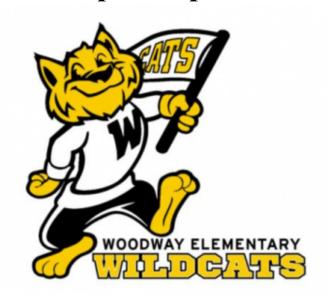
Fort Worth Independent School District 216 Woodway Elementary School 2024-2025 Campus Improvement Plan



Mission Statement

To empower students to become prepared life-long learners and productive problem solvers through diverse, enriched, and differentiated learning experiences that will positively affect their communities and provide opportunities to compete globally.

Vision

Woodway Elementary strives to develop Partnerships with parents, community members, and all other stakeholders in order to continuously provide high quality education that reaches all students.

Value Statement

We are responsible learners.

We are prepared to learn.

We are respectful and kind.

Today...

We will treat others as we want to be treated, do more than we have to do, and work be become lifelong learners.

We are the Woodway Wildcat Family!

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

Demographics

Demographics Summary

Woodway Elementary serves in the Southwest Fort Worth sector providing PK-5, Dual-Lanugage and Regular Program. Woodway Elementary has a high mobility rate and currently has an enrollment of 512 students, down slightly from the previous year. We have seen a significant increase in our Dual-Language classrooms as we are seeing significant arrivals of newcomer Spanish-speaking families to Fort Worth. Woodway Elementary student demographics are as follows: Hispanic-57%, African American-38%, Caucasian, Asian and 2 or more-5%. Woodway Elementary has 25 teachers of which 23 are female teachers and 2 teachers are male. Woodway Elementary has 7 Teacher Assistants of which 5 are female, and 2 are male.

Demographics Strengths

Woodway Elementary has seen significant growth in parental involvement for the 2023-24 school year. Due to the launch of ongoing family and community events, we have seen great participation of families in campus-wide events. Events such as the campus picnic, taste of Woodway and Christmas concert brought out large numbers of parents and students. With the relaxation of COVID restrictions, many families were very eager to return to campus events. The launch of the PTO has brought amazing partnership to the stakeholders of Woodway Elementary. PTO has strongly supported all campus events including hosting a spring dance that was a major success. The partnership between PTO and Woodway Elementary has been invaluable.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American students account for 90% of OSS. **Root Cause:** There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Problem Statement 2: 92% of students with 10 or more referrals are African American. **Root Cause:** More support and training on de-escalation and behavior interventions needed for African American students.

Student Learning

Student Learning Summary

Woodway Elementary has leveraged Professional learning weekly through horizontal planning. Focus is on standards alignment, design of assessment, analysis of student work and planning and practicing critical components of upcoming lessons. Teachers have shown great growth in understanding and unpacking state standards in order to deliver highly rigorous lessons aligned to state standards.

Student Learning Strengths

Woodway Elementary has implemented weekly progress monitor checkpoints to gauge student progress on specific state standards. All grade levels began designing and using curriculum resources for weekly small checkpoint assessments. These assessments have been used to identify targeted areas of support for reteach as well as small group targeted instruction. We have also used MAP data to identify down to the individual student, their areas of strengths and areas of weakness so that targeted interventions are aligned to the students' areas of improvement.

PLC's have been a rich resource for collaboration and identification of key student outcomes, misconceptions and best instructional practices.

PLC's also have been utilized to analyze data including student work in an effort to identify gaps in understanding or processes. PLC's have also been utilized as a time for teachers to execute portions of lesson practice prior to delivering instruction to students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 2 (Prioritized): EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 3: EOY Spanish Reading data shows that a large population of students are performing in the lowest quintile Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 43% of students met EOY growth target **Root Cause:** Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

School Processes & Programs

School Processes & Programs Summary

Woodway Elementary is a collaborative and learning community. We will continue to deepen our professional learning through giving instructional leaders opportunities to collaborate and discuss best practices. Our teachers and support staff are fully vested in student achievement. Our highest priority is delivering high-impact learning experiences that yield high student outcomes.

School Processes & Programs Strengths

Instructional processes and systems were implemented in the 2023-24 school year focused on quality delivery of instruction, student data and goal setting. The PLC framework was revised from the input and efforts of administrators and teachers. A framework consisted of established norms and goals of what professional learning should look like and consist of in order to be effective. Weekly horizontal (grade level) PLC's occurred once weekly in which teams looked at the upcoming week's instruction. The following were key takeaways and products of professional learning:

- Scope and Sequence
- Lesson and Unit Internalization
- Differentiation of Amplify and Eureka
- Standard Alignment
- Instructional Delivery and best practices
- Student misconceptions
- Analyze student work
- Analysis of assessment and teacher exemplar

Vertical PLC's occured less frequently but yielded even higher amounts of collaboration and expertise and alignment of standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance for all grade levels averaged below 95% for the 2023-224 school year. **Root** Cause: Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.
216 Woodway Elementary School

Perceptions

Perceptions Summary

Staff and parent surveys sent out anonymously show a high level of positive campus culture and family engagement. Surveys reflect a high positivity towards campus beliefs and positive culture. Parents are highly active and involved in family engagement activities and campus events. The 2023-24 has been an amazing year for parents to have an opportunity to engage with campus events with less restrictions as in previous years. Staff retention remained around 80% from the previous year.

Perceptions Strengths

Parent and staff surveys sent out anonymously strongly support a high satisfaction with Woodway Elementary school.

Staff survey with the highest favorable responses went to the following indicators:

- I feel supported to do my job daily
- Campus procedures are clear and efficient
- I receive relevant feedback on how I can improve my performance
- Parents are given opportunities to partner with the school
- Campus communication is clear. I am aware of expectations.
- I feel safe approaching my campus administrators with problems or concerns
- I would recommend Woodway Elementary to a colleague as a great place to work
- Most students enjoy coming to school daily
- Staff at Woodway treat each other with respect

Parent surveys indicators with the highest favorable responses are as follows:

- My child wants to go to school most days
- Woodway Elementary has a positive school culture
- I am kept informed of campus events and major communications
- · My child's teacher keeps me informed of my child's academic progress and needs
- · Woodway Elementary provides a safe and nurturing environment for my child

- I feel safe and welcome to bring concerns or problems to the campus principal or assistant principal
- I would recommend Woodway Elementary to other friend's and family
- Woodway Elementary provides ongoing family and community events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 92% of students with 10 or more referrals are African American. **Root Cause:** More support and training on de-escalation and behavior interventions needed for African American students.

Priority Problem Statements

Problem Statement 1: African American students account for 90% of OSS.

Root Cause 1: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target

Root Cause 2: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target

Root Cause 3: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance for all grade levels averaged below 95% for the 2023-224 school year.

Root Cause 4: Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

Problem Statement 4 Areas: School Processes & Programs

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- · Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 1, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83% to 90% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 80% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

Strategy 1: Monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Circle Phonological skills and indicators.

Strategy's Expected Result/Impact: Increases the percentage of students who score on track on key phonological awareness indicators in English and Spanish.

Staff Responsible for Monitoring: PK Teachers, AP and literacy Specialist

Title I:

2.6

- TEA Priorities:

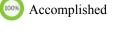
Build a foundation of reading and math

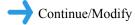
- ESF Levers:

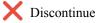
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: 100% of all PK teachers will use informal and formal assessments to weekly track key phonological	Form	Formative	Summative	
awareness indicators from Circle CLI.	Nov	Jan	Mar	June
Intended Audience: PKTeachers, CLT.			1	
Provider / Presenter / Person Responsible: PK Teachers Literacy Coach and AP				
Date(s) / Timeframe: Weekly Progress Monitoring. Weekly PLC.				
Collaborating Departments: Early literacy dept				
Delivery Method: face to face				
Funding Sources: UA - TITLE I (211) - 211-11-6399-04E-216-30-510-000000-25F10 - \$42,457				

% No Progress







Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 58% to 70% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 52% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70 % by May 2025.

Strategy 1: ELAR/SLAR teachers will participate in ongoing PD for Science of Teaching Reading and foundational literacy development

Strategy's Expected Result/Impact: 70% of K-3 students will be on or above target for MAP Fluency

Staff Responsible for Monitoring: Reading Interventionist

Assistant Principal

Title I:

2.5, 2.6

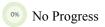
- TEA Priorities:

Build a foundation of reading and math

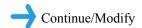
- ESF Levers:

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

Action Step 1 Details	Reviews					
Action Step 1: K-3 RLA teachers will participate in ongoing professional development and coaching on science of teaching	Formative		Formative		Summative	
reading and foundational literacy skills.	Nov	Jan	Mar	June		
Intended Audience: K-3 RLA Teachers						
Provider / Presenter / Person Responsible: AP						
Date(s) / Timeframe: Ongoing						
Weekly PLC						
Vertical PLC						
Collaborating Departments: Early Literacy						
Delivery Method: face to face						
Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-216-11-313-000000 \$6,000, Instructional Technology - BASIC (199 PIC 11) - 199-11-6396-XXX-216-11-313-000000 \$3,300						









Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 42% to 70% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 53% to 70 % by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 70% by May 2025.

Strategy 1: K-5 RLA teachers will participate in ongoing PLC's, collaborative classrooms and learning walks focused on execution of daily effective reading language arts instruction including:

Fluency

Phonetic awareness

Phonemes

Fluency

Reading Comprehension

Writing

Strategy's Expected Result/Impact: 70% of students will be on or above grade level on MAP EOY assessment

Staff Responsible for Monitoring: Reading Interventionist

AP

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Action Step 1 Details	Reviews									
Action Step 1: K-5 RLA teachers will have PLC and PD twice per 6 weeks including learning walks and teacher peer	Formative		Formative		Formative 5		Formative Summative		Summative	
observations.	Nov	Jan	Mar	June						
Intended Audience: K-5 RLA Teachers Provider / Presenter / Person Responsible: AP Principal Date(s) / Timeframe: Twice per 6 Weeks Collaborating Departments: Literacy Delivery Method: face to face										
Funding Sources: Instruction/General Supplies - SCE (199 PIC 24) - 199-11-6399-001-216-24-313-000000 \$5,820										
No Progress Continue/Modify	X Discon	tinue	•							

Strategy 2: Assigned SPED students will have Accelerated Intervention Plan (AIP) and daily intervention pullout

Strategy's Expected Result/Impact: Increase percentage of students meeting MAP Growth Reading targets by 10%

Staff Responsible for Monitoring: Principal

SPED Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Action Step 1 Details	Reviews			
Action Step 1: Create Accelerated Intervention Plan (AIP) for all SPED students who did not meet their MAP Reading	Formative		Summative	
Growth Goals. Students will participate in daily intervention.	Nov	Jan	Mar	June
Intended Audience: SPED students not meeting EOY MAP Reading Growth Target				
Provider / Presenter / Person Responsible: Principal				
SPED Resource/Inclusion Teachers				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: SPED				
Delivery Method: face to face				
Funding Sources: General Supplies - SPED (199 PIC 23) - \$1,609				
No Progress Continue/Modify	X Discon	tinue		

Strategy 3: EB students will have progress monitoring and Linguistic Support Plans to monitor progress in Reading and Writing Supports

Strategy's Expected Result/Impact: Increase MAP Reading Spanish Growth from 52% to 70% of students meeting projected growth

Staff Responsible for Monitoring: DL Teachers

Principal

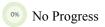
TEA Priorities:

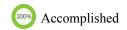
Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: All EB students who are at a beginning, intermediate or regressed on TELPAS will have a targeted	Form	Formative		
intervention plan and progress monitoring including small group instruction	Nov	Jan	Mar	June
Intended Audience: EB students performing at beginning, intermediate or regressed on TELP{AS	1,0,		1/262	
Provider / Presenter / Person Responsible: DL Teachers				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: DL				
Delivery Method: face to face				
Funding Sources: General Supplies - BEA (199 PIC 25) - 199-11-6399-001-216-25-313-000000 - \$1,298				









Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 97% to 100% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 79% to 90% by May 2025.

Strategy 1: Continue to monitor and support effective implementation of Creative Curriculum through ongoing teacher observation and tracking of target Math skills and indicators

Strategy's Expected Result/Impact: Increases the percentage of students who score on track on key math indicators in English and Spanish.

Staff Responsible for Monitoring: PK Teachers

IC

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: 100% of all PK teachers will use informal and formal assessments to weekly track key phonological	Forn	Formative		
awareness indicators from Circle CLI. Intended Audience: PK Teachers Provider / Presenter / Person Responsible: Principal IC Date(s) / Timeframe: August 2024- May 2025 Collaborating Departments: Early Childhood Math Department Delivery Method: face to face	Nov	Jan	Mar	June
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause**: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 50% to 70% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2025.

Strategy 1: Kindergarten teachers will use a weekly progress monitoring checkpoint to track student progress.

Strategy's Expected Result/Impact: 80% of students will show mastery of weekly progress monitoring check.

Staff Responsible for Monitoring: Kindergarten teachers

IC

Principal

Title I: 2.4, 2.6

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Kindergarten teachers will develop weekly checkpoint assessments and track student performance weekly	Formative		Summative	
aligned to essential math standards	Nov	Nov Jan		June
Intended Audience: Kinder students	1101		Mar	
Provider / Presenter / Person Responsible: Kinder teachers				
Date(s) / Timeframe: Weekly				
Collaborating Departments: Math				
Delivery Method: face to face				
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause**: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 51% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 70% by May 2025.

Strategy 1: K-5 Math teachers will participate in ongoing PD, coaching, learning walks and collaborative classrooms.

Strategy's Expected Result/Impact: 70% of students will perform at 60% or higher on EOY MAP Growth Assessment

Staff Responsible for Monitoring: IC

Principal

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Teachers will participate in vertical math PD and training twice per 6 weeks through PLC or campus PD	Formative		Summative	
times.	Nov	Jan	Mar	June
Intended Audience: K-5 Math teachers				
Provider / Presenter / Person Responsible: IC Principal				
Date(s) / Timeframe: Twice per 6 weeks September 2024-May 2025				
Collaborating Departments: Math				
Delivery Method: face to face				
No Progress Accomplished — Continue/Modify	X Discon	tinue	1	

Strategy 2: Math interventionist will work with target students based on MAP data through. Students will get pulled 2-3 times weekly during campus intervention/acceleration block.

Strategy's Expected Result/Impact: 70% of students will perform at 60% or higher on EOY MAP Math Growth Assessment.

Staff Responsible for Monitoring: IC

Principal

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Math interventionist will pull assigned students daily to target key math skills based on MAP data.	Form	Formative Summative	Summative	
Intended Audience: Students performing in 41-59% on MAP (K-5)	Nov	Nov Jan		June
Provider / Presenter / Person Responsible: Math Interventionist				
IC Principal				
Date(s) / Timeframe: September 2024-April 2023				
Collaborating Departments: Math				
Delivery Method: face to face pullout				
Funding Sources: Part Time Math Interventionist - BASIC (199 PIC 11) - 199-11-6219-XXX-216-11-313-000000 \$5,000				
No Progress Continue/Modify	X Discon	tinue		

Strategy 3: Assigned SPED students will have Accelerated Intervention Plan (AIP) and daily intervention pullout

Strategy's Expected Result/Impact: Increase percentage of students meeting MAP Growth Math targets by 10%

Staff Responsible for Monitoring: Principal

SPED Resource/Inclusion Teacher

ESF Levers:

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews						
Action Step 1: Assigned SPED students will have Accelerated Intervention Plans that include daily intervention supports.	Formative		tep 1: Assigned SPED students will have Accelerated Intervention Plans that include daily intervention supports. Formative				
Intended Audience: SPED students not meeting EOY MAP Math Growth target.	Nov	Jan	Mar	June			
Provider / Presenter / Person Responsible: Principal SPED Resource/Inclusion Teacher							
Date(s) / Timeframe: August 2024-May 2025							
Collaborating Departments: SPED							
Delivery Method: face to face							
Funding Sources: General Supplies - SPED (199 PIC 23) - \$1,600							
No Progress Continue/Modify	X Discon	tinue					

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause**: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 31% to 50% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 31% to 50% by May 2025.

Strategy 1: Daily Acceleration Pullout Groups

Strategy's Expected Result/Impact: Increase percentage of students performing at Meets or above on STAAR Reading Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

Staff Responsible for Monitoring: Principal

GΊ

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Action Step 1 Details	Reviews					
Action Step 1: Advanced and GT students will participate in daytime acceleration and pullout groups for enrichment and	Formative Summative		Summative			
project based learning	Nov	Jan	Mar	June		
Intended Audience: Students performing at 70% and up on MAP Growth.			-			
Provider / Presenter / Person Responsible: Acceleration Pullout Assistant						
TA						
GT						
Date(s) / Timeframe: August 2024-May 2025						
Collaborating Departments: GT						
Delivery Method: face to face						
Funding Sources: General Supplies - GT (199 PIC 21) - \$756						
No Progress Accomplished Continue/Modify	X Discont	tinue				

Strategy 2: Daily intervention pullouts for Reading

Strategy's Expected Result/Impact: Increase percentage of students performing at Meets or above on STAAR Reading Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

Staff Responsible for Monitoring: AP

Reading Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews					
Action Step 1: Target students will receive daily reading intervention	Form	native	Summative			
Intended Audience: Students in 41-60% on MAP Growth Reading	Nov	Jan	Mar	June		
Provider / Presenter / Person Responsible: Reading Interventionist						
Date(s) / Timeframe: August 2024-May 2025						
Delivery Method: face to face						
Funding Sources: Contract Services-Reading Interventionist - UNDISTRIBUTED (199 PIC 99) - 199-12-6299-XXX-216-99-313-000000 \$5,500						
No Progress Accomplished — Continue/Modify	X Discon	tinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: EOY MAP Reading growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-38% 1st Grade-42% 2nd Grade-47% 3rd Grade-40% 4th Grade-36% 29% of all students met EOY Growth Target Root Cause: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23% to 50% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 22% to 50% by May 2025.

Strategy 1: Daily Math Intervention pullouts

Strategy's Expected Result/Impact: Increase percentage of students performing at Meets or above on STAAR Math Spring Interim Assessment and on STAAR 2025 assessment by 10% compared to 2023-24 school year.

Staff Responsible for Monitoring: Principal

IC

Math Interventionist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Action	Reviews						
Action Step 1: Daily intervention pullout groups	Form	native	Summative				
Intended Audience: Students performing between 4	Nov	Jan	Mar	June			
Provider / Presenter / Person Responsible: Math In Date(s) / Timeframe: August 2024-May 2025 Delivery Method: Face to Face							
% No Progress	Accomplished	Continue/Modify	X Discon	X Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: EOY MAP Math growth data shows that a large population of students are performing in the lowest quintile. Kindergarten-26% 1st Grade-34% 2nd Grade-51% 3rd Grade-41% 4th Grade-28% 5th grade-33% 30% of students met EOY Growth target **Root Cause**: Tier 1 instruction is not meeting the needs of all students, especially Tier 2 and 3 students.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 24.7% to 10% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 10% by May 2025.

Strategy 1: Attendance Awards and Incentives Occur each 6 weeks

Strategy's Expected Result/Impact: School Attendance goal is 97%.

Staff Responsible for Monitoring: FES

Attendance Committee Counselor

Principal

Title I:

2.5

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews				
Action Step 1: Have attendance awards and incentives each 6 weeks including a perfect attendance prize drawing.	Form	ative	Summative		
Intended Audience: All students (K-5)	Nov	Jan	Mar	June	
Provider / Presenter / Person Responsible: Counselor FES					
Date(s) / Timeframe: August 2023-May 2024					
Delivery Method: Family Engagement					
Funding Sources: Attendance Drawing Incentives - TITLE I (211) - 211-11-6499-04E-216-30-510-000000-25F10 - \$1,000					
No Progress Continue/Modify	X Discon	tinue			

Strategy 2: SART Meetings will incorporate strategic planning with families and incorporate community resources to support parents with ensuring high attendance levels.

Strategy's Expected Result/Impact: Decrease chronic absenteeism by 20%

Staff Responsible for Monitoring: FES

Attendance Clerk

Principal

Title I:

4.1

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews					
Action Step 1: SART Meetings will incorporate strategic planning with families and incorporate community resources to	Form	ative	Summative			
support parents with ensuring high attendance levels.	Nov	Jan	Mar	June		
Intended Audience: Parents of students with chronic absenteeism						
Provider / Presenter / Person Responsible: FES						
Date(s) / Timeframe: October 2024-February 2025						
Collaborating Departments: Family Engagement						
Delivery Method: face to face						
Funding Sources: Community Partners and Resources - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-216-30-510-000000-25F10 - \$3,030						
No Progress Continue/Modify	X Discon	tinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Attendance for all grade levels averaged below 95% for the 2023-224 school year. **Root Cause**: Preventative and targeted attendance initiative efforts didn't target chronic attendance cases.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from __% to ___% by May 2025.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2025.

Strategy 1: All staff at Woodway will participate in ongoing Restorative Practice PD and de-escalation strategies.

Strategy's Expected Result/Impact: Campus discipline referrals will show a decrease of 20% or more especially amongst African American students

Staff Responsible for Monitoring: Counselor

Assistant Principal

Principal

Title I:

2.6, 4.2

- TEA Priorities:

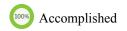
Recruit, support, retain teachers and principals

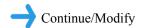
- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews					
Action Step 1: Staff will participate in ongoing PD on Restorative Discipline and de-escalation training at least once per 6	Form	ative	Summative			
weeks.	Nov	Jan	Mar	June		
Intended Audience: Teachers						
TA's						
Provider / Presenter / Person Responsible: Counselor						
AP						
Principal						
Collaborating Departments: SEL						
Student Support Services						
Delivery Method: face to face						
Funding Sources: Staff PD - UNDISTRIBUTED (199 PIC 99) - 199-13-6239-XXX-216-99-313-000000 \$5,000						









Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: African American students account for 90% of OSS. **Root Cause**: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

School Processes & Programs

Problem Statement 2: African American students account for 90% of OSS. **Root Cause**: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 6.5% to 3.0% by May 2025.

Strategy 1: Staff will participate in Book Study and ongoing PD on culturally responsive teaching.

Strategy's Expected Result/Impact: OSS for African American students will decrease by 20% for 2024-25 school year.

Staff Responsible for Monitoring: Counselor

AP

Principal

ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details		eviews		
Action Step 1: Staff will participate in book study on Culturally Responsive Teaching with ongoing PD and coaching	Form	ative	Summative	
Intended Audience: Teachers	Nov	Jan	Mar	June
TA Provider / Presenter / Person Responsible: Counselor				
AP				
Principal				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: SEL				
Student Support Services				
Delivery Method: face to face				
Funding Sources: Professional Development and Supplies - UNDISTRIBUTED (199 PIC 99) - 199-13-6329-XXX-216-99-313-000000 \$500				
No Progress Continue/Modify	X Discon	tinue		

Strategy 2: A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with behavior supports and self-regulation

strategies.

Strategy's Expected Result/Impact: 20 % decrease in referrals from students with highest referral occurrences, especially African American Students.

Staff Responsible for Monitoring: Counselor

AP

Principal

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Reviews				
Action Step 1: A campus restorative practice and reset center will be utilized to support Tier 2 and 3 students in MTSS with	Form	native	Summative		
behavior supports and self-regulation strategies.	Nov	Jan	Mar	June	
Intended Audience: Tier 2 and 3 behavior students					
Provider / Presenter / Person Responsible: Family Engagement Specialist					
Date(s) / Timeframe: August 2024-May 2025					
Collaborating Departments: SEL					
Delivery Method: face to face					
No Progress Continue/Modify	X Discon	tinue			

Strategy 3: A structured mentor program will support students with pervasive discipline and behavior problems, including African American students.

Strategy's Expected Result/Impact: Decrease OSS and discipline referrals of African American students by 25%.

Staff Responsible for Monitoring: Counselor

AP

Principal

Title I:

2.6

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews					
Action Step 1: Students with chronic behavior and discipline referrals, especially African American will participate in a	Forn	Formative Summative				
Intended Audience: Tier 3 Behavior Students Provider / Presenter / Person Responsible: Counselor FES AP Principal Date(s) / Timeframe: September 2024-May 2025 Collaborating Departments: Student Support Services Delivery Method: face to face Funding Sources: Mentor Program Contracted Services - UNDISTRIBUTED (199 PIC 99) - 199-31-6299-	Nov	Jan	Mar	June		
XXX-216-99-313-000000 \$5,000 No Progress	X Discor	ntinue				

Strategy 4: On Campus Intervention Specialist will provide daily supports to Tier 2 and 3 behavior students and their parents.

Strategy's Expected Result/Impact: Decrease suspension rate of African American students by a minimum of 25% from 23-24 school year.

Staff Responsible for Monitoring: OCI

AP

Counselor

Principal

ESF Levers:

Lever 3: Positive School Culture

	Reviews					
Formative		Summative				
Nov	Jan	Mar	June			
		1				









Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: African American students account for 90% of OSS. **Root Cause**: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

School Processes & Programs

Problem Statement 2: African American students account for 90% of OSS. **Root Cause**: There are gaps in perceptions of the needs of African American male students and best practices to incorporate social-emotional and culturally responsive teaching practices that meet the needs of African American male students.

Campus Funding Summary

				TITLE I (211)		
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	UA	Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-25F10	\$42,457.00
4	1	1	1	Attendance Drawing Incentives	Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-25F10	\$1,000.00
4	3	4	1	Intervention Specialist	Title I Intervention Specialist	211-31-6119-04E-216-30-510-000000-25F10	\$68,047.00
							\$111,504.00
						Budgeted Fund Source Amount	
						+/- Difference	\$0.00
				FAMILY ENGAGI	EMENT (211)		
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Community Partners and Resources	Supplies and materials fo parental involvement	r 211-61-6399-04L-216-30-510-000000-25F1	0 \$3,030.00
						Sub-Tota	al \$3,030.00
						Budgeted Fund Source Amoun	st \$3,030.00
						+/- Differenc	e \$0.00
				BASIC (199	PIC 11)		
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Instructional Technology	INSTRUCTION TECHNOLOGY < \$500	00 199-11-6396-XXX-216-11-313-000000-	\$3,300.00
1	2	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-216-11-313-000000-	\$6,000.00
2	3	2	1	Part Time Math Interventionist	INSTRUCTION PROFESSIONAL SERVICES	199-11-6219-XXX-216-11-313-000000-	\$5,000.00
						Sub-Total	\$14,300.00
						Budgeted Fund Source Amount	\$14,300.00

				BASIC (199 PIC 11)					
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code		Amount		
						+/- D i	fference	\$0.00		
GT (199 PIC 21)										
Goal	Performance Objective	Strateg	Actio Step	Resources Needed		Description	Accoun Code	Amount		
3	1	1	1	General Supplies		GENERAL SUPPLIES		\$756.00		
							Sub-Tota	al \$756.00		
						Budgeted Fund Source	ee Amoun			
						+/-	Differenc	e \$0.00		
				SPED (199 PIC 23))					
Goal	Performance Objective	Strategy	Action Step	Resources Needed		Description	Account Code	Amount		
1	3	2	1	General Supplies		GENERAL SUPPLIES		\$1,609.00		
2	3	3	1	General Supplies		GENERAL SUPPLIES		\$1,600.00		
								\$3,209.00		
						Budgeted Fund Source		· ·		
						+/- D	ifference	\$0.00		
				SCE (199 PIC 24)						
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code		Amount		
1	3	1	1	Instruction/General Supplies	Supplies and materials instructional use	for 199-11-6399-001-216-24-313	3-000000-	\$5,820.00		
						S	Sub-Total	\$5,820.00		
						Budgeted Fund Source	Amount	\$5,820.00		
						+/- D	ifference	\$0.00		
				BEA (199 PIC 25)						
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Account Code			
1	3	3	1	General Supplies	Supplies and materials instruction	199-11-6399-001-216-25-31	3-000000	\$1,298.00		
Sub-Total								\$1,298.00		
	Budgeted Fund Source Amount \$									

BEA (199 PIC 25)											
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description		Account Code	Amount			
		•	•		•	•	+/- Difference	e \$0.00			
UNDISTRIBUTED (199 PIC 99)											
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description		Account Code	Amount			
3	1	2	1	Contract Services-Reading Interventionist	INSTRCTNL RES/MED SVCS MISC CONTRACTED SERVICES	199-	12-6299-XXX-216-99-313-000000-	\$5,500.00			
4	2	1	1	Staff PD	STAFF DEVELOPMENT REGIONAL ED SVC CTR SVCS	199-	13-6239-XXX-216-99-313-000000-	\$5,000.00			
4	3	1	1	Professional Development and Supplies	STAFF DEVELOPMENT OTHER READING MATERIALS	199-	13-6329-XXX-216-99-313-000000-	\$500.00			
4	3	3	1	Mentor Program Contracted Services	GUIDANCE & COUNSELING SVC MISC CONTRACTED SERVICES	199-3	31-6299-XXX-216-99-313-000000-	\$5,000.00			
Sub-Total							\$16,000.00				
Budgeted Fund Source Amount											
+/- Difference											
Grand Total Budgeted											
Grand Total Spent \$											
+/- Difference											

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024