

Spring Branch Independent School District
Woodview Elementary School
2023-2024 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 School serves students in grades PK-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 35 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then decreased by 37 students from the 2021-2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 525

2021-2022: Enrollment – 562

2020-2021: Enrollment – 527

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Woodview Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 68.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 87.8% At-Risk; 13.9% Immigrant; 2.9% Homeless, 18.1% of students were identified for special education services; and 2.3% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 28 (5.3%)

2021-2022: African American – 32 (5.7%)

2020-2021: African American – 28 (5.3%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 6 (1.1%)

2021-2022: Asian – 6 (1.1%)

2020-2021: Asian – 5 (1.0%)

2022-2023: Hispanic – 458 (87.2%)

2021-2022: Hispanic – 498 (88.6%)

2020-2021: Hispanic – 467 (88.6%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)
2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 22 (4.2%)
2021-2022: White – 20 (3.6%)
2020-2021: White – 24 (4.6%)

2022-2023: Two-or-more – 9 (1.7%)
2021-2022: Two-or-more – *
2020-2021: Two-or-more – *

Source: PEIMS OnDataSuite Fall Dashboard

** Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 461 (87.8%)
2021-2022: At-Risk – 494 (88.0%)
2020-2021: At-Risk – 429 (81.4%)

2022-2023: Economically Disadvantaged – 499 (95.1%)
2021-2022: Economically Disadvantaged – 539 (95.9%)
2020-2021: Economically Disadvantaged – 502 (95.3%)

2022-2023: Emergent Bilingual/English Learner – 357 (68.0%)
2021-2022: Emergent Bilingual/English Learner – 382 (68.0%)
2020-2021: Emergent Bilingual/English Learner – 358 (67.9%)

2022-2023: Gifted and Talented – 12 (2.3%)
2021-2022: Gifted and Talented – 14 (2.5%)
2020-2021: Gifted and Talented – 14 (2.7%)

2022-2023: Homeless – 15 (2.9%)
2021-2022: Homeless – 5 (0.9%)
2020-2021: Homeless – 8 (1.5%)

2022-2023: Immigrant – 73 (13.9%)
2021-2022: Immigrant – 90 (16.0%)
2020-2021: Immigrant – 68 (12.9%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – *

2022-2023: Special Education – 95 (18.1%)
2021-2022: Special Education – 85 (15.1%)
2020-2021: Special Education – 84 (15.9%)
Source: PEIMS OnDataSuite Fall Dashboard
** Fewer than five students not shown*

Attendance Rates:

2020-2021: 92.0%
2019-2020: 96.9%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 28.5%
2019-2020: 12.0%
Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

At risk numbers are stable.

Opportunity to serve diverse student groups.

Our special programs align with the needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic progress did not reach campus wide goals. **Root Cause:** Demographics of Economically disadvantaged 95%, at risk 87.8%, homeless 2.9%, special education 18.1%, emergent bilingual 68%, chronic absenteeism 28.5%

Problem Statement 2: Students have strengths and needs in different areas and need resources to differentiate instruction for all students. **Root Cause:** Educational access

Student Achievement

Student Achievement Summary

Woodview Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 59% Approaches; 29% Meets; 11% Masters

2021: 3rd Grade Reading - 52% Approaches; 23% Meets; 8% Masters

2022: 4th Grade Reading - 67% Approaches; 37% Meets; 9% Masters

2021: 4th Grade Reading - 47% Approaches; 17% Meets; 6% Masters

2022: 5th Grade Reading - 74% Approaches; 45% Meets; 27% Masters

2021: 5th Grade Reading - 63% Approaches; 40% Meets; 18% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 32% Approaches; 21% Meets; 6% Masters

2021: SPED All Grades Reading - 24% Approaches; 15% Meets; 2% Masters

2022: EB/EL All Grades Reading - 65% Approaches; 36% Meets; 12% Masters

2021: EB/EL All Grades Reading - 54% Approaches; 28% Meets; 10% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 57% Approaches; 32% Meets; 3% Masters

2021: 3rd Grade Mathematics - 56% Approaches; 21% Meets; 8% Masters

2022: 4th Grade Mathematics - 63% Approaches; 40% Meets; 18% Masters

2021: 4th Grade Mathematics - 35% Approaches; 17% Meets; 6% Masters

2022: 5th Grade Mathematics - 65% Approaches; 33% Meets; 12% Masters

2021: 5th Grade Mathematics - 57% Approaches; 29% Meets; 16% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 34% Approaches; 17% Meets; 8% Masters

2021: SPED All Grades Mathematics - 22% Approaches; 15% Meets; 7% Masters

2022: EB/EL All Grades Mathematics - 58% Approaches; 34% Meets; 14% Masters

2021: EB/EL All Grades Mathematics - 48% Approaches; 20% Meets; 7% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Fifth grade students made gains as measured by the state assessment STAAR in Reading. All grade levels 3-5 made growth in reading for approaches, meets and masters.

Improved in STAAR math for all grade levels 3-5 for approaches and meets.

Earned B rating 2021-22.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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 2: Academic progress made did not reach campus wide goals. **Root Cause:** Demographics of low SES 95%, attendance 92%, chronic absenteeism 29%, at risk 88%, Hispanic 87%, and mobility rate 24%.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Woodview Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 2 FTE (4.7%)

2021-2022: Beginning – 1 FTE (2.5%)

2020-2021: Beginning – 0 FTE (0.0%)

2022-2023: 1-5 Years – 11 FTE (25.6%)

2021-2022: 1-5 Years – 10 FTE (24.5%)

2020-2021: 1-5 Years – 11.3 FTE (30.1%)

2022-2023: 6-10 Years – 9 FTE (20.9%)

2021-2022: 6-10 Years – 7 FTE (17.2%)

2020-2021: 6-10 Years – 9.1 FTE (24.2%)

2022-2023: 11-20 Years – 13 FTE (30.2%)

2021-2022: 11-20 Years – 15.8 FTE (38.7%)

2020-2021: 11-20 Years – 11.2 FTE (29.8%)

2022-2023: Over 20 Years – 8 FTE (18.6%)

2021-2022: Over 20 Years – 7 FTE (17.2%)

2020-2021: Over 20 Years – 5 FTE (13.3%)

2022-2023: Total – 43 FTE (100%)

2021-2022: Total – 40.8 FTE (100%)

2020-2021: Total – 37.6 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Weekly shout outs are given to staff members for Staff of the month.

Mentoring program providing new staff with support from master teacher within their assigned subject/grade level.

Staff engaged in the PLC process as active participants in data analysis to better understand low performing areas and target individual student needs.

Problem Statements Identifying Staff Recruitment and Retention Needs

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

Problem Statement 2: Students lack foundational literacy in English which impedes reading progress. **Root Cause:** Social economic challenges, homeless status, recent immigrant status, mobility rate, attendance.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Woodview Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Woodview Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Communities in Schools (CIS) provides specialized supports for our students and families.

Hosted family events such as Meet the Teacher, Open House, STAARY Night and Principal coffees.

Implemented family engagement strategies including grade level newsletters, call outs using Messenger/Class Dojo and positive phone calls/notes.

The Reading Buddies tutoring program is active on our campus.

Community partners include HEB and St Francis.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Limited parental involvement and attendance of parents at school events and informational events. **Root Cause:** Lack of connection of the school and understanding the importance of parent involvement in the school setting.

Problem Statement 2: More efficient and effective communication is needed to connect with all families. **Root Cause:** Lack of parent understanding of the school system and staff communication on the importance of parent involvement.

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 2024, Woodview Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 5 percentage points in masters.

2022-23: Reading: 61% (approaches), 34% (meets), 11% (masters); Math: 63% (approaches), 37% (meets), 8% (masters) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

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), 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, science and language acquisition.

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, science and language acquisition as measured on data trackers, TELPAS. Scope and sequence with TEKS and ELPS. Assessment calendar.

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies and Materials - 211 - Title I, Part A - 6399 - \$37,311, Supplies and Materials - 199 PIC 11 - Instructional Services - 6399 - \$24,915, Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$7,220, Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$9,740, Supplies and Materials - 199 PIC 23 - Special Education - 6399 - \$860, Other Contract Maint/Repair - 199 PIC 11 - Instructional Services - 6249 - \$345

Strategy 2 Details

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, understanding the TEKS for all content areas, and utilizing technology to reach all students.

Strategy's Expected Result/Impact: Staff development sign in sheets. All staff will be TTESS trained and participate in goal setting conferences align to campus goals. Formal and informal assessments, STAAR, Report Cards, trackers.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Members

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

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, enrichment/remediation activities 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.

Strategy's Expected Result/Impact: Intervention schedules, master schedule, Small group documentation. Data trackers. Intervention specialists, associate teacher, tutors, MCL and teachers will create schedules, keep small group documentation and monitor student progress using data trackers, analyze student work.

Staff Responsible for Monitoring: Intervention Specialists, MCL, Instructional Leadership Team Members, Teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Software - 211 - Title I, Part A - 6397 - \$11,500

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Woodview Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 53%/23% (Reading); 68%/21% (Math) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: Intervention specialists, tutors, MCL, associate teachers 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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional salaries - 211 - Title I, Part A - 6119 - \$122,584, Merit Pay - 211 - Title I, Part A - 6118 - \$8,000, Medicare - 211 - Title I, Part A - 6141 - \$3,331.50, Employer contribution - 211 - Title I, Part A - 6142 - \$8,558, Workers Comp - 211 - Title I, Part A - 6143 - \$1,454, Teacher Retirement - 211 - Title I, Part A - 6146 - \$12,259.50

Strategy 2 Details

Strategy 2: Analyze data, identify trends in students misconceptions, determine the root cause and create new flexible groupings and plans during PLC.

Strategy's Expected Result/Impact: Increase academic performance in reading and math

Staff Responsible for Monitoring: teachers, Admin, leadership team, MCL, tutor, interventionist

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Woodview Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 42 component points.

2022-23: 2 of 24 Academic Achievement Points Met; 8.3% Component Points (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: Train and support staff in curriculum, review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson and exit tickets, data study team, PLCs, Regional service training.

Strategy's Expected Result/Impact: Professional development sign in sheets. Increase academic performance. Goal setting, lesson plans

Staff Responsible for Monitoring: Admin, Instructional leadership, teachers and district specialist

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: substitutes - 211 - Title I, Part A - 6112 - \$3,000, Mis Contracted Services - 211 - Title I, Part A - 6299 - \$19,500, Substitutes - 199 PIC 11 - Instructional Services - 6122 - \$3,430, Region IV Services - 199 PIC 30 - At Risk School Wide SCE - 13.6239 - \$200, Travel - Employee - 199 PIC 99 - Undistributed - 6411 - \$4,950, Substitutes - Support Staff - 199 PIC 99 - Undistributed - 23.6122 - \$420, Region IV-Services - 199 PIC 99 - Undistributed - 23.6239 - \$200, Travel - Employee - 199 PIC 99 - Undistributed - 23.6411 - \$750

Strategy 2 Details

Strategy 2: Differentiated instruction in small groups, after school tutorials and Saturday camps will allow students to increase their academic performance and use data to inform instruction.

Strategy's Expected Result/Impact: increase student achievement and engagement, data trackers, small groups, lesson plans

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Extra duty professional - 211 - Title I, Part A - 6116 - \$38,350, Extra duty paraprofessional - 211 - Title I, Part A - 6125 - \$6,400, transportation - 211 - Title I, Part A - 6494 - \$6,000, Student Transportation - 199 PIC 11 - Instructional Services - 6494 - \$1,000, Student Travel - 199 PIC 30 - At Risk School Wide SCE - 6412 - \$1,500

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 47% (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: Provide professional development for teachers on high yield second language acquisition strategies to support student transition to L2. Effective implementation of ELD block.

Strategy's Expected Result/Impact: Student performance growth as measured by report cards and ELDPM reports , campus trackers and anecdotal notes, teacher schedule

Staff Responsible for Monitoring: Administration, leadership team, teachers.

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Ensure that EB strategies are implemented with consistency school wide.

Strategy's Expected Result/Impact: Walk throughs & lesson plans

EB performance on state and local assessments

ELDPM student reports

Staff Responsible for Monitoring: Administration, leadership team, teachers.

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 5: EARLY LITERACY: By June 2024, Woodview Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

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 Oral Reading Analysis and Report cards, Humanities tracker.

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Other Reading Materials - 211 - Title I, Part A - 6329 - \$20,796

Strategy 2 Details

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 Oral Reading Analysis and report cards. Walk throughs and lesson plans

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Woodview Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details

Strategy 1: Provide staff development for teachers on instructional strategies to meet the academic needs of students and close gaps.

Strategy's Expected Result/Impact: Student performance as measured by math monitoring pages, report cards and anecdotal records.

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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Grade level math interventions as part of flexible small grouping based on priority grade level TEKS, which are the state standards.

Strategy's Expected Result/Impact: Student performance growth as measured by district math progress monitor tracker, report cards, and anecdotal notes.

Staff Responsible for Monitoring: leadership team, MIS, grade level teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Woodview Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Provide staff development for teachers on instructional strategies for math and reading that will be effective in meeting students' academic needs.

Strategy's Expected Result/Impact: Student performance growth as measured by report cards and trackers.

Staff Responsible for Monitoring: Leadership team,
MCL, MIS & LIS, Associate teacher

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Grade level math and reading flexible grouping to receive personalized math & reading lessons based on current grade level TEKS.

Strategy's Expected Result/Impact: Student performance growth as measured by math progress monitor trackers, PSAs, Unit assessments and P.STAAR.

Staff Responsible for Monitoring: leadership team, MCL, LIS, MIS and associate teacher, grade level teachers.

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Woodview Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

High Priority

HB3 Goal

Evaluation Data Sources: Campus calendar, newsletters, discipline assemblies.

Strategy 1 Details

Strategy 1: Students will learn and practice appropriate social skills and character traits through the use of lessons utilizing role modeling and social stories. Funds may be needed for materials for teachers and parents.

Strategy's Expected Result/Impact: Increase in the use of appropriate social skills.

Staff Responsible for Monitoring: Teachers, Admin, counselor and staff

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Parents will participate in engagement activities to learn how to support their child in the classroom in the areas of reading, math, social skills, and community. Activities may include literacy, math nights, parent classes or parent information meetings. Technology equipment for tracking volunteers, visitors and number of families at parent events will be used. 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, 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 be sent home in both languages

Staff Responsible for Monitoring: CIS, admin, teachers and leadership team

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Transportation - 211 - Title I, Part A - 6494 - \$3,000, Supplies and Materials Parental Involvement - 211 - Title I, Part A - 61.6399 - \$3,081, Misc. Contracted Services - 211 - Title I, Part A - 11.6299 - \$2,000

Strategy 3 Details

Strategy 3: Review with campus staff and students the SBISD Core Characteristics for every child, implement PBIS, and provide a unique opportunity for students to maximize learning in and out of the classroom. Students will participate in learning about the solar eclipse on April 8, 2024 and safely observe the eclipse to motivate and equip them with the knowledge and skills necessary to develop core characteristics for every child.

Strategy's Expected Result/Impact: Increase awareness of Core Characteristics, discipline data, lesson plans. Students will learn about the solar eclipse and safety.

Staff Responsible for Monitoring: Counselor, CIS, Admin, Teachers

Title I:

2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$1,000

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

Performance Objective 2: INTERVENTIONS: By June 2024, Woodview Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple measures

Strategy 1 Details

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 in collaboration with the 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

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Respond to interventions with a specific block of time in the master schedule. CAIS will maintain a spreadsheet and support teachers 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

Title I:

2.4, 2.5, 2.6, 4.1

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Woodview Elementary School will increase or will be $\geq 98\%$.

High Priority

HB3 Goal

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Identify and respond to grade level and student subgroup patterns of chronic absence and truancy. Teachers and staff will follow up after 3 consecutive days of absences and keep a log.

Strategy's Expected Result/Impact: Parent call logs from ADA, Counselor and CIS
Parent meetings and phone calls

Staff Responsible for Monitoring: Counselors, CIS, ADA and Admin, teachers, nurse

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Establish attendance task force committee to address campus attendance and tardies. Rewards/prizes will be given for perfect attendance.

Strategy's Expected Result/Impact: Increase campus attendance and reduce tardies

Staff Responsible for Monitoring: Teachers, admin, CIS, counselor, ADA, nurse

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

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

High Priority

HB3 Goal

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

Strategy 1 Details

Strategy 1: Implement campus discipline plan, hold grade level behavior assemblies, implement school wide behavior PBIS, staff development, resources to support behavior, parent communication, student recognition/awards for growth and behavior, CIS and counseling support.

Strategy's Expected Result/Impact: Decrease in discipline reports, increase case load for CIS, counseling logs

Staff Responsible for Monitoring: Teachers, CIS, counselor, PBIS committee

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Guidance lessons to increase student academic performance and behavior, including but not limited to bullying, peer pressure, making and maintaining friends, and building healthy relationships. Will also provide resources and supplies for students and staff.

Strategy's Expected Result/Impact: Schedules, discipline reports, counselor/CIS

Staff Responsible for Monitoring: Counselor, CIS, teachers, Admin

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details

Strategy 1: Establish campus safety committee composed of cross section of stake holders to look at matters related to campus safety.

Strategy's Expected Result/Impact: Woodview safety committee will meet at least three times per year. Review campus discipline plan

Staff Responsible for Monitoring: Admin, nurse, safety team, teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

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: Admin, Safety committee, teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details

Strategy 1: 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: Review and update campus EOP, train faculty on safety measures, ensure all staff members complete safe schools required courses, complete playground safety inspections (2 per year), follow district required drills and debrief, update incident command structure, form a crisis team, complete MANDT training and re-certification, nurse updates with faculty, and door sweeps.

Staff Responsible for Monitoring: Admin, nurse, staff

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supply - Clinic - 199 PIC 99 - Undistributed - 33.6399 - \$1,000, Custodial Overtime - 199 PIC 99 - Undistributed - 61.6121 - \$500

Strategy 2 Details

Strategy 2: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in the campus EOPs, staff/ sub training documents maintained.

Staff Responsible for Monitoring: Administrators

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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.

High Priority

HB3 Goal

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

Strategy 1 Details

Strategy 1: Conduct frequent budget with administrative assistant to review and manage budget, purchasing, deposits, approve requisitions, transfer of expense, budget amendments

Strategy's Expected Result/Impact: error free records, documentation of purchases and orders

Staff Responsible for Monitoring: Principal, administrative assistant

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Contract Maint/Repair	6249	\$345.00
1	1	1	Supplies and Materials	6399	\$24,915.00
1	3	1	Substitutes	6122	\$3,430.00
1	3	2	Student Transportation	6494	\$1,000.00
Sub-Total					\$29,690.00
Budgeted Fund Source Amount					\$29,690.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$860.00
Sub-Total					\$860.00
Budgeted Fund Source Amount					\$860.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$7,220.00
Sub-Total					\$7,220.00
Budgeted Fund Source Amount					\$7,220.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$9,740.00
1	3	1	Region IV Services	13.6239	\$200.00
1	3	2	Student Travel	6412	\$1,500.00
Sub-Total					\$11,440.00
Budgeted Fund Source Amount					\$11,440.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Substitutes - Support Staff	23.6122	\$420.00
1	3	1	Travel - Employee	6411	\$4,950.00
1	3	1	Travel - Employee	23.6411	\$750.00
1	3	1	Region IV-Services	23.6239	\$200.00
3	3	1	Supply - Clinic	33.6399	\$1,000.00
3	3	1	Custodial Overtime	61.6121	\$500.00
Sub-Total					\$7,820.00
Budgeted Fund Source Amount					\$7,820.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$37,311.00
1	1	3	Software	6397	\$11,500.00
1	2	1	Workers Comp	6143	\$1,454.00
1	2	1	Professional salaries	6119	\$122,584.00
1	2	1	Merit Pay	6118	\$8,000.00
1	2	1	Teacher Retirement	6146	\$12,259.50
1	2	1	Employer contribution	6142	\$8,558.00
1	2	1	Medicare	6141	\$3,331.50
1	3	1	Mis Contracted Services	6299	\$19,500.00
1	3	1	substitutes	6112	\$3,000.00
1	3	2	transportation	6494	\$6,000.00
1	3	2	Extra duty paraprofessional	6125	\$6,400.00
1	3	2	Extra duty professional	6116	\$38,350.00
1	5	1	Other Reading Materials	6329	\$20,796.00
2	1	2	Supplies and Materials Parental Involvement	61.6399	\$3,081.00
2	1	2	Misc. Contracted Services	11.6299	\$2,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Transportation	6494	\$3,000.00
2	1	3	Supplies and Materials	11.6399	\$1,000.00
Sub-Total					\$308,125.00
Budgeted Fund Source Amount					\$308,125.00
+/- Difference					\$0.00
Grand Total Budgeted					\$365,155.00
Grand Total Spent					\$365,155.00
+/- Difference					\$0.00