

Spring Branch Independent School District
Woodview Elementary School
2022-2023 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.

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 560 students in PK-5 grade. We have 45 certified teachers on staff serving as classroom teachers, instructional specialists, 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, while 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 - 5.3%

Hispanic - 88.2%

White -4.6%

Asian - 1.1%

Two or More Races - .4%

Enrollment by Student Group:

Economically Disadvantaged 95.3%

English Language Learners 67.9%

Special Education 15.9%

Gifted and Talented 4%

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

Demographics Strengths

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

The data from Spring 2022-23 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.

2022 STAAR Data

All subjects: 63% at approaches, 34% meets, 13% masters.

Reading 67% at approaches, 37% meets, 15% masters.

Math 62% approaches, 36% meets, 13% masters.

Science 53% approaches, 21% meets, 5% masters.

2022 TELPAS Data

TELPAS Progress Rate: Yes, 40%

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 our LMS 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.

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 students set goals and track their progress using student trackers.

We ensure all of our students have the accommodations they need whether they are in Special Education, GT, or they are EB.

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 Leaders, 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 and 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

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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

- 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

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. Woodview Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2023, Woodview Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 8 points at each performance level (approaches, meets, masters).





2021-22: Reading: 67% (approaches), 37% (meets), 15% (masters); Math: 62% (approaches), 36% (meets), 13% (masters)

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

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 & talented and students from all racial and ethnic backgrounds), determine staff development needs, choose instructional resources, study trips, order supplies needed to meet grade level objectives, determine teacher resource books needed to support campus initiatives: improving literacy, numeracy, and language acquisition.</p> <p>Strategy's Expected Result/Impact: Team notes submitted, data trackers, lesson plans. All staff will submit team notes and lesson plans. Increase student achievement for reading, math, and language acquisition as measured on data trackers, TELPAS.</p> <p>Staff Responsible for Monitoring: Team Leaders, Teachers, Instructional Leadership Team Members, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - 211 - Title I, Part A - 6399 - \$5,426, Supplies - Instructional Services - 199 PIC 11 - Instructional Services - 6122 - \$3,920, Other Contract Main/Repair - 199 PIC 11 - Instructional Services - 6249 - \$345, Supplies - Instructional Services - 199 PIC 11 - Instructional Services - 11.6399 - \$30,960, Transportation -Instructional Services - 199 PIC 11 - Instructional Services - 11.6499 - \$1,000, 199 - Special Education - 199 PIC 23 - Special Education - 6399 - \$600, Gifted & Talented - 199 PIC 21 - Gifted & Talented - 6399 - \$550, ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - 6399 - \$7,740, At Risk School Wide SCE - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$10,260, Supply - Office - 199 PIC 99 - Undistributed - 23.6399 - \$500, Other Reading & Materials - Principal - 211 - Title I, Part A - 23.6329 - \$2,400, Employee Travel (Teacher) - 211 - Title I, Part A - 13.6411 - \$1,300, Supplies - 282 ARP21 (ESSER III Campus Allocations) - 11.6399 - \$7,190.89, Software - 282 ARP21 (ESSER III Campus Allocations) - 11.6397 - \$1,300, Hardware - 282 ARP21 (ESSER III Campus Allocations) - 11.6398 - \$5,532</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - 211 - Title I, Part A - 6112 - \$12,000, Region IV - 211 - Title I, Part A - \$250, Region IV (Principal) - 211 - Title I, Part A - 23.6239 - \$150, Region ESC Services - 199 PIC 99 - Undistributed - 13.6239 - \$250, Travel - Employee - 199 PIC 99 - Undistributed - 13.6411 - \$550, Substitutes - Support Staff - 199 PIC 99 - Undistributed - 23.6122 - \$420, Region IV Services - 199 PIC 99 - Undistributed - 23.6239 - \$250, Travel - Employee - 199 PIC 99 - Undistributed - 23.6411 - \$750</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, 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>Strategy's Expected Result/Impact: Intervention schedules, master schedule, Small group documentation. Data trackers. Intervention specialist, associate teacher, tutor, MCL and teachers will create schedules, keep small group documentation and monitor student progress using data trackers, after school tutorial lesson plans.</p> <p>Staff Responsible for Monitoring: Intervention Specialists, MCL, Instructional Leadership Team Members, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Misc. Contracted Services - 211 - Title I, Part A - 13.6299 - \$9,600, Other Reading Materials - 211 - Title I, Part A - 6329 - \$4,000, Software - 211 - Title I, Part A - 6397 - \$10,000, Other Reading Materials - 199 PIC 99 - Undistributed - 23.6329 - \$375, Other Reading Materials - 199 PIC 99 - Undistributed - 12.6329 - \$2,000, Professional - Tutor - 282 ARP21 (ESSER III Campus Allocations) - 6119 - \$30,000, Employee Contribution - 282 ARP21 (ESSER III Campus Allocations) - 6142 - \$572.88, Worker comp. - 282 ARP21 (ESSER III Campus Allocations) - 6143 - \$143.70, Medicare - 282 ARP21 (ESSER III Campus Allocations) - 6141 - \$435, Teacher Retirement - 282 ARP21 (ESSER III Campus Allocations) - 6146 - \$3,000, Other Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 2: EARLY LITERACY: By June 2023, 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 10 percentage points or $\geq 85\%$.

2021-22: Kindergarten 57% On/Above Grade Level; 1st Grade: 51% On/Above Grade Level; 2nd Grade: 51% On/Above Grade Level

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

Evaluation Data Sources: Running Records End-of-Year Report

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

Staff Responsible for Monitoring: Administration, Leadership team, grade level teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: Misc. Contracted Services - 211 - Title I, Part A - 61.6299 - \$500, Other Reading Materials - 211 - Title I, Part A - 61.6329 - \$1,295, Supplies & Materials - 211 - Title I, Part A - 61.6399 - \$1,295, Misc. Operating Expenses - 211 - Title I, Part A - 61.6499 - \$500



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Woodview Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or \geq to 85%.

2021-22: Reading - 31% met CGI; Math - 39% met CGI (Baseline Year)

Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
Strategy 1: Intervention specialists, tutor, MCL, associate teacher 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. Strategy's Expected Result/Impact: Schedules, Student Trackers. Increase in the number of students at the meets level on STAAR. Staff Responsible for Monitoring: Instructional Leadership Team Members, MCLs, Intervention Specialists, Tutors and Associate Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use reading and math data to monitor and create new flexible groupings during PLC. Strategy's Expected Result/Impact: Increase academic performance in reading and math Staff Responsible for Monitoring: teachers, Admin, leadership team	Formative			Summative
	Oct	Jan	Apr	June

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Merit Pay - 211 - Title I, Part A - 6118 - \$3,000, Professional Salary - 211 - Title I, Part A - 6119 - \$163,360, Employee Contribution - 211 - Title I, Part A - 6142 - \$7,412, Medicare - 211 - Title I, Part A - 6141 - \$2,369, Teacher Retirement - 211 - Title I, Part A - 6146 - \$18,705, Workers Comp. - 211 - Title I, Part A - 6143 - \$1,044, Teacher & Prof. Salary - 282 ARP21 (ESSER III Campus Allocations) - 11.6129 - \$22,275, Medicare - 282 ARP21 (ESSER III Campus Allocations) - 6141 - \$562.38, Employer Contribution - 282 ARP21 (ESSER III Campus Allocations) - 11.6142 - \$4,223.44, Worker's Comp. - 282 ARP21 (ESSER III Campus Allocations) - 11.6143 - \$185.96, Teacher Retirement - 282 ARP21 (ESSER III Campus Allocations) - 11.6146 - \$4,178.75



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Woodview Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 36% met CGI; Math - 55% met CGI; 84% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details		Reviews			
Strategy 1: Train and support staff in curriculum and instructional strategies and increasing instructional time, MAP data analysis, data study team, PLCs, TEKS, Regional service training, resources and supplies. Strategy's Expected Result/Impact: Calendar, sign in sheets. Increase academic performance. Staff Responsible for Monitoring: Admin, Instructional leadership, teachers and district specialist Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Differentiated instruction in small groups, after school tutorials and Saturday and Summer Camps will allow students to increase their academic performance. Strategy's Expected Result/Impact: Increase student achievement and engagement		Formative			Summative
		Oct	Jan	Apr	June

Staff Responsible for Monitoring: MCLs, teachers, interventionist, associate teacher, instructional leadership team, administration.

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Extra duty Professional - 211 - Title I, Part A - 11.6116 - \$45,000, Student Transportation - 211 - Title I, Part A - 6494 - \$6,000, Overtime Paraprofessional - 211 - Title I, Part A - 6121 - \$5,000, Medicare - 211 - Title I, Part A - 6141 - \$899, Workers Comp - 211 - Title I, Part A - 6143 - \$396, Teacher Retirement - 211 - Title I, Part A - 6146 - \$7,099, Other Payroll Payments - 282 ARP21 (ESSER III Campus Allocations) - 11.6116 - \$16,500, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 11.6494 - \$2,000



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or \geq to 80%.

2021-22: TELPAS Progress Rate 40% (Based on completed TELPAS administrations in both 2021 and 2022.)





Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
Strategy 1: Provide additional academic support during the school day to support L2 transfer. Monitor student progress to support instructional adjustments as needed. Strategy's Expected Result/Impact: Increase English proficiency, support students linguistic and academic support. Staff Responsible for Monitoring: Administration, leadership team, teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers on high yield second language acquisition strategies to support student transition to L2. Strategy's Expected Result/Impact: TELPAS composite rating Staff Responsible for Monitoring: Administration, leadership team, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Woodview Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Woodview Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.





Evaluation Data Sources: CIRCLE, TXKEA, MAP

Strategy 1 Details	Reviews			
Strategy 1: Students in 1st and 2nd grade identified for dyslexia screening will begin with TIER supports. Students will be reassessed every 6-8 weeks to ensure student growth and in collaboration with data study team to determine next steps based on data. Strategy's Expected Result/Impact: Increase academic achievement based on data Staff Responsible for Monitoring: Teachers, CAIS, Instructional Staff, Admin, Counselor TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Respond to interventions with specific intervention block in master schedule. CAIS will maintain spreadsheet and support teacher in the RTI process. Strategy's Expected Result/Impact: Data driven instruction- review data to track and monitor the progress of all students. Staff Responsible for Monitoring: Teachers, CAIS, Instructional Staff, Admin, Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Woodview Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Woodview Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.





Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
Strategy 1: Review with leadership team and campus staff the SBISD Core Characteristics for every child and determine 2 areas of focus. Strategy's Expected Result/Impact: Increase awareness of Core Characteristics Staff Responsible for Monitoring: Counselor, CIS, Admin, Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents opportunities to see themselves as partners Community events such as: Meet the Community, Meet the teacher, Open House, Parent Conferences, annual Title 1 parent meetings, Home school compact, PTA, parent workshops, study trips, home visits, grade level newsletters to keep parents informed on grade level expectations and upcoming events, use Class Dojo, callouts to communicate, materials for parents and students, development of parent engagement policy. Strategy's Expected Result/Impact: Increase school communication and build positive relationships. 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. Staff Responsible for Monitoring: CIS, Counselor, Instructional leadership team, teachers, MCLs, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: Implement Campus Discipline plan, hold grade level behavior assemblies, implement school wide behavior PBIS, staff development, professional books, resources to support behavior, parent communication, student recognition/awards for growth and behavior, CIS and Counseling support. Strategy's Expected Result/Impact: Discipline reports, CIS documentation, Counseling logs. Student of the Week, community circles, positive phone calls to parents Staff Responsible for Monitoring: Instructional leadership team, Counselor, Communities in schools, PBIS committee, administration. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supply - Clinic - 199 PIC 99 - Undistributed - 33.6399 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Guidance lessons whole group, small group and individual student to increase student performance academic and behavior to include but not limited to bullying, peer pressure, making and maintaining friends and building healthy relationships, resources and supplies for students, parents, professional books for staff, students books and parent support. Strategy's Expected Result/Impact: Schedules, discipline reports, counselor/CIS will conduct guidance lessons for PK5. Improve communication Staff Responsible for Monitoring: CIS, Counselor, teachers, instructional leadership team, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 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	Reviews			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: 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 & debrief, update incident command structure, form crisis team, MANDT training and re-certification, nurse updates with faculty . Staff Responsible for Monitoring: Administrator, nurse, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Train and update staff with Standard Response Protocols for campus drills. Strategy's Expected Result/Impact: Complete monthly safety drills over the school year Staff Responsible for Monitoring: Safety Officer, Admin, Safety Committee, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating-Procedures following district expectations and requirements. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Safety Administrator, Safety committee members, nurse Funding Sources: Custodial Overtime - 199 PIC 99 - Undistributed - 51.6121 - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs, Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Safety Administrator, Safety Committee, nurse	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Woodview Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage budget, purchasing, deposits, approve requisitions, transfers of expense, budget amendments Strategy's Expected Result/Impact: Error free records, Documentation of purchases and orders. Staff Responsible for Monitoring: Principal, Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Transportation -Instructional Services	11.6499	\$1,000.00
1	1	1	Other Contract Main/Repair	6249	\$345.00
1	1	1	Supplies - Instructional Services	6122	\$3,920.00
1	1	1	Supplies - Instructional Services	11.6399	\$30,960.00
Sub-Total					\$36,225.00
Budgeted Fund Source Amount					\$36,225.00
+/- Difference					\$0.00
199 PIC 21 - Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Gifted & Talented	6399	\$550.00
Sub-Total					\$550.00
Budgeted Fund Source Amount					\$550.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	199 - Special Education	6399	\$600.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL/Bilingual	6399	\$7,740.00
Sub-Total					\$7,740.00
Budgeted Fund Source Amount					\$7,740.00
+/- Difference					\$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At Risk School Wide SCE	6399	\$10,260.00
Sub-Total					\$10,260.00
Budgeted Fund Source Amount					\$10,260.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply - Office	23.6399	\$500.00
1	1	2	Travel - Employee	23.6411	\$750.00
1	1	2	Travel - Employee	13.6411	\$550.00
1	1	2	Region ESC Services	13.6239	\$250.00
1	1	2	Region IV Services	23.6239	\$250.00
1	1	2	Substitutes - Support Staff	23.6122	\$420.00
1	1	3	Other Reading Materials	12.6329	\$2,000.00
1	1	3	Other Reading Materials	23.6329	\$375.00
3	1	1	Supply - Clinic	33.6399	\$1,000.00
3	3	1	Custodial Overtime	51.6121	\$500.00
Sub-Total					\$6,595.00
Budgeted Fund Source Amount					\$6,595.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading & Materials - Principal	23.6329	\$2,400.00
1	1	1	Supplies	6399	\$5,426.00
1	1	1	Employee Travel (Teacher)	13.6411	\$1,300.00
1	1	2	Region IV (Principal)	23.6239	\$150.00
1	1	2	Region IV		\$250.00
1	1	2	Substitutes	6112	\$12,000.00
1	1	3	Software	6397	\$10,000.00
1	1	3	Other Reading Materials	6329	\$4,000.00
1	1	3	Misc. Contracted Services	13.6299	\$9,600.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Other Reading Materials	61.6329	\$1,295.00
1	2	2	Misc. Operating Expenses	61.6499	\$500.00
1	2	2	Supplies & Materials	61.6399	\$1,295.00
1	2	2	Misc. Contracted Services	61.6299	\$500.00
1	3	2	Teacher Retirement	6146	\$18,705.00
1	3	2	Medicare	6141	\$2,369.00
1	3	2	Merit Pay	6118	\$3,000.00
1	3	2	Workers Comp.	6143	\$1,044.00
1	3	2	Professional Salary	6119	\$163,360.00
1	3	2	Employee Contribution	6142	\$7,412.00
1	4	2	Overtime Paraprofessional	6121	\$5,000.00
1	4	2	Extra duty Professional	11.6116	\$45,000.00
1	4	2	Medicare	6141	\$899.00
1	4	2	Student Transportation	6494	\$6,000.00
1	4	2	Workers Comp	6143	\$396.00
1	4	2	Teacher Retirement	6146	\$7,099.00
Sub-Total					\$309,000.00
Budgeted Fund Source Amount					\$309,000.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	11.6399	\$7,190.89
1	1	1	Hardware	11.6398	\$5,532.00
1	1	1	Software	11.6397	\$1,300.00
1	1	3	Professional - Tutor	6119	\$30,000.00
1	1	3	Medicare	6141	\$435.00
1	1	3	Worker comp.	6143	\$143.70
1	1	3	Employee Contribution	6142	\$572.88
1	1	3	Other Reading Materials	6329	\$5,000.00
1	1	3	Teacher Retirement	6146	\$3,000.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Medicare	6141	\$562.38
1	3	2	Employer Contribution	11.6142	\$4,223.44
1	3	2	Worker's Comp.	11.6143	\$185.96
1	3	2	Teacher & Prof. Salary	11.6129	\$22,275.00
1	3	2	Teacher Retirement	11.6146	\$4,178.75
1	4	2	Transportation	11.6494	\$2,000.00
1	4	2	Other Payroll Payments	11.6116	\$16,500.00
Sub-Total					\$103,100.00
Budgeted Fund Source Amount					\$103,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$474,070.00
Grand Total Spent					\$474,070.00
+/- Difference					\$0.00