

# Spring Branch Independent School District

## Woodview Elementary School

### 2020-2021 Campus Improvement Plan



# Mission Statement

**BEAGLE - Building Excellence And Growing Leaders Everyday**

## Vision

The passionate staff members at Woodview Elementary are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

## Core Values

### Every Child

We put students at the heart of everything we do.

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

### Collaborative Spirit

We believe in each other and find joy in our work.

### Limitless Curiosity

We never stop learning and growing.

### Moral Compass

We are guided by strong character, ethics and integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Woodview Elementary is approximately 564 in PK-5 grade. Woodview Elementary is a Title 1 campus. In addition we have two Life Skills Units on this campus. Woodview qualifies for 100% free lunch. Our attendance rate is 95%.

### Enrollment by Race/Ethnicity:

African American - 3.5%

Hispanic - 88.3 %

White - 5.9%

American Indian - .7%

Asian - .9%

Pacific Islander - 0%

Two or More Races -.7%

### Enrollment by Student Group:

Economically Disadvantaged - 97%

English Language Learners - 67.4%

### Mobility Rate - 18.3%

The majority of our neighborhood consist of multi-unit apartments, very few homes. Our community partners include Hunters Creek as our sister school, after school YMCA program for students, Boys and Girls Club, Beagle Camp, Reading and Math buddies from St. Francis Episcopal, Blessings in a backpack and Houston Food bank programs provided by our CIS connection, and local business HEB.

## Demographics Strengths

The Panorama survey results from the Fall 2019 showed growth in all areas for our diverse popluation. Due to Covid19 the 19-20 results were not availabe at the end of the year.

School Belonging 83% up 1%

School Climate 83% up 2%

School Engagement 79%

School Rigorous Expectations 90%

School Safety 88% up 5%

School teacher-student relationships 91% up 6%

# Student Learning

## Student Learning Summary

Due to COVID-19 we were not able to show our students end of year progress on STAAR, TELPAS, MAP and Running Records. The data from 2018-2019 shows the following for STAAR :

Overall school performs: D 64 out of 100.

Student Achievement F 54 out of 100.

School Progress D 65 out of 100.

Closing the gaps D 61 ot of 100.

TELPAS 100% was met, WVE received a 44 and the target was 36. Area to continue to develop speaking.

MAP Data Fall data shows:

Kinder

1st Grade

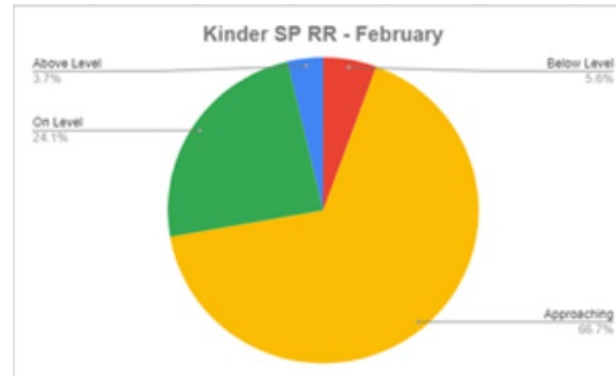
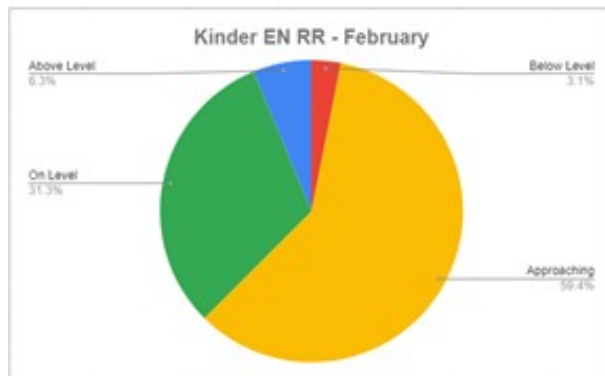
2nd Grade

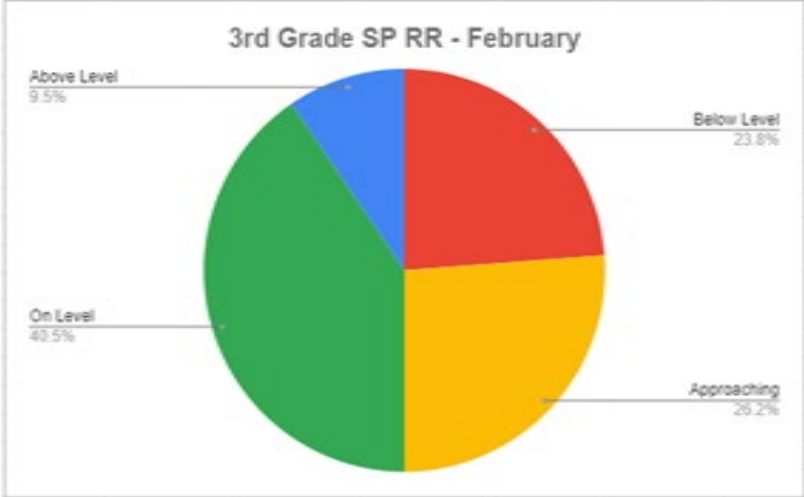
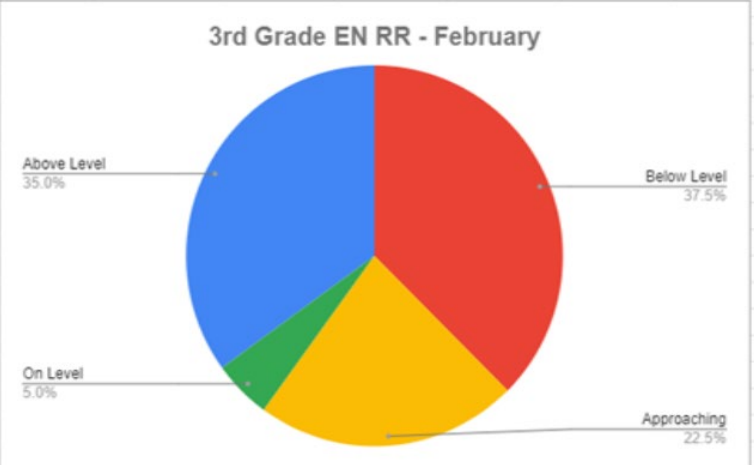
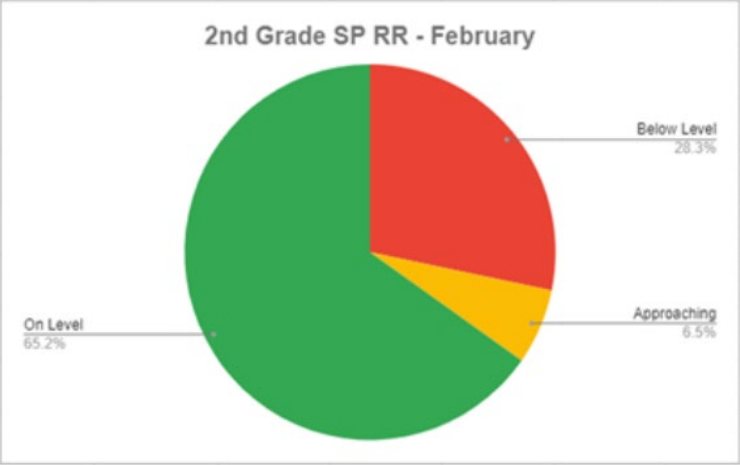
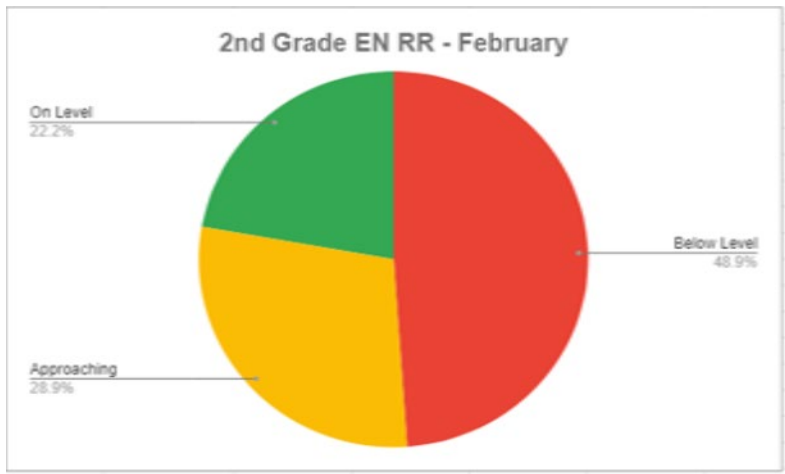
3rd Grade

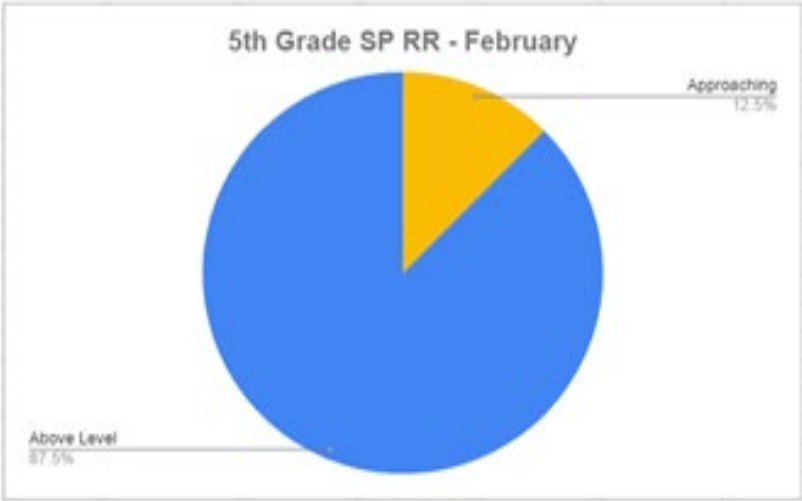
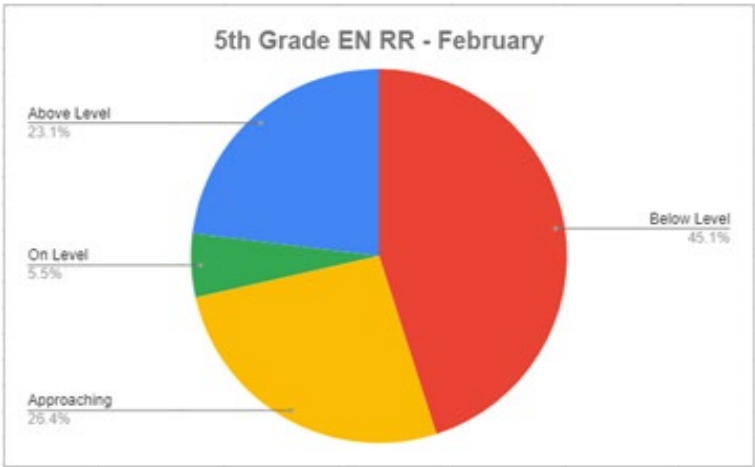
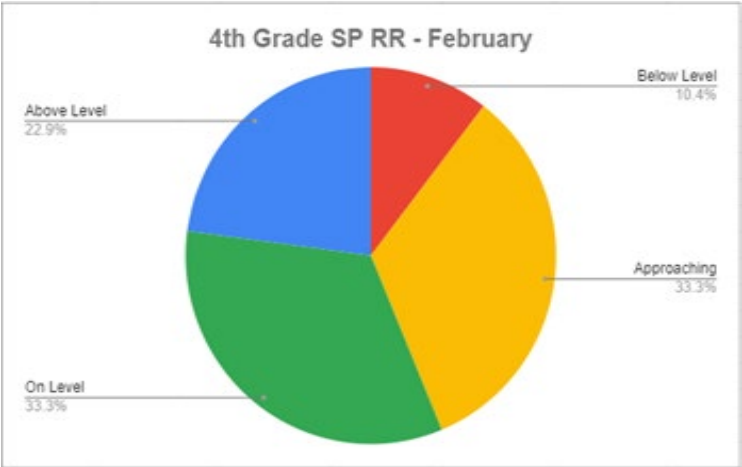
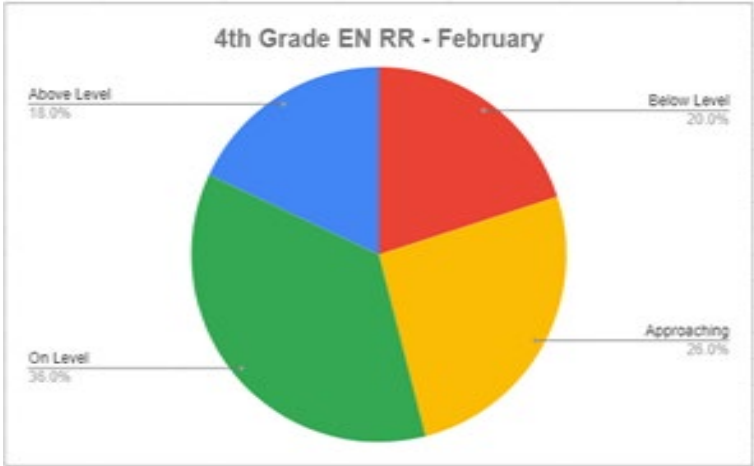
4th Grade

5th Grade

Running Records data shows:









55 out of 56, 5th grade students who took the Spanish Credit by Exam received credit in the Spring of 2020.

### **Student Learning Strengths**

More students are leaving our primary program on or above grade level in reading. They are also making progress with their behavior. Fewer students are having disciplinary referrals. Our students made the greatest gains in STAAR Writing performance. They increased by 16% from the previous year. We are making increases in MAP for both reading and math.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Staff training, support materials and personnel are needed to enhance academic achievement in reading, math, science, and writing. **Root Cause:** All students learn and acquire knowledge in different ways.

# School Processes & Programs

## School Processes & Programs Summary

At WVE our vision guides us: The passionate staff members at Woodview are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

Mission: **Building Excellence And Growing Leaders Everyday**

We have a shared leadership structure including: Instructional Leadership Team, Campus Improvement Team, Team Leaders, Grade Level PLC's, and PTA. We continually use various data sources to determine the effectiveness of our program, systems, and structures.

We utilize our PLC's Commitments and utilize the 4 Critical Questions when we are planning. Our teachers have their content and language objectives written on the board and refer to them throughout the lesson. Our children are able to articulate what they are learning and the outcome they are expected to produce. We utilize the district curriculum resources in IT's Learning and have protected planning time. We plan with district specialists on a continual basis and we attend professional development sessions to learn new techniques and ways to teach the TEKS. Our Instructional Leadership Team Members attend team planning sessions to support teams. We participate in district assessments and analyze the data to determine next steps.

## School Processes & Programs Strengths

We are a PBIS (Positive Behaviors Interventions and Supports) campus and ensure that our students have the self-regulatory behaviors they need for success. Project Class is a Social Skills program we use to teach the students the social skills they need for school and in life.

At Woodview we have shared leadership and a structure that allows all of our stakeholders to have an equal voice in helping us reach our goals. Together we hold one another accountable for our outcomes. We are reflective practitioners and always seek to make improvement.

We have instructional rounds and give teachers areas of Reinforcement and areas of Refinement based on the observations. We give lesson plan feedback to teachers and teams to ensure we are covering the state mandated TEKS. We utilize data of common assessments, data analysis, and planning for individual needs. MAP data is used to "preview" TEKS that are coming up in the curriculum during small group instruction.

In K - 5th grade we utilize the Teacher College Reading and Writing Project Units of study to teach Language Arts. Our teachers attend training and they have a facilitator to support them in planning. Our students set goals and track their progress using student trackers.

We ensure all of our students have the accommodations they need if they are in Special Education, GT, and if they are EL.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers need current resources, technology, books, and training to meet the needs of all students. **Root Cause:** State standards are updated on a regular basis and new methods are discovered for teaching students.

# Perceptions

## Perceptions Summary

We believe we need to provide the supports and structures so that every student grows to their highest potential when they are with us. We have academic support for children who are performing below level in Reading and Math. We also have acceleration for students who are performing above level. All of our staff members are committed to ensuring the success of their children.

At Woodview we have supports and structures in place to support students and staff: PLCs, faculty meetings, professional development opportunities, Beagle Camp, mentoring, Behavior Support Team, Instructional Leadership Team, Campus Improvement Team, Team Leader, District Support, and Project Class. We have an Interviewing Committee to help us find highly qualified staff. We use disaggregated data from multiple sources including MAP, Common Assessments, District Assessments, and other forms of data to drive our differentiated instruction for all students. The SSC/RTI process is followed to determine the next steps to meet the needs of our children.

We are a family at Woodview and we value the partnership we have with our parents, students, community members, and staff members.

## Perceptions Strengths

Our grade level PLC's ensure the success of students through using the PLC commitments and answering the 4 critical questions when they are planning. They work in collaborative teams and take collective responsibility for student learning rather than working in isolation. Teams implement a guaranteed and viable curriculum, unit by unit. We monitor student learning through ongoing assessment processes that include frequent, team-developed common formative assessments. They use the results of common assessments to: Improve individual practice, build the team's capacity to achieve its goals, and intervene or extend on behalf of students. We provide systematic interventions and enrichment to ensure we are meeting the needs of all of our students. When we are lesson planning we use the questions: What do we expect students to know and to be able to learn? How do we know they are learning it? How do we respond when they do not learn? How do we respond when they have already learned?

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Intervention support, materials, books, technology, supplies, and staff training are needed in order to meet the needs of all students. **Root Cause:** New methods are continuously developed to help staff meet the needs of their students.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Woodview Elementary School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, Woodview Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 3 points at each performance level (approaches, meets, masters).


2019-20: Not Rated due to COVID




2018-19: Reading: 51% (approaches), 18% (meets), 5% (masters); Math: 56% (approaches), 25% (meets), 10% (masters)

2017-18: Reading: 49% (approaches), 19% (meets), 6% (masters); Math: 60% (approaches), 26% (meets), 9% (masters)






**Evaluation Data Sources:** STAAR 3-8 Reports

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Grade level PLC's: Protected planning time, utilize PLC structure, analyze data for all student groups including (English learners, students receiving special education, 504, economically disadvantaged, gifted &amp; talented and students from all racial and ethnic backgrounds), determine staff development needs, choose instructional resources, order supplies needed to meet grade level objectives, determine teacher resource books needed to support campus initiatives: improving reading, math, SEL, and language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Team notes submitted, data trackers, lesson plans. All staff will submit team notes and lesson plans. Increase student achievement for reading, math, SEL and language acquisition as measured on data trackers, TELPAS, Panorama.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Teachers, Instructional Leadership Team Members, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|    |           |     |     |           |

|   |   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 2:</b> Staff development and coaching to support teachers and teams in order to provide a well rounded education for all students: developing teacher pedagogy, active participation, strategies to support English learners, strategies to support students in Special Education, strategies to support students in Gifted and Talented, supporting social emotional learning, understanding the TEKS for all content areas, increasing active movement in the classroom, and utilizing technology to reach all students.</p> <p><b>Strategy's Expected Result/Impact:</b> T-TESS Goal setting, staff development reports, sign in sheets. All staff will be TTESS trained and participate in goal setting conferences. Staff will participate in professional development and reports and sign in sheets will be collected.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team Members</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - 211 - Title I, Part A - 6112 - \$12,000</p>   | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Monitor progress of students failing to meet SSI requirements and provide remediation for all student groups: Intervention specialist to work with students and teachers to provide accelerated instruction and plans for remediation, tutorials after school, Saturday, and summer, attend professional development for identified needs based on data, purchasing supplies, books, and materials to differentiate instruction for students. Purchasing student books and workbooks to assist in meeting needs of students. Purchase technology devices and licenses for software to assist students at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention schedules, Small group documentation. Data trackers. Intervention specialist and teachers will create schedules, keep small group documentation and monitor student progress using data trackers.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Specialists, Instructional Leadership Team Members, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Transportation - After School - 211 - Title I, Part A - 6494 - \$4,625, Technology Software - 211 - Title I, Part A - 6397 - \$3,500, Employer Contribution - 211 - Title I, Part A - 6142 - \$11,294.22, Payroll Support Personnel - 211 - Title I, Part A - 11.6125 - \$4,500, Worker's Comp. - 211 - Title I, Part A - 6143 - \$1,274.85, Medicare - 211 - Title I, Part A - 6141 - \$2,947.50, Teacher &amp; Prof. Salary - 211 - Title I, Part A - 6119 - \$143,794, Other Payroll Payments - 211 - Title I, Part A - 11.6116 - \$32,000.43, Technology Software - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$9,142.25, Instructional Associate Teacher - 211 - Title I, Part A - 6129 - \$15,000, Technology Software - 199 PIC 11 - Instructional Services - 6397 - \$46.17, Teacher Retirement - 211 - Title I, Part A - 6146 - \$20,939</p> | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Provide parents opportunities to see themselves as partners<br/>Community events such as: Virtual WOW week, Open House, Parent Conferences, annual Title 1 parent meetings, Home school compact, PTA, Best in show, home visits, materials for parents and students, development of parent engagement policy</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, call outs, flyers. Campus will send out communication to parents in English and Spanish for all events and collect sign in sheets. Flyers will we send home in both languages.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools, Counselor, Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Community Services - 211 - Title I, Part A - 61.6329 - \$1,200, Community Services - 211 - Title I, Part A - 61.6499 - \$1,395</p>   | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br> | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |



| <p><b>Strategy 5:</b> Utilize community partnerships and donations to support student achievement and to support needs of at risk students - school supply donations, book donations for at home libraries, vouchers for uniforms, mentors, reading buddies, math buddies, dictionary project, Beagle Camp, relationship with sister school: Hunters Creek, CIT community members, volunteer appreciation breakfast, materials, supplies, and books for mentors to use with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Activity fund donations, Partnerships with community organizations, Sign in sheets. Campus will keep sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools, Counselor, Instructional Leadership Team members</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> | Reviews   |   |     |           |
|---|-----------|---|-----|-----------|
|   | Formative |   |     | Summative |
|   | Nov       | Jan   | Mar | June      |
|    |           |   |     |           |
|  No Progress   |           |  Accomplished  |     |           |
|  Continue/Modify   |           |  Discontinue |     |           |

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Woodview Elementary School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: GAP-CLOSING:** By June 2021, Woodview Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 3 percentage points for English Learners.








2019-20: Not Rated due to COVID

2018-19: English Learners 18%; non-English Learners 40%

2017-18: English Learners 13%; non-English Learners 42%

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** None

|   |   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Increase students' background knowledge and to make career and college connections through: Study trips, Stemsopes, Technology resources and devices, Hands on materials</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans. Teachers will develop and submit lesson plans to increase students background knowledge, career and college connections. Close the achievement gap across demographic groups.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Instructional Leadership Team Members</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Level 5: Effective Instruction</p>   | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Provide meaningful enrichment activities for students during Beagle Camp to improve reading and math: purchase materials and supplies student book, technology resources, manipulatives and science equipment, supplemental pay for staff during non-contract time at \$25. per hour.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, schedules, student rosters. Increase academic student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team members, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum</p>  | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Align instruction for vocabulary development, so all students can access the curriculum: ELPS Strategies, purchase teacher resource books to support language development, staff development to meet needs of English learners, cross-curriculum connections, materials to support vocabulary development.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Sign in sheets. Teachers will develop lesson plans with ELPs. Close the achievement gap across demographic groups.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Instructional Leadership Team Members</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 5: Effective Instruction</p> | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br> | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |            |            |                  |

**Goal 1: STUDENT ACHIEVEMENT.** Every student at Woodview Elementary School will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2021, Woodview Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 3 points, Math (K-5) increase by 3 points.



2019-20: Not Rated due to COVID









2018-19: Reading - 37% met CGI; Math - 51% met CGI

2017-18: Reading - 33% met CGI; Math - 51% met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) reports

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Train and support staff in curriculum and instructional strategies and increasing instructional time: MAP, Data analysis, vertically aligned Reading &amp; Writing Program, PLC's, Active Learning, TEKS, Regional service center training, Technology, Resources and supplies</p> <p><b>Strategy's Expected Result/Impact:</b> Calendar Sign in sheets<br/>Collect sign in sheets and create calendar. Increase performance results of 1 year minimum on Teachers College levels for K-5 students. Increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Members, Teachers, District Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|    |           |     |     |           |
| <p><b>Strategy 2:</b> Develop personalized and rigorous hands on lessons that integrate technology, use inquiry, and problem solving to enhance critical thinking. Utilize software to individualize instruction for all students including Gifted and Talented, Special education, English Learners, 504, Dyslexic, At-Risk, and Economically Disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, PLC notes. Close the achievement gap across demographic groups. A minimum of one year's growth for all students using Running records, MAP, STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders,, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>   | Reviews   |     |     |           |
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|    |           |     |     |           |

|   |   |            |            |                  |
|---|---|------------|------------|------------------|
| <p><b>Strategy 3:</b> Intervention Specialists provide small group math and reading instruction for students needing additional layers of support as identified through data. They also provide resources and help teachers plan effective small group instruction and whole group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Schedules, Student Trackers. Increase in the number of students at the meets level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Members, Intervention Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>   | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 4:</b> Align Literacy Instruction by implementing a researched based Reading and Writing Program for all students: Including students who are Gifted and Talented, English Learners, Special Education, Economically Disadvantaged, and At-Risk, rubrics for writing, leveled books, staff development to learn new strategies for teaching literacy, running records, teacher reference books, supplies to support reading instruction, beagle camp</p> <p><b>Strategy's Expected Result/Impact:</b> Data Trackers, Lesson materials. Increase performance results on 1 year minimum on Teachers College levels for K-5 students. Increase academic student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Teachers, Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 5:</b> Align science instruction for all students including: utilizing district curriculum resources, hands on activities for students, stem materials, assessments, study trips, beagle camp, purchasing consumable materials, purchasing science equipment, student journals, student books, teacher reference books</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Data Trackers. Increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team Members, District coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>   | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br>   | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 6:</b> Align math instruction for all students including: Proficiency Scales and Priority Standards, assessments, problem solving, manipulatives, technology resources, workbooks for students, trade books, small group instruction, beagle camp, staff development, data trackers</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Data Trackers. An increase in the number of students at the meets level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Teachers, Instructional Leadership Team Members</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>  | <b>Reviews</b>  |            |            |                  |
|   | <b>Formative</b>  |            |            | <b>Summative</b> |
|   | <b>Nov</b><br> | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |            |            |                  |

**Goal 2: STUDENT SUPPORT.** Every student at Woodview Elementary School will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of Woodview Elementary School students who feel connected as both individuals and learners will increase by at least 3 points on the Teacher-Student Relationships scale.






2019-20: Not Rated due to COVID

2018-19: 85% Teacher-Student Relationships

2017-18: 84% Teacher-Student Relationships

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** None







| <p><b>Strategy 1:</b> Build students' self-regulatory behaviors by utilizing: Active Learning Lab, active learning in the classroom, social skills training program, Positive Behaviors Interventions and Support (PBIS), staff development, professional books, resources to support behavior, parent communication, student recognition, goal setting and data tracking, CIS &amp; Counseling Support</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline reports, CIS documentation, Counseling logs. Students needing additional social skills strategies will be assisted through Project Class. Panorama survey will show an increased results on the student teacher relationship measure.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Members, Counselor, Communities in Schools, Project Class, System of Care</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Project Class - 211 - Title I, Part A - 6299 - \$5,000</p> | Reviews   |   |     |  |  |  |  |
|--|-----------|---|-----|--|--|--|--|
|  | Formative |   |     | Summative  |  |  |  |
|  | Nov       | Jan   | Mar | June   |  |  |  |
|   |           |   |     |  |  |  |  |
|  No Progress   |           |  Accomplished |     |  Continue/Modify |  |  Discontinue |  |

**Goal 2: STUDENT SUPPORT.** Every student at Woodview Elementary School will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

**Summative Evaluation:** None







|  |   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Guidance lessons whole group, small group, and individual students to increase Social Emotional Learning (SEL) Topics to include but not limited to: Bullying, peer pressure, making &amp; maintaining friends and building healthy relationships Resources and supplies for students and parents, professional books for staff, student books, parent support</p> <p><b>Strategy's Expected Result/Impact:</b> Schedules, Discipline reports. Counselor/CIS will conduct guidance lessons for PK-5. Improved communication.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Communities in Schools, Instructional Leadership Team Members</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> | <b>Reviews</b>  |            |            |                  |
|  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |  |            |            |                  |
| <p><b>Strategy 2:</b> Train staff to support the academic, behavior, and SEL needs of students - classroom routines, community circle, student hall of fame, positive phone calls to parents, awards and recognitions for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, panorama. Collect sign in sheets. Panorama Survey will show an increase results.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, CIS, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | <b>Reviews</b>  |            |            |                  |
|  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |  |            |            |                  |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |            |            |                  |

**Goal 3: SAFE SCHOOLS.** Woodview Elementary School will ensure a safe and orderly environment.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

**Summative Evaluation:** None











| <p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Woodview safety team will meet at least three times per year. Review and update campus EOP Emergency Operations Procedures binder, train faculty on safety measures, ensure all staff complete safe-schools required courses, complete playground safety inspection 2 x per year, follow district required drills &amp; debrief, update incident command structure, form crisis team, MANDT training and re-certification, nurse updates with faculty .</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, nurse, Instructional Leadership Team</p> | Reviews   |     |     |   |
|--|-----------|-----|-----|---|
|  | Formative |     |     | Summative   |
|  | Nov       | Jan | Mar | June  |
|  |           |     |     |  |
| <p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety committee along with campus safety officer will develop action plans to address any deficiencies as a result of safety audits. Enter work orders, notify district staff of safety needs and concerns, ensure all signage is posted in the appropriate locations.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Administrator, Safety Committee</p>  | Reviews   |     |     |   |
|  | Formative |     |     | Summative   |
|  | Nov       | Jan | Mar | June  |
|  |           |     |     |  |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |   |

**Goal 3: SAFE SCHOOLS.** Woodview Elementary School will ensure a safe and orderly environment.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus emergency operation procedures documents

**Summative Evaluation:** None

|   |  |  |  |                  |
|---|--|--|--|------------------|
| <p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures following district expectations and requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Administrator, Safety committee members, nurse</p> | <b>Reviews</b>   |  |  |                  |
|   | <b>Formative</b>   |  |  | <b>Summative</b> |
|   | Nov<br> | Jan<br> | Mar<br> | June             |
| <p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs, Staff training documents maintained.<br/>EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Administrator, Safety Committee, nurse</p>                                  | <b>Reviews</b>   |  |  |                  |
|   | <b>Formative</b>   |  |  | <b>Summative</b> |
|   | Nov<br> | Jan<br> | Mar<br> | June             |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |  |  |  |                  |








**Goal 4: FISCAL RESPONSIBILITY.** Woodview Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

**Summative Evaluation:** None

|  |  |   |   |                  |
|--|--|---|---|------------------|
| <p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage budget, purchasing, deposits, approve requisitions, transfers of expense, budget amendments</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records, Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> | <b>Reviews</b>   |   |   |                  |
|  | <b>Formative</b>   |   |   | <b>Summative</b> |
|  | <b>Nov</b>   | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
|   |  |   |   |                  |
|  No Progress  |  Accomplished |  Continue/Modify |  Discontinue |                  |

# Campus Funding Summary

| 199 PIC 11 - Instructional Services  |           |          |                     |              |             |
|--------------------------------------|-----------|----------|---------------------|--------------|-------------|
| Goal                                 | Objective | Strategy | Resources Needed    | Account Code | Amount      |
| 1                                    | 1         | 3        | Technology Software | 6397         | \$46.17     |
| <b>Sub-Total</b>                     |           |          |                     |              | \$46.17     |
| <b>Budgeted Fund Source Amount</b>   |           |          |                     |              | \$31,945.00 |
| <b>+/- Difference</b>                |           |          |                     |              | \$31,898.83 |
| 199 PIC 23 - Special Education       |           |          |                     |              |             |
| Goal                                 | Objective | Strategy | Resources Needed    | Account Code | Amount      |
|                                      |           |          |                     |              | \$0.00      |
| <b>Sub-Total</b>                     |           |          |                     |              | \$0.00      |
| <b>Budgeted Fund Source Amount</b>   |           |          |                     |              | \$640.00    |
| <b>+/- Difference</b>                |           |          |                     |              | \$640.00    |
| 199 PIC 25 - ESL/Bilingual           |           |          |                     |              |             |
| Goal                                 | Objective | Strategy | Resources Needed    | Account Code | Amount      |
|                                      |           |          |                     |              | \$0.00      |
| <b>Sub-Total</b>                     |           |          |                     |              | \$0.00      |
| <b>Budgeted Fund Source Amount</b>   |           |          |                     |              | \$9,280.00  |
| <b>+/- Difference</b>                |           |          |                     |              | \$9,280.00  |
| 199 PIC 30 - At Risk School Wide SCE |           |          |                     |              |             |
| Goal                                 | Objective | Strategy | Resources Needed    | Account Code | Amount      |
|                                      |           |          |                     |              | \$0.00      |
| <b>Sub-Total</b>                     |           |          |                     |              | \$0.00      |
| <b>Budgeted Fund Source Amount</b>   |           |          |                     |              | \$10,740.00 |
| <b>+/- Difference</b>                |           |          |                     |              | \$10,740.00 |
| 199 PIC 99 - Undistributed           |           |          |                     |              |             |
| Goal                                 | Objective | Strategy | Resources Needed    | Account Code | Amount      |
|                                      |           |          |                     |              | \$0.00      |

| 199 PIC 99 - Undistributed              |           |          |                                 |              |              |
|---|-----------|----------|---------------------------------|--------------|--------------|
| Goal                                    | Objective | Strategy | Resources Needed                | Account Code | Amount       |
| <b>Sub-Total</b>                        |           |          |                                 |              | \$0.00       |
| <b>Budgeted Fund Source Amount</b>      |           |          |                                 |              | \$8,920.00   |
| <b>+/- Difference</b>                   |           |          |                                 |              | \$8,920.00   |
| 211 - Title I, Part A                   |           |          |                                 |              |              |
| Goal                                    | Objective | Strategy | Resources Needed                | Account Code | Amount       |
| 1                                       | 1         | 2        | Substitutes                     | 6112         | \$12,000.00  |
| 1                                       | 1         | 3        | Transportation - After School   | 6494         | \$4,625.00   |
| 1                                       | 1         | 3        | Technology Software             | 6397         | \$3,500.00   |
| 1                                       | 1         | 3        | Employer Contribution           | 6142         | \$11,294.22  |
| 1                                       | 1         | 3        | Payroll Support Personnel       | 11.6125      | \$4,500.00   |
| 1                                       | 1         | 3        | Worker's Comp.                  | 6143         | \$1,274.85   |
| 1                                       | 1         | 3        | Medicare                        | 6141         | \$2,947.50   |
| 1                                       | 1         | 3        | Teacher & Prof. Salary          | 6119         | \$143,794.00 |
| 1                                       | 1         | 3        | Other Payroll Payments          | 11.6116      | \$32,000.43  |
| 1                                       | 1         | 3        | Instructional Associate Teacher | 6129         | \$15,000.00  |
| 1                                       | 1         | 3        | Teacher Retirement              | 6146         | \$20,939.00  |
| 1                                       | 1         | 4        | Community Services              | 61.6329      | \$1,200.00   |
| 1                                       | 1         | 4        | Community Services              | 61.6499      | \$1,395.00   |
| 2                                       | 1         | 1        | Project Class                   | 6299         | \$5,000.00   |
| <b>Sub-Total</b>                        |           |          |                                 |              | \$259,470.00 |
| <b>Budgeted Fund Source Amount</b>      |           |          |                                 |              | \$259,470.00 |
| <b>+/- Difference</b>                   |           |          |                                 |              | \$0.00       |
| 211 - Title I, Part A (FBG20 Carryover) |           |          |                                 |              |              |
| Goal                                    | Objective | Strategy | Resources Needed                | Account Code | Amount       |
| 1                                       | 1         | 3        | Technology Software             | 6397         | \$9,142.25   |
| <b>Sub-Total</b>                        |           |          |                                 |              | \$9,142.25   |
| <b>Budgeted Fund Source Amount</b>      |           |          |                                 |              | \$26,431.00  |
| <b>+/- Difference</b>                   |           |          |                                 |              | \$17,288.75  |

**276 Instructional Continuity Grant**

| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
|                                    |                  |                 |                         |                     | \$0.00        |
| <b>Sub-Total</b>                   |                  |                 |                         |                     | \$0.00        |
| <b>Budgeted Fund Source Amount</b> |                  |                 |                         |                     | \$6,649.00    |
| <b>+/- Difference</b>              |                  |                 |                         |                     | \$6,649.00    |
| <b>Grand Total</b>                 |                  |                 |                         |                     | \$268,658.42  |