that are offered for our students align with the philosophy and beliefs of teachers and administrators.

2. The attendance rate is excellent and has been for the last few years.

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

4. Parents and community are involved with the campus and the community is a safe place to live.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Special Education population is growing and teachers need to continue increasing their knowledge and be well-trained/prepared to implement effective strategies for this population. **Root Cause**: More students are being identified as having special needs.

Problem Statement 2: GT students do not have a specific program to address their needs. **Root Cause**: GT students are sometimes seen as not needing support like other special populations such as special education or ELLs.

Student Academic Achievement

Student Academic Achievement Summary

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

Student Academic Achievement Strengths

1. Our Science Students saw tremendous growth in not only Approaches Grade Level, but in Meets and Masters Grade Level as well.

2. Our 7th Grade Math results increased 18%, 19%, and 9% in Approaches, Meets and Masters respectively.

3. Our SPED population continues to make growth from year to year in all areas.

4. Our campus continues to successfully meet state standards yearly since our opening.

5. Our interventions such as Math Lab, Strategic Reading, and Targeted Advisory are systematic and successful.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While overall writing scores meet satisfactory expectations for Approaches grade level, LEP, ESL, and Special Education students only attained success at 56%, 56%, and 49% respectively.

Problem Statement 2: Currently, only 58% of our students who receive special education services approached grade level expectations on STAAR Grade 7 Mathematics

Problem Statement 3: Currently, only 53% of our students who receive special education services approached grade level expectations in STAAR Grade 6 Reading.

School Processes & Programs

School Processes & Programs Summary

When analyzing state assessment reporting categories and student expectations, the district curriculum is well-written and provides an appropriate foundation for teachers to plan instruction. The curriculum is written so that TEKS that are assessed most often on STAAR are taught most frequently. The curriculum and the methods used in Katy ISD assure that it benefits all students. The weekly PLC meetings within the departments which consist of administrators, instructional coaches and teachers allow for the curriculum to be reviewed by looking at data, lessons, and assessments. The meetings make sure the use of backwards design is being utilized to assure the learning of all students. During PLCs, teachers and ICs are expected to break down the readiness, supporting, and process standards to address the PLC question, "What do we want students to learn?". At WCJH teachers ensure that instruction is rigorous and relevant by breaking down the TEKS and planning backwards from formative and summative assessments. Instructional Coaches provide feedback and resources to teachers to ensure that the district's curriculum is taught with fidelity. Students are encouraged to engage in authentic work and problem solve through project based learning. In working cross curricular with other subject contents, it allow students to utilize different learning styles and contents in different subject areas. During planning, the teachers create common assessments by breaking down the TEKS, reviewing released STAAR items, and considering past assessment data. Teachers use these assessments to monitor and respond to student progress. Teachers and Instructional Coaches analyze assessment data to identify TEKS and students for reteaching and retesting opportunities. Teachers are expected to reteach (and then retest) those objectives that are not mastered by students during first-teach. Teachers at WCJH can use Lead4ward resources to generate student learning reports to track student growth. Teachers receive on-going professional development of scientifically-based research and best practices through PLCs, district trainings, and professional conferences. Additionally, at WCJH the Instructional Coaches observe classroom teachers and provide feedback on a variety of research-based strategies. The instructional initiatives of the campus and district are fully aligned with the campus improvement plan. Professional development strategies are implemented in small chunks through large groups, small groups, and also individual sessions. The administrative team makes frequent visits to classrooms to monitor the success of implementation of the campus innovative practices. ELPS are embedded throughout all content objectives, which will be shared with all students in the lesson frame each day (Fundamental 5 campus implementation). Instructional and linguistic accommodations are routinely used in both inclusive and sheltered classrooms. The accommodations that are used in the lesson are determined by the classroom teacher individually as well as in one-on-one meetings with the ESL specialist. The ESL specialist and assistants track the consistent use of the accommodations by using Katy ISD documents. This determines necessity of these accommodations on state assessments. Assessment data analysis allows us to see the effectiveness of the accommodations. Further data analysis of day-to-day instructional accommodations would allow us to be even more effective. The goal for the district is to purposefully improve on student learning through strategic design. Special education is an area of focus for the district and the campus. With the methods being used for all student, the areas of focus for all students: including ESL and special education showed great gains in those areas on the state assessment. Through collaborative teaching and focusing on the Fundamental 5, leadership will be collecting data weekly in order to monitor our objectives and goals. Our Student Support Administrator is leading a collaborative teaching project where she will communicate with the SPED department. Teachers will use common assessments and backwards design to have good first time teach and to analyze where students are. The campus is focused on improving student achievement. We are a high achieving campus however, there are areas where we can improve with certain groups such as special education and continue to improve upon our ELL population.

A leadership academy has been created by the campus principal for any teachers who want positions of leadership to join and have pedagogical discussions monthly. There is a leadership team that meets weekly to discuss what is happening on campus and to help make decisions. Teachers have a voice in school practices through voting, speaking with their ICs and some teachers being part of the Leadership Team. This allows for collaboration and input in order to drive the goals of the campus and district. Committees comprised of teachers are established for different decisions that impact the campus. This year our campus is focused on PBIS/CHAMPS to develop consistency in common areas and the classrooms. Each teacher are assigned duties either in the AM or PM to assure safety throughout the building. An administrator is in charge of developing these schedules and monitoring their effectiveness. It is important that each teacher monitor and utilize the methods that are helpful under PBIS. It is important to have clear expectations for all students in the common areas. This will be helpful with behaviors for students. The teachers will be trained by the administrator in best practices and common language.   Under PBIS, the implementation of recognizing when students display positive behaviors, positive office referrals are used to continue to improve on positive citizenship within the building. There are several programs for students and opportunities for them to be involved outside of the school day which include band, athletics, theater arts, and social clubs. We offer comprehensive tutorials before and after school which allow for opportunities for interventions and extra help. The master schedule is created in order to maximize instruction during the school day and it is protected from unnecessary interruptions. There are plans in place for activities, emergencies, etc. The building is divided by grade levels and subjects. We have a fine arts wing and an athletics area. The building is divided in such a way that it is easy for teachers to collaborate and focus on instruction informally and formally. WoodCreek Junior high promotes our staff becoming connected educators. Our Instructional leaders promote integrating technology use (both instructor and student) into lessons, and they provide information and opportunities to gain professional development in the area of technology use. All teachers and students utilize Apple TV, ipads, chromebooks, netbooks, and a variety of apps including Thinglink and ICell, and Kahoot (as examples) to support learning. Smart boards are utilized in classrooms daily. Teachers and students use Canvas for instructional purposes. Some teachers provide feedback to their students on homework through Canvas to clarify misconceptions before the next day's class, which optimizes instructional time. WoodCreek is a BYOD (Bring Your Own Device) campus and students use their own devices or teacher provided devices in each class. Students have access to the library to access technology before and after school. Canvas is utilized by students, staff and parents to access curriculum and interface regarding progress. Students are able to connect with their teachers through Canvas and other applications regarding their learning using their own devices. Students have access to the library before and after school to utilize technology. WoodCreek JH encourages teachers to utilize technology by participating in district sponsored professional development such as Connected Educators. Our ITF meets weekly in PLC meetings to assist teachers in technology integration as part of their lessons. The ITF also is available for staff support and one-on-one enrichment of technology knowledge. Technology is used to support instruction and learning by determining relevant applications, devices and strategies that support given student and teacher tasks. For example, teachers use Kahoot quiz games to review mastery levels. Technology is implemented at WoodCreek when the district approves applications and technology and makes recommendations to campuses. Teachers identify apps they wish to use in their classrooms and request district review and approval for those apps. Teachers use professional judgment with You-Tube and other similar web-based applications. Over the next 1-5 years, we will continue to budget and purchase current technology that is relative to student learning. We plan to provide teachers with wireless options that allow them to engage with students side by side more often. Providing Apple TV, iPads, Clickers, Wireless Mouses, and other evolving hardware improves the amount of time spent using technology for instruction.

School Processes & Programs Strengths

Team collaboration and opportunity for leadership

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

BYOD campus.

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

Data collection and goal setting is inclusive of all student groups

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is not a consistent structure for positive behavior systems.

Problem Statement 2: Safety continues to be a concern for students and schools in general

Perceptions

Perceptions Summary

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

The students describe WoodCreek Junior High as a safe school where the staff and students are nice and helpful. The teachers' perception is the same, noting that most of the students come to school to learn and behave as expected. Upon registration, the grade level counselor and registrar introduce new students to key staff members and provide an instant support system of fellow students with similar schedules and interests to make them feel safe and welcome. Teachers of new students are emailed with the student's schedule, and student buddies are assigned for the transitions.

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

The staff at WCJH is becoming increasingly more aware of the need for close monitoring of students in their care to possibly avoid bullying or a threatening environment. Although the students' overall perception of WCJH is that of a safe school, there have been incidences to indicate that bullying occurs. When a student reports the behavior, strict district protocol is followed, which involves a thorough investigation. Character lessons and an active bullying prevention month helps to educate and provide proactive and reactive tools for teachers and students.

Discipline data shows that 3 students were sent to our district alternative educational placement facility (DAEP) during the 2017-2018 school year for alcohol at school, potential terroristic threat, and/or physical assault to a staff member. All three students were of the same demographic group. No students were sent to DAEP for permissive placement.

WCJH follows district protocol and safety policies to help ensure safety for all. Our security guard has excellent attendance and is visible throughout the campus. In addition to the monthly drills performed, the security guard checks for safety concerns throughout the day. Campus administrators are visible during class time and especially transitions. Grade level administrators and counselors work closely to meet the students' emotional needs. Students feel safe throughout the school day and are comfortable with the adults in the building; reaching out if there are problems with them or their peers. One administrator is the campus safety liaison and attends all district level meetings to ensure WCJH is following all procedures involving safety.

WCJH has a strong community of staff, parents, and various businesses that are actively involved in supporting the campus. The PTA provides many things

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the recent school safety concerns, there is a lack of consistency with daily practices to ensure the students feel safe while at WCJH.

Problem Statement 2: Although there are multiple forms of communication used with parents, there is inconsistency amongst teachers involving method and frequency.

Problem Statement 3: Some students do not feel included or are new to campus and don't know anyone.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: Provide opportunities for GT students to participate in pure GT classes.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Implement a social/emotional GT curriculum for GT students in 6-8.	2.5	Counselors GT Facilitator Teachers	Provide support for GT students and helping them to specifically meet their needs as a special population.				
	Problem Statements: Demographics 2						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: GT students do not have a specific program to address their needs. **Root Cause 2**: GT students are sometimes seen as not needing support like other special populations such as special education or ELLs.

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

Performance Objective 2: Increase special education scores in 7th grade Math.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 1) Use Think Through Math to pinpoint strengths and weaknesses with SPED population.	2.4	Student Support AP Teachers SPED Department Chair	This program will increase students's scores in math.				
	Problem Statements: Student Academic Achievement 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Currently, only 58% of our students who receive special education services approached grade level expectations on STAAR Grade 7 Mathematics

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

Performance Objective 3: Teachers will participate in Professional Development that is directly aligned to their own TTESS Goals.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) WCJH will partner with TJH and BDJH to have teachers provide and create PD for one another that aligns to their personal goals	2.5	Principals APs ICs Teachers	Teachers will personalize their learning through very specific and targeted sessions that will be provided by the three campuses.				
		Problem Statements: Student Academic Achievement 1					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: While overall writing scores meet satisfactory expectations for Approaches grade level, LEP, ESL, and Special Education students only attained success at 56%, 56%, and 49% respectively.

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: General Education teachers and Special Education teachers will be trained in how to modify tests for students who receive special education services.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) General education teachers and Special Education teachers will be trained on how to modify tests for students who receive modified content through special education services.	2.4, 2.5	Principal Student Support AP Instructional Coaches SPED DC Teachers	Students will receive the proper differentiation that is needed for their assessments ultimately making them more successful on their tests.				
	Problem Statements: Demographics 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Special Education population is growing and teachers need to continue increasing their knowledge and be well-trained/prepared to implement effective strategies for this population. **Root Cause 1**: More students are being identified as having special needs.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: A Character Education program will be implemented that promotes kindness to others on campus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Various school-wide activities will be implemented to help students feel included and to promote kindness such as Bullying Prevention Month, Kindness Wall, Red Ribbon Week, etc.		Counselors Principal APs	Students will be aware of people available to them if they feel excluded and it will promote kindness for all.				
	Problem Statements: Perceptions 3						
2) We will create a student ambassador group to help reduce social isolation among students in our school. A major role of the student ambassadors is to provide new students with an introduction to WCJH by giving them a tour, introducing them to teachers and other students. We also ask student ambassadors to maintain a relationship with new students throughout the school year. The Wolfpack helps promote guidance topics that are being communicated from the counseling office by creating announcements and spearheading activities. Overall, Wolfpack members are role models who always display kindness and compassion.	2.5	Counselors Principal	New students and existing students will have a sense of belonging at school and not feel alone.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Some students do not feel included or are new to campus and don't know anyone.

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Streamline communication of what is happening with our school and keep parents informed in a consistent manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) We will use a web site to create our newsletter - "Timberwolf Times" so that it is visually appealing and also very informative.	3.1	Principal	Parents feel well informed about what is happening on the campus in regards to different events and successes.				
2) Utilize social media to promote the good things that we do on our campus.	3.1	APs Principal	Stakeholders will be able to see what our school is about and will stay informed about how our campus is successful.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

State Compensatory

Personnel for Woodcreek Junior High:

Name	Position	Program	FTE
Shared Unit	Academic Support	State Comp Ed	1

Campus Advisory Team

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Stone Melinda	Principal
Non-classroom Professional	Jamie Callaway	Instructional Coach
Administrator	Tanya Carrejo	8th Grade Assistant Principal
Administrator	Tim Chessser	7th Grade Assistant Principal
Non-classroom Professional	Jessie Clay	School Counselor
Classroom Teacher	Anna Cochran	Teacher
Non-classroom Professional	Jodi Slaughter	School Counselor
Classroom Teacher	Lauran Deforke	Assistant AC
Non-classroom Professional	Brent Grelle	Instructional Coach
Non-classroom Professional	Kodi Holmes	Testing Facilitator
Classroom Teacher	Courtney Lewis	Teacher
Classroom Teacher	Todd Lighter	Assistant AC
Non-classroom Professional	Tanya Marshall	School Counselor
Classroom Teacher	Connie Plocek	Teacher
Non-classroom Professional	Deanna Saenz	Librarian
Non-classroom Professional	Amanda Sager	Instructional Coach
Classroom Teacher	Robert Schindler	Teacher
Classroom Teacher	Scott Thoen	Teacher
Administrator	Kari Torres	Student Support Assistant Principal
Non-classroom Professional	Lindsay Van Wyk	Instructional Coach
Administrator	Kim Vrana	6th Grade Assistant Principal
Classroom Teacher	Kelly Watkins	Teacher

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
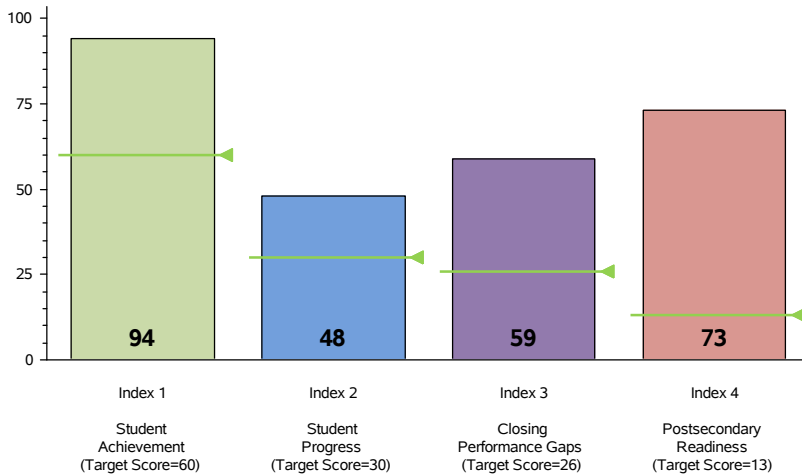### WOODCREEK J H (101914052) - KATY ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report

	Index 1	Index 2	Index 3	Index 4
Score	94	48	59	73
	Student Achievement (Target Score=60)	Student Progress (Target Score=30)	Closing Performance Gaps (Target Score=26)	Postsecondary Readiness (Target Score=13)

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,633	3,875	94
2 - Student Progress	773	1,600	48
3 - Closing Performance Gaps	1,765	3,000	59
4 - Postsecondary Readiness			
STAAR Score	72.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		73

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	1,345 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	7.9
Percent English Language Learners	3.9
Mobility Rate	5.3
Percent Served by Special Education	9.2
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	36 out of 39 = 92%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
Total	**54 out of 57 = 95%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html

52 - WoodCreek Junior High

Student Profile
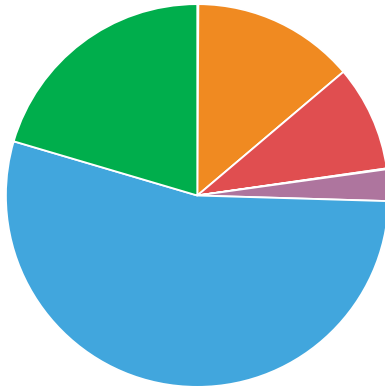
Student Statistics

Total Enrollment	1,346
At-Risk	21.40%
Low Income	8.02%
Limited English Proficient	3.86%
Special Education	9.36%
Career Technology Educat..	21.03%
Bilingual	0.00%
ESL	3.79%
Gifted/Talented	10.77%
Title I	0.15%
Attendance Rate	96.96%

Race/Ethnicity		#	%
White	🟦	728	54.09%
Hispanic	🟩	275	20.43%
Asian	🟧	185	13.74%
Black/African American	🟥	120	8.92%
Two or More Races	🟪	36	2.67%
Am Indian/Alaskan Native	🟨	1	0.07%
Native Hawaiian Pacific Islander	🟩	1	0.07%