

# Spring Branch Independent School District

## Woodview Elementary School

### 2021-2022 Campus Improvement Plan



# Mission Statement

**BEAGLE - Bbuilding Eexcellence 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.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Woodview Elementary has approximately 586 students in PK-5 grade. We have 45 certified teachers on staff serving as classroom teachers, instructional specialist, specialist and special education teachers. Woodview Elementary is a Title 1 campus. In addition we have two Life Skills Units on this campus. Most of our students 81% are at risk and we have an average of 24.5% mobility rate, our attendance rate is 95%. Woodview qualifies for free lunch.

Based on the 2019-20 School Report Card Woodview Elementary:

### Enrollment by Race/Ethnicity:

African American - 1.7%

Hispanic - 90.8%

White -4.6%

American Indian - .7%

Asian - 1.5%

Two or More Races - .7%

### Enrollment by Student Group:

Economically Disadvantaged 95.7%

English Language Learners 68.5%

Special Education 15%

Gifted and Talented 4%

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

## Demographics Strengths

The Panorama survey results from the Spring 2021 showed growth in all areas for our diverse population compared to Fall 2019.

School Belonging 83% no change

School Climate 86% up 3%

School Engagement 77% -2%

School Rigorous Expectations 91% up 1%

School Safety 83% -5%

School teacher-student relationships 86% -5%

Most students attending Woodview come from one ethnic group. We focus on instruction that allows all students to continue learning in their first language as they learn their second language.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Academic progress made did not reach campus wide goals. **Root Cause:** Demographics of low SES 95.7%, At risk 81%, Hispanic 90.8% and mobility rate 24.5%.

**Problem Statement 2 (Prioritized):** Our children have strengths and needs in different areas and need resources to differentiate instruction for all of our students. **Root Cause:** Educational Access

**Problem Statement 3 (Prioritized):** Lack of accessibility to digital learning to support their children at school and at home. **Root Cause:** High poverty causes limited resources such as internet, hot spots and electronic devices for families to stay connected.

# Student Learning

## Student Learning Summary

In 2017-2018 WVE met. In 2018-2019 WVE earned a D for performance that needs improvements. In 2019-2020 due to COVID no testing.

The data from Spring 2020-2021 School Year shows the following:

### End of Year Running Records

Kinder: 13% above level, 43% on level, 16% approaching and 29% below level.

First Grade: 7% above level, 43% on level, 10% approaching and 40% below level.

Second Grade: 41% above level, 4% on level, 24% approaching and 31% below level.

Third Grade: 18% above level, 14% on level, 12% approaching and 55% below level.

Fourth Grade: 30% above level, 5% on level, 15% approaching and 50% below level.

Fifth Grade: 37% above level, 12% on level, 21% approaching and 30% below level.

### 2021 STAAR Data

All subjects: 50% at approaches, 23% meets, 9% masters.

Reading 55% at approaches, 27% meets, 11% masters.

Math 50% approaches, 23% meets, 10% masters.

Writing 33% approaches, 18% meets, 3% masters.

Science 49% approaches, 16% meets, 5% masters.

### 2021 TELPAS Data

TELPAS Progress Rate: 56% Yes target was met.

## 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.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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.

**Problem Statement 2 (Prioritized):** Students lack foundations literacy in English that impedes reading progress. **Root Cause:** Social economic challenges, homeless status, recent immigrant status, mobility rate, attendance and limited home libraries.

**Problem Statement 3 (Prioritized):** 2021 Reading STAAR assessments for grades 3-5, student performance combined was 52% approaches, 25% meets and 11% masters, did not meet goal. **Root Cause:** Student and staff attendance due to quarantines/ COVID, high student mobility.

**Problem Statement 4 (Prioritized):** 2021 Math STAAR assessments for grades 3-5, student performance combined was 46% approaches, 19% meets and 9 masters, did not meet goal. **Root Cause:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 5 (Prioritized):** 2021 Writing STAAR assessment for grade 4, student performance combined was 35% approaches, 17% meets and 3% masters, did not meet goal. **Root Cause:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 6 (Prioritized):** 2021 Science STAAR assessment for grade 5, student performance combined was 45% approaches, 11% meets, and 2% masters, did not meet goal. **Root Cause:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 7 (Prioritized):** Staff training, support materials and personnel are needed to enhance academic achievement. **Root Cause:** All students learn and acquire knowledge in different ways.

**Problem Statement 8 (Prioritized):** 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.

**Problem Statement 9 (Prioritized):** Students and teachers need new technology devices and need to learn how to utilize technology resources in order to meet the needs of all students. **Root Cause:** Technology is continuously changing and we need to make sure our students and teachers have the equipment and resources to meet the demand.

**Problem Statement 10 (Prioritized):** 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.

**Problem Statement 11 (Prioritized):** 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.

# 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 itslearning 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. Character Strong to develop SEL and character development.

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 (Prioritized):** 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.

**Problem Statement 2 (Prioritized):** Resources, support personnel, programs are needed to recruit and retain highly qualified staff. **Root Cause:** To ensure teachers are able to meet the differentiated needs of the students schools need to provide the appropriate materials and training.

**Problem Statement 3 (Prioritized):** 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.

# 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.

Communication with parents increased due to the use of Class Dojo. We offered Parent Coffees, Literacy Night and we maintained our PTA.

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

We believe in our Spring Branch Core Values of Every Child, Moral Compass, Limitless Curiosity, Collective Greatness and Collaborative Spirit.

## 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 (Prioritized):** 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

**Problem Statement 1:** Our children have strengths and needs in different areas and need resources to differentiate instruction for all of our students.

**Root Cause 1:** Educational Access

**Problem Statement 1 Areas:** Demographics - Demographics

**Problem Statement 4:** Lack of accessibility to digital learning to support their children at school and at home.

**Root Cause 4:** High poverty causes limited resources such as internet, hot spots and electronic devices for families to stay connected.

**Problem Statement 4 Areas:** Demographics - Parent and Community Engagement - Technology - Demographics

**Problem Statement 3:** Academic progress made did not reach campus wide goals.

**Root Cause 3:** Demographics of low SES 95.7%, At risk 81%, Hispanic 90.8% and mobility rate 24.5%.

**Problem Statement 3 Areas:** Demographics - Demographics

**Problem Statement 6:** Staff training, support materials and personnel are needed to enhance academic achievement.

**Root Cause 6:** All students learn and acquire knowledge in different ways.

**Problem Statement 6 Areas:** Student Achievement - Student Learning

**Problem Statement 13:** Teachers need current resources, technology, books, and training to meet the needs of all students.

**Root Cause 13:** State standards are updated on a regular basis and new methods are discovered for teaching students.

**Problem Statement 13 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 7:** Staff training, support materials and personnel are needed to enhance academic achievement in reading, math, science, and writing.

**Root Cause 7:** All students learn and acquire knowledge in different ways.

**Problem Statement 7 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 14:** Teachers need current resources, technology, books, and training to meet the needs of all students.

**Root Cause 14:** State standards are updated on a regular basis and new methods are discovered for teaching students.

**Problem Statement 14 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

**Problem Statement 16:** Resources, support personnel, programs are needed to recruit and retain highly qualified staff.

**Root Cause 16:** To ensure teachers are able to meet the differentiated needs of the students schools need to provide the appropriate materials and training.

**Problem Statement 16 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs

**Problem Statement 17:** Intervention support, materials, books, technology, supplies, and staff training are needed in order to meet the needs of all students.

**Root Cause 17:** New methods are continuously developed to help staff meet the needs of their students.

**Problem Statement 17 Areas:** Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 19:** Students and teachers need new technology devices and need to learn how to utilize technology resources in order to meet the needs of all students.

**Root Cause 19:** Technology is continuously changing and we need to make sure our students and teachers have the equipment and resources to meet the demand.

**Problem Statement 19 Areas:** Technology - Student Learning

**Problem Statement 8:** Students lack foundations literacy in English that impedes reading progress.

**Root Cause 8:** Social economic challenges, homeless status, recent immigrant status, mobility rate, attendance and limited home libraries.

**Problem Statement 8 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 9:** 2021 Reading STAAR assessments for grades 3-5, student performance combined was 52% approaches, 25% meets and 11% masters, did not meet goal.

**Root Cause 9:** Student and staff attendance due to quarantines/ COVID, high student mobility.

**Problem Statement 9 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

**Problem Statement 10:** 2021 Math STAAR assessments for grades 3-5, student performance combined was 46% approaches, 19% meets and 9 masters, did not meet goal.

**Root Cause 10:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 10 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

**Problem Statement 11:** 2021 Writing STAAR assessment for grade 4, student performance combined was 35% approaches, 17% meets and 3% masters, did not meet goal.

**Root Cause 11:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 11 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

**Problem Statement 12:** 2021 Science STAAR assessment for grade 5, student performance combined was 45% approaches, 11% meets, and 2% masters, did not meet goal.

**Root Cause 12:** Student and staff attendance due to quarantines/COVID, high student mobility.

**Problem Statement 12 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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 2022, Woodview Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 6 points at each performance level (approaches, meets, masters).


2020-21: Reading: 55% (approaches), 27% (meets), 11% (masters); Math: 50% (approaches), 23% (meets), 10% (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

Strategy 1 Details	Formative Reviews		
<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 literacy, numeracy, 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> <p><b>Funding Sources:</b> - 199 PIC 99 - Undistributed - 12.6329 - \$2,000, Magazines and Periodicals - 211 - Title I, Part A - 11.6329 - \$2,948, - 199 PIC 99 - Undistributed - 23.6329 - \$1,000, - 199 PIC 11 - Instructional Services - 6249 - \$345, Region IV - 211 - Title I, Part A - 23.6239 - \$150, - 199 PIC 99 - Undistributed - 12.6399 - \$500, Region IV - 211 - Title I, Part A - 13.6239 - \$250, Supplies - 199 PIC 99 - Undistributed - 23.6399 - \$1,500, - 199 PIC 11 - Instructional Services - 6122 - \$3,920</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
<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, 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. Formal and informal assessments, STAAR, Report Cards.</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 - \$18,975, - 211 - Title I, Part A - 13.6299 - \$1,025</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor progress of students failing and provide remediation for all student groups: Intervention specialist to work with students and teachers to provide accelerated instruction during the day 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, master schedule, Small group documentation. Data trackers. Intervention specialist, tutor 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 - \$6,000, Technology Software - 211 - Title I, Part A - 6397 - \$9,365, - 199 PIC 99 - Undistributed - 23.6122 - \$420, Worker's Comp. - 211 - Title I, Part A - 6143 - \$1,235, Medicare - 211 - Title I, Part A - 6141 - \$2,802, - 199 PIC 11 - Instructional Services - 6399 - \$25,175, Supplies - 211 - Title I, Part A - 6399 - \$8,466, Teacher &amp; Prof. Salary - 211 - Title I, Part A - 6119 - \$128,218, Other Payroll Payments - 211 - Title I, Part A - 11.6116 - \$40,000, Payroll Support Personnel - 211 - Title I, Part A - 6121 - \$5,000, Teacher Retirement - 211 - Title I, Part A - 6146 - \$19,901, - 199 PIC 11 - Instructional Services - 6499 - \$1,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide parents opportunities to see themselves as partners Community events such as: Meet the teacher, Open House, Parent Conferences, annual Title 1 parent meetings, Home school compact, PTA, Parent Workshops, 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, Teachers, Administration</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 - \$1,267, - 211 - Title I, Part A - 61.6299 - \$200, Community Services - 211 - Title I, Part A - 61.6399 - \$1,068, - 211 - Title I, Part A - 23.6299 - \$100</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<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, 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>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</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 2: EARLY LITERACY:** By June 2022, Woodview Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 3 percentage points or  $\geq 85\%$ .

2020-21: Kindergarten 56% On Grade Level or Above Grade Level; 1st Grade: 50% On Grade Level or Above Grade Level; 2nd Grade: 45 % On Grade Level or Above Grade Level

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level reading intervention as part of master schedule to personalize learning based on current reading levels and grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance growth as measured by Running Records and Report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Leadership team, grade level teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development for teachers on instructional strategies to meet the academic needs of students, accelerate reading levels and close gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance as measured by running records and report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Leadership team, grade level teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</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: GAP-CLOSING:** By June 2022, 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.

2020-21: English Learners 25%; non-English Learners 33%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase students' background knowledge and to make career and college connections through: Study trips, Stemsscopes, 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, Administration</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> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<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, Administration</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> <p><b>Funding Sources:</b> Supplies - 199 PIC 25 - ESL/Bilingual - 6399 - \$6,820, Supplies - 199 PIC 23 - Special Education - 6399 - \$530, Supplies - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$9,420</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<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>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

**Strategy's Expected Result/Impact:** Lesson Plans, Sign in sheets. Teachers will develop lesson plans with ELPs. Close the achievement gap across demographic groups.

**Staff Responsible for Monitoring:** Teachers, Team Leaders, Instructional Leadership Team Members

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 25 - ESL/Bilingual - 6112 - \$1,000



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 4: STUDENT GROWTH:** By June 2022, Woodview Elementary School will increase the 3% 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.



2020-21: Reading - 29% met CGI; Math - 48% met CGI




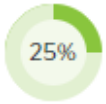




2019-20: Not Rated due to COVID

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

Strategy 1 Details	Formative Reviews		
<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, TEKS, Regional service center training, Technology, Resources and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Calendar Sign in sheets 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> Administration, 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> <p><b>Funding Sources:</b> Professional Development - 199 PIC 99 - Undistributed - 13.6239</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<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, Administration, Leadership team</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>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			

Strategy 3 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Align math instruction for all students including: 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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







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

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or  $\geq 80\%$ .

2020-21: TELPAS Progress Rate 56%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide additional academic support during the school day to support L2 transfer. Monitor student progress to support instructional adjustments as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English proficiency, support students linguistic and academic support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, leadership team, teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development for teachers on high yield second language acquisition strategies to support student transition to L2.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS composite rating</p> <p><b>Staff Responsible for Monitoring:</b> Administration, leadership team, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</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 2022, the 3 % 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.

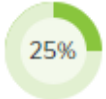




2020-21: 86% Teacher-Student Relationships

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







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Build students' self-regulatory behaviors by utilizing: Character Strong, 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, PBIS Committee, Administration</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 - \$6,000, Misc. Contract - Translating - 211 - Title I, Part A - 61.6299 - \$500</p>	Formative		
	Oct	Jan	Apr
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**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

Strategy 1 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<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 recognition 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, teachers, 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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</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

Strategy 1 Details	Formative Reviews		
<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> <p><b>Funding Sources:</b> Supply - 199 PIC 99 - Undistributed - 33.6399 - \$750, Overtime - 199 PIC 99 - Undistributed - 51.6121 - \$400</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<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, CSHAQ</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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

Strategy 1 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<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. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Administrator, Safety Committee, nurse</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			
 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)

Strategy 1 Details	Formative Reviews		
<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>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</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	1		6249	\$345.00
1	1	1		6122	\$3,920.00
1	1	3		6399	\$25,175.00
1	1	3		6499	\$1,000.00
<b>Sub-Total</b>					\$30,440.00
<b>Budgeted Fund Source Amount</b>					\$30,440.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies	6399	\$530.00
<b>Sub-Total</b>					\$530.00
<b>Budgeted Fund Source Amount</b>					\$530.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies	6399	\$6,820.00
1	3	3		6112	\$1,000.00
<b>Sub-Total</b>					\$7,820.00
<b>Budgeted Fund Source Amount</b>					\$7,820.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies	6399	\$9,420.00
<b>Sub-Total</b>					\$9,420.00
<b>Budgeted Fund Source Amount</b>					\$9,420.00
<b>+/- Difference</b>					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		12.6329	\$2,000.00
1	1	1		23.6329	\$1,000.00
1	1	1		12.6399	\$500.00
1	1	1	Supplies	23.6399	\$1,500.00
1	1	3		23.6122	\$420.00
1	4	1	Professional Development	13.6239	\$0.00
3	1	1	Supply	33.6399	\$750.00
3	1	1	Overtime	51.6121	\$400.00
<b>Sub-Total</b>					\$6,570.00
<b>Budgeted Fund Source Amount</b>					\$6,570.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Magazines and Periodicals	11.6329	\$2,948.00
1	1	1	Region IV	23.6239	\$150.00
1	1	1	Region IV	13.6239	\$250.00
1	1	2	Substitutes	6112	\$18,975.00
1	1	2		13.6299	\$1,025.00
1	1	3	Transportation - After School	6494	\$6,000.00
1	1	3	Technology Software	6397	\$9,365.00
1	1	3	Worker's Comp.	6143	\$1,235.00
1	1	3	Medicare	6141	\$2,802.00
1	1	3	Supplies	6399	\$8,466.00
1	1	3	Teacher & Prof. Salary	6119	\$128,218.00
1	1	3	Other Payroll Payments	11.6116	\$40,000.00
1	1	3	Payroll Support Personnel	6121	\$5,000.00
1	1	3	Teacher Retirement	6146	\$19,901.00
1	1	4	Community Services	61.6329	\$1,267.00
1	1	4		61.6299	\$200.00
1	1	4	Community Services	61.6399	\$1,068.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		23.6299	\$100.00
2	1	1	Project Class	6299	\$6,000.00
2	1	1	Misc. Contract - Translating	61.6299	\$500.00
<b>Sub-Total</b>					\$253,470.00
<b>Budgeted Fund Source Amount</b>					\$253,470.00
<b>+/- Difference</b>					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$57,100.00
<b>+/- Difference</b>					\$57,100.00
<b>Grand Total</b>					\$308,250.00

# Addendums