

Calallen Independent School District
Wood River Elementary
2024-2025 Campus Improvement Plan



Mission Statement

We will build a foundation that sets high expectations, while promoting positive academic experiences, creativity, and a growth mindset, to foster lifelong learners within a successful community that embraces one another.

Vision

Through collaboration we will develop high-performing critical thinkers, that value themselves and the diverse community in which we live.

Value Statement

- We believe that all students at Wood River Elementary School will exhibit high academic performance skills in all subjects.
- We believe that Wood River students will demonstrate behaviors which support academic success.
- We believe that the Wood River school faculty will utilize staff development to increase academic success and enhance professional skills.
- We believe that the Wood River school staff will integrate technology into instruction and administrative programs.
- We believe that all students and staff need to give their best effort at all times! "We work hard to play hard!"

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Wood River staff is committed to the belief that all students deserve a quality education. The campus plan is mutually supportive of the Calallen I.S.D. district improvement plan to accomplish the identified objectives and to address all pertinent federal planning requirements. The campus plan includes requirements as stated in the Texas Education Code.

Annual analysis of the plan and review of related assessment data are used to determine objectives that address campus goals. Then specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every WR student.

The membership of the SBDM consists of teachers, administrators, parents, business, and community members.

The needs assessment for this campus plan included both formal and informal data from various resources.

Strategies include activities and available resources that will be used to accomplish identified long-range goals and annual performance objectives. Strategies address each area in TEC 11.252 and 11.253. Highly qualified and trained staff are designated to accomplish initiatives and strategies in the plan. Resources include sources of funds, materials, and equipment. Progress and implementation of each strategy is monitored at designated checkpoints in incremental progress reviews, within established timelines.

The evaluation phase of the planning, decision-making implementation, and evaluation includes formative and summative evaluation. Measurable formative evaluation within the plan assesses the achievement of each objective. Evaluation is tied to the initial assessment of student performance and is based upon Board approved performance objectives.

Major outcomes of the needs assessment data indicate the following focus areas for the 2020-2021 school year:

- Continue to increase academic achievement levels of all student subgroups in all grade levels.
- Focus proactively on reading and math to ensure student success by implementing quality core instruction and intense remediation for non-passing students.
- Require TEKS-based instruction and assessments.
- Continue to reduce academic performance gaps in economically disadvantaged, At-Risk, and Special Needs students.
- Continue focus on TEKS alignment and full implementation in all subject areas using high yield strategies and Kagan Structures.
- Provide campus-based staff development and vertical team meetings for TEKS alignment.
- Encourage and support parent and community participation.

The campus improvement plan is developed, reviewed, and revised annually by the campus SBDM committee for the purpose of improving the performance of

all students. Based upon the requirements for campus plans as stated in Texas Education Code 11.252 and 11.253 and based upon roles and responsibilities of site based decision making committee as stated in Texas Education Code 11.251 and 11.253, the Wood River Elementary School Campus Improvement Plan is respectfully submitted.

Demographics

Demographics Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. Calallen ISD is comprised of approximately 40 square miles and is bordered by Robstown ISD and TMISD in Nueces County. Calallen ISD moved from a 5A district in 2019 to a 4A district in 2021. CISD serves a little over 4000 students per year and has five campuses: one high school, one middle school, two grade 3-5 elementary and two PK-2nd grade elementary campuses. Wood River Elementary is one of the two PK-2nd campuses.

- Enrollment has remained relatively consistent the past ten years on the WR campus, however, the growth of jobs and housing in the community is expected to continue and will therefore cause an increase in enrollment.
- The Hispanic population has increased from 47.2% in 2010 to 55.93% in 2021 while the white population has decreased from 50.4% in 2010 to 39.5% in 2020.
- Although the special education enrollment was up and down over the last 10 years and was not an indicator on the 2009-2010 AEIS report, it is 13.73% in 2021. The campus has seen a rise in students with autism and behavior disabilities. Wood River, however, does house the Early Children Special Education program for the entire district.
- The Emergent Bilingual (EB) population has risen from 1.2% in 2010 to 2.2% in 2021.
- Class size has maintained an average of around 17.3.
- Although the economically disadvantaged population looks rather steady from 48.2% in 2010 to 47.8% in 2010, it declined after 2010 due to rezoning within the district only to start climbing again over the last three years.
- Calallen ISD revamped its 2020-2025 strategic plan utilizing a team of staff, parents and community members to collaborate on their vision, beliefs, and goals for the future of Calallen ISD. Wood River Elementary reviews their CIP annually to make sure it is aligned with the District CIP and CISD strategic plan.
- The data of the CNA will continue to be used and aligned with updated accountability and district/campus initiatives to enhance our planning processes.

With regard to staff quality, recruitment, and retention, all CISD teachers are state certified and instructional paraprofessionals are highly qualified. Positions funded with state allotment and federal funds are evaluated every year for necessity and effectiveness annually. CISD has systems in place to support new teachers such as New Teacher Orientation and a mentor program. Professional development needs for teachers new to the district are analyzed and provided either by the district or the ESC. CISD has structures in place to ensure that teachers and others implement training objectives effectively in the classroom. The structures include walk-throughs, T-TESS evaluations, and administrator coaching feedback. Teachers in need of support receive additional assistance from department chairs, classroom observations, mentor teachers, instructional deans, and administrator coaching.

Demographics Strengths

- Despite the increase in enrollment and diverse populations, Wood River continues to achieve academic performance at high levels in comparison to the region and state. Wood River received an accountability rating of A and Distinction Designations for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness for the 2018-2019 school year. They were not rated in 2019-2020 or 2020-2021 after being declared a State of Disaster due to the Covid-19 pandemic.
- The continuous and gradual increase in overall enrollment shows the desire of families to move their children to CISD.
- The continuous increase in economically disadvantaged students allows Wood River to maintain Title I status and receive federal funding.
- Calallen ISD strives to maintain small class sizes under 22 (approximately 17 on average).

Problem Statements Identifying Demographics Needs

Problem Statement 1: PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.

Root Cause: The campus Hispanic population has increased from 47.2% in 2009 to over 55.93% in 2021. The economically disadvantaged student population is at 47.8% in 2021.

Student Learning

Student Learning Summary

The Texas Education Agency (TEA) announced that due to the COVID-19 virus's disruptive effects on more than 5.5 million Texas students, the districts and campuses will instead receive a label of "Not Rated: Declared State of Disaster" for the 2020 and 2021 Academic Accountability Cycle.

Students in Wood River are exposed to an enriching and challenging curriculum that leads to student success. The Texas Education Agency accountability system awarded Wood River an A rating in 2021-2022.

The practice of assessing student learning is essential for effective instruction and learning. High quality assessment provides teachers with the information regarding the extent to which students have attained the intended learning outcomes, and it informs teachers' instructional decision making (what to teach and how to teach) as well. Calallen ISD teachers are well-versed in the use of numerous assessment techniques designed to equip them with evidence of student learning and to make informed decisions on revising instruction and advancing student learning.

Because Wood River is an ECSE-2nd campus, we rely heavily on local data and assessments to guide instruction due to not having a STAAR grade level. That being said, Wood River is focused on student achievement and uses MAP as a growth measure to ensure our students are making the growth needed to excel on STAAR.

TEA TAPR Report Performance Data 2011

Grade 3 Reading

At Approaches Grade Level or Above	WR	State
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2021	91%	68%
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2019	90%	75%
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At Meets Grade Level or Above	WR	State
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2021	59%	45%
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2019	66%	48%
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At Masters Grade Level or Above	WR	State
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2021	32%	18%
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2019	46%	21%
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Grade 3 Math

At Approaches Grade Level or Above	WR	State
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2021 89% 66%

2019 91% 82%

At **Meets** Grade Level or Above **WR** **State**

2021 37% 58%

2019 52% 64%

At **Masters** Grade Level or Above **WR** **State**

2021 27% 18%

2019 37% 26%

Student Learning Strengths

Wood River has always strived to meet at or above 90% approaches, 60% meets, and 30% masters in all subjects on third grade STAAR. Although, we no longer had third grade on our campus we continue to strive to prepare our students to meet this goal.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although 3rd grade reading performance increased from 91% in 2021 to 92% in 2022, the meets category decreased from 59% in 2021 to 52% in 2022.

Root Cause: Increased rigor and passing standards required for students to meet the meets level along with a larger number of students who were in the RTI process and gaps caused by COVID closure and virtual learning.

Problem Statement 2: 3rd grade math decreased from 89% approaches grade level in 2021 to 81% approaches in 2021.

Root Cause: Realignment of math TEKS from previous years is identifying gaps that need to be addressed with PD, technology and other teacher resources. This class also had a large number of student who were in the RTI process. Large gaps created during virtual learning in the 2019-2020 and 2020-2021 school year.

Problem Statement 3: Although Wood River implemented continuous learning through the 2019-2020 and 2020-2021 school years, there is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance students toward meeting targeted goals, with emphasis on learners who did not participate in continuous learning and are served through special education and English learners.

Root Cause: Due to virtual learning in 2019-2020 and 2020-2021, lack of credible data sources being used to show evidence of learner growth.

Problem Statement 4: There is a need to continue provide a strong focus on high quality Tier I instruction and research-based interventions.

Root Cause: Due to gaps created during virtual learning in both the 2019-2020 and 2020-2021 school years.

Problem Statement 5: There is a need to not just maintain but increase the student growth domain of all students at all 3 levels of performance (approaches, meets, and masters).

Root Cause: Lack of focus on growth for all students. Due to gaps created during virtual learning in both the 2019-2020 and 2020-2021 school years.

Problem Statement 6: STAAR scores of special education students passing rate is 36% in reading and 45% in math. Data continues to show that special education and EB students struggle to perform satisfactorily on state assessments across the state and district.

Root Cause: Although there has been improvement in many areas, the growing diverse populations, especially with special education and EBs, and the STAAR passing rates amongst those students show a continuous need for resources and professional development targeting strategies for special education and EBs.

Problem Statement 7: There is a need to increase collaboration between and within grade levels to ensure coordination of programs, reduce redundancy of services, and increase student achievement.

Root Cause: Not enough vertical alignment.

School Processes & Programs

School Processes & Programs Summary

- Wood River Elementary has a comprehensive system of processes and programs designed to articulate the campus' mission, vision, and practices that send a clear message of what defines Wood River Elementary School. This is a message not only for educators but for the community at large. This message creates public understanding of what the school is trying to do to set the foundation in order to prepare students for challenging high school work and to ensure college, career, and/or military readiness.

The authenticity of this message is affirmed through the recently updated district's strategic plan that manifests the mission and vision — and then district actions that establish the conditions necessary for principals and teacher leaders to create an innovative and superlative school district. These conditions include aligning all policies and resources to the plan; creating a collaborative and supportive working relationship with each school; expecting and supporting the principal to become the school's instructional leader; and communicating the strategic plan, mission, and vision to the public in a highly visible way that provides the context for principals to make decisions supported by parents and the larger community.

Wood River teachers receive top-notch professional development opportunities throughout the year. Research indicates that teachers prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights. Our teachers are members of a strong collaborative culture who derive significant benefits in their day-to-day work in key instructional areas, such as planning lessons, developing teaching skills and content, and aligning curriculum and expectations.

In addition, Wood River teachers work collaboratively and effectively in Professional Learning Communities (PLCs). A PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

The focus of PLCs is ongoing “job-embedded learning,” rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs help fulfill the T-TESS continuous learning for teachers so that teachers benefit just as much as students.

Professional Practices

Professional Learning

Curriculum and Instruction and Special Education have been working together to design support systems for students who are not achieving their full potential. The departments collaborate together on delivering professional development opportunities as well as meet with the central office teams and instructional coaches as appropriate to provide scaffolded supports to students.

Calallen ISD has a history of providing personalized learning and wants to continue that. Professional learning sessions are planned to meet the needs of teachers with all levels of experience. Collecting feedback to inform future professional learning sessions will be an important step in the development of engaging sessions.

Calallen ISD has also provided extensive New Teacher Orientation and Mentor Teacher Training programs. The intent of this training is to provide new teachers with the support they need to be successful in the classroom.

Programs and Opportunities for Students at Wood River

Technology Integration

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to EduHero and Gateway online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

Dyslexia Program

CISD provides support to identified dyslexic students through direct interventions and the monitoring of in-class accommodations. The Dyslexia evaluators conduct evaluations for all students referred through Section 504. Parent and general teacher education is a critical component of dyslexia support. The district provides parent education opportunities as well as staff development opportunities for general education teachers to increase dyslexia awareness.

Early Childhood Education

Wood River will have full day pre kindergarten 2022-2023 school year to comply with requirements outlined in House Bill 3.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2021-2022 school year four schoolwide elementary campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Calallen ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners.

Counseling and Mental Health Services

The school counselor works with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. Restorative Practices is an integral component in the counseling program. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner.

All school staff members are trained in recognizing students who may be at risk of suicide.

Bilingual and EB Program

Wood River Elementary seeks to provide excellence in education for English learners through service rooted in integrity and innovation; advocacy for English learners and their families; and affirmation and advancement of the strengths of a diverse community. Students with a primary language other than English who are identified as English learners shall be provided a full opportunity to participate in an English as a second language (ESL) program. ESL program services are offered at all Calallen ISD campuses. (Title III)

Gifted and Talented Program

The gifted and talented program is available at Wood River first through third grade, and the spring of kindergarten after students have been identified. GT teachers receive training in screening processes and procedures and in the delivery of curriculum to GT students.

Coordinated Health Program

Wood River ensures all students in physical education classrooms are physically active. Beginning with the third grade, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes.

The district supports Coordinated Approach to Child Health (CATCH) initiatives and complies with all requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board. Our district curriculum for physical education and health incorporates a Coordinated School Health approach in the unit plans for grades K-12. All students in grades 3-12 enrolled in a physical education course participates in the annual FitnessGram. A variety of physical education units of study options are available in the curriculum to allow for personalized learning experiences, based on student needs, in grades K-12.

Procedures

Discipline Management

Wood River Elementary has policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. Additionally, we use Restorative Practices circles and other specific practices which prevent student misbehavior.

Bullying and Violence Prevention

Calallen ISD has multiple policies in place which prohibit bullying, including cyberbullying, as defined by state law. Procedures are in place for campus reporting, including anonymous reporting of bullying. Each campus conducts an investigation based on the allegations of the report and takes appropriate action. Parents of the victim and student accused of bullying are both notified of the results of the investigation and subsequent actions which will prevent future bullying.

Calallen ISD has policies and procedures aligned with Federal and State laws such as implementing an anonymous reporting system. Calallen ISD provides multiple avenues to report allegations of bullying or harassment.

Information specific to dating violence is delivered to students at the secondary levels.

School Processes & Programs Strengths

- Calallen ISD offers top notch professional development for teachers including best practices and researched based methods. - *Professional Development Needs Assessment Survey Data-Data Source*
- Wood River Elementary continues to evaluate program strength and weaknesses as well as program usage and value (including all programs related to technology integration) to ensure they are aligned with campus and district goals.
- Wood River offers curriculum writing time and PLC time.
- Calallen ISD offers a variety of trainings which are available to Wood River staff including face-to-face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district and at the Wood River campus.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at Wood River. Wood River's approach to student and family outreach is a major strength of the campus.

- Strengths include active, frequent and predictable outreach and communication with stakeholder groups.
- The strengths of campus professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for an increased emphasis on physical, mental, and social health and wellness during this universal pandemic.

Root Cause: COVID-19 and uncertainty

Problem Statement 2: Although Wood River strives to increase the number and availability of technology devices and equipment and offer PD in tech integration and virtual learning, there is still a continuous need to do more due to growth and constant advancements in technology .

Root Cause: The lack of adequate preparation for virtual learning results in a push for more technology, increased internet connectivity, hot spots for students without internet, and technology equipment and PD for teachers.

Problem Statement 3: As noted under student achievement section, reading and math scores are still above state average, but would like to continue to be improved upon. (See Student Achievement)

Root Cause: Professional development needs assessment survey results indicated a need by staff to receive more PD on best practices to improve reading for struggling learners.

Problem Statement 4: There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats.

Root Cause: Third grade integrated much more technology in daily activities. Kinder thru second grade needs more training.

Problem Statement 5: There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.

Root Cause: Lack of knowledge and understanding of early reader deficiencies.

Perceptions

Perceptions Summary

Wood River Elementary recognizes the importance of perceptions and realizes that perception is in the eye of the beholder. Perceptions are important since people act based on what they believe. It's important to know what relations have been like in the past, and what expectations the school and community have for the future. One year of perception data could answer the question, "What are current parent, student, or teacher perceptions of the learning environment?" Over time, and with specific interventions, the question could be, "How have perceptions of the learning environment changed?"

The strategic planning committee mandated the use of a student and parent perception survey and perception data has been collected for several years. The data must be analyzed each year then aggregated to see what (if anything) has changed. In addition, the district and WR campus is committed to becoming a stronger force in the community. Wood River will proactively market itself and highlight events, activities, and accomplishments through social media and various other methods. Increased communication, parent, and community involvement is a key to the success of this endeavor.

Wood River Elementary works diligently to ensure that parents, staff, and community members have ample opportunities to provide feedback, and ask questions about the educational direction of the campus and district. We encourage two-way dialogue with constituents through its Site Based Decision Making Committee which includes a representative group of staff, parent, business, and community members. A Comprehensive Needs Assessment committee meets annually to determine campus goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, business, community and staff are also available to constituents to participate. Discussion topics include the instructional calendar, staffing needs, budgeting, improvement plans and goal setting.

The District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Information on District considerations are shared via a number of outlets including parent and community email, social media and via the website.

In addition to offering a number of engagement opportunities to stakeholders, Wood River makes an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the us to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district and WR campus annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being.

Wood River frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community members to engage in the educational process at the campus. Wood River Elementary will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, because Wood River is a Title I campus, we will place emphasis on parent and family engagement. 2020-2021 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel Wood River is a safe, happy place which is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. Wood River and the district will continue to provide information to parents in a format and language that parents can understand.

Perceptions Strengths

Wood River continues to strive to offer top notch staff development and training. Recent relationship and behavior initiatives have improved discipline and school climate. High numbers of parental attendance at events and involvement shows the support of our community for our school.

Sources include:

- longitudinal data showing discipline, attendance, academic achievement and more
- Student, teacher, and parent surveys
- Calallen ISD District and Wood River Highlights
- Increased enrollment showing interest in our district

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus attendance rates dropped to 92%.

Root Cause: We have struggled to maintain above 95% this year due to many ongoing challenges in society, COVID-19, illnesses, diverse populations and expectations. Lack of funding for motivational initiatives and incentives make it difficult to reward and motivate some parents. Courts are backed up, so truancy cases have been on hold.

Problem Statement 2: Although discipline referrals have gone down, we do have an increase of students using BSIP.

Root Cause: Due to the change in diverse populations, the increased use of social media, and ongoing changes in society, teachers and admin need continuous professional development in building relationships and best practices for school and classroom management. Social and emotional issues caused by COVID.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Early Child Literacy Board Outcome Goal: In all grade levels students will show a 5% increase in average or above average categories NWEA MAP Spring testing.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan. Strategy's Expected Result/Impact: Early identification and timely intervention to ensure each child reads by third grade, finds success in school. Staff Responsible for Monitoring: Campus administration; dyslexia therapists; reading interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor differentiated instructional activities for all special program areas (at risk, Title 1, special education, GT, 504, EB, Dyslexic, Migrant, Foster Care, Homeless Student) to actively engage students through the use of high-yield instructional strategies. Strategy's Expected Result/Impact: Increased academic success for special pops/ Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - ESSA Title I, Part A - \$50,324	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to develop, refine, and implement a campus-wide Response to Intervention (RTI) program using data for differentiation and NWEA MAP as a universal screener for grades K-2 in ELAR and Math. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs. Strategy's Expected Result/Impact: RTI plan; Student performance on local and state assessments Staff Responsible for Monitoring: Campus Administrators, Counselor, Interventionists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students to ensure that all System Safeguards are met. Implement attendance and intervention plans as needed. Strategy's Expected Result/Impact: List of identified students; personalized instructional plans; student progress Staff Responsible for Monitoring: Campus administrators; counselors; teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success. Strategy's Expected Result/Impact: Student performance on local and state assessments Staff Responsible for Monitoring: Teachers, Reading and Math Interventionists	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide small group tutorial support within the school day for students struggling in Reading grades K-2. Strategy's Expected Result/Impact: Student performance on guided reading levels, local, and state reading assessments Staff Responsible for Monitoring: Teachers, Reading Interventionist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide small group tutorial support within the school day for students struggling in Math in first and second grade. Strategy's Expected Result/Impact: Student performance on local and state math assessments Staff Responsible for Monitoring: Teachers, Math Interventionist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide student assistance and support through the counseling department and other agencies as appropriate. Strategy's Expected Result/Impact: Student performance on local and state reading and math assessments Staff Responsible for Monitoring: School Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, prekindergarten students will be assessed using Texas School Ready CLI Engage CIRCLE Progress Monitoring platform. Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Strategy's Expected Result/Impact: Annual student progress in reading and math. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: In order to predict student academic growth toward meeting the grade 3 STAAR reading and math goal, students in grades k-2 will be assessed using NWEA MAP. Assessments will be conducted at the beginning of year, middle of year, and end of year. MAP Growth reveals how much growth has occurred between testing events and, when combined with MAP norms, shows project proficiency. Using RIT data, educators can track growth through the school year and over multiple years. Strategy's Expected Result/Impact: Annual student progress in reading and math. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Promote the development of healthy social skills and problem solving techniques through leader in me, restorative practices and guidance lessons. Strategy's Expected Result/Impact: Increase problem solving and effective social emotional Staff Responsible for Monitoring: Counselor and Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Wood River will maintain its Distinction Designation for Post-Secondary Readiness and expose students to information in the areas of college, career, and military readiness.

Strategy 1 Details	Reviews			
Strategy 1: Conduct career awareness sessions during counselor lessons in order to promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Strategy's Expected Result/Impact: Informal assessment after class instruction Staff Responsible for Monitoring: Counselor Title I: 2.5 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Have students choose a profession of interest and take pictures of each student in a costume of that particular profession. Strategy's Expected Result/Impact: Pictures of students dressed for success Staff Responsible for Monitoring: Counselor and Counselor's Secretary, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Display students dressed in outfits depicting various occupations. Strategy's Expected Result/Impact: Pictures displayed in hallways Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Host a career day which exposes all students to various careers involving parents and community members. Strategy's Expected Result/Impact: Student participation in career day. Staff Responsible for Monitoring: Counselor and Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Have at least one college day a month. Strategy's Expected Result/Impact: Students and staff wear college attire. Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: 95% of all students will show progress toward developing literacy skills as measured by the Texas School Ready CLI Engage CIRCLE and NWEA MAP progress monitoring platforms.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan. Strategy's Expected Result/Impact: Student performance on MAP Staff Responsible for Monitoring: Campus Administrators, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and utilize curriculum, lesson plans, and materials to support classroom instruction focused on higher -order thinking using high-yield strategies. Strategy's Expected Result/Impact: Student performance on MAP Staff Responsible for Monitoring: Campus Administrators, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain parent communication regarding academic progress. Strategy's Expected Result/Impact: Communication logs, student performance on MAP Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use data to diagnose student weaknesses and provide targeted tutorial assistance. Strategy's Expected Result/Impact: Student performance on MAP Staff Responsible for Monitoring: Data team--Campus Administrators, Counselor, Interventionists, Teachers	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide a reading interventionist and a paraprofessional for additional reading and instructional support. Strategy's Expected Result/Impact: Student performance on MAP Staff Responsible for Monitoring: Curriculum office, Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Wood River will ensure effective communication with 100% staff, parents and community members.

Performance Objective 1: Provide a framework to increase positivity so that all students, staff and parents are actively participating and engaged in the school culture.

Evaluation Data Sources: Activity and event sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Because Wood River is a Title I campus, it will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities through trainings, the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success. Strategy's Expected Result/Impact: Participation of parents on campus and at campus activities, appropriate funding Staff Responsible for Monitoring: Campus administrators; parents Title I: 2.5, 4.2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Make sure all parents have completed Family Access registration in order to receive e-mails and phone calls. Strategy's Expected Result/Impact: Skyward confirmation of message receipts Staff Responsible for Monitoring: Campus administrators, Secretary	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Keep parents, staff, and students up to date on school events using family access, approved district technology communication, and notes home. Strategy's Expected Result/Impact: Student and parent participation at events, Skyward confirmation of message receipt. Staff Responsible for Monitoring: Principal and Secretary	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Encourage membership in PTA. Strategy's Expected Result/Impact: Daily parent involvement and attendance at campus events Staff Responsible for Monitoring: Campus Administrators, PTA President	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue to provide volunteer training and conduct background checks. Strategy's Expected Result/Impact: Parent participation on campus and school related events Staff Responsible for Monitoring: Assistant Principal/Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Maintain campus web page and include links to appropriate educational sites and resources for parents. Strategy's Expected Result/Impact: Up to date web page Staff Responsible for Monitoring: Campus Administrators and Secretaries	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize Federal funds for parent and family engagement activities and resources. Title I: 2.5 Funding Sources: Parent Resources/Training - 211 - ESSA Title I, Part A - \$1,400, - 263 - ESSA Title III, Pt. A - \$1,186	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: As part of Title I, Part A, Wood River will develop and distribute a written parent and family engagement policy that addresses all mandated items to the parents and family members or our students. The plan will be made available in English and Spanish. Strategy's Expected Result/Impact: Scores, benchmark assessments, Parent and Family Engagment Plan, sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators; Teachers Title I: 4.1 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Hold at least 2 public meeting to share title 1 campus programs and strategies. Strategy's Expected Result/Impact: Participation of parents in the meeting; sign-in sheets Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Wood River will ensure effective communication with 100% staff, parents and community members.

Performance Objective 2: The percentage of attendance will meet 95% or above as measured by the State Accountability System.

Evaluation Data Sources: Attendance records and data

Strategy 1 Details	Reviews			
Strategy 1: Continue focus on improving student attendance through campus incentive and recognition programs. Strategy's Expected Result/Impact: Attendance will increase at least 1% Staff Responsible for Monitoring: Campus administrators, Teachers, PTA	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to contact parents in writing, by phone, and in person when students are beginning to accumulate too many absences. Strategy's Expected Result/Impact: Attendance rate increase of 1% Staff Responsible for Monitoring: Assistant Principal, Attendance Secretary	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to work with the district truancy officer to ensure adherence to compulsory attendance requirements. Strategy's Expected Result/Impact: Attendance rate increase 1% Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to teach healthy habits. Strategy's Expected Result/Impact: Attendance rate increase of 1% Staff Responsible for Monitoring: PE teacher, Nurse, Counselors	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Wood River will ensure effective communication with 100% staff, parents and community members.

Performance Objective 3: Provide an intentional culture of school safety and wellness supported by 100% of school staff and students.

Evaluation Data Sources: SHAC committee minutes, campus related activity records or health and wellness activities, and records of practicing safety drills

Strategy 1 Details	Reviews			
Strategy 1: Have campus staff be a member of the district SHAC (School Health Advisory Council). Staff Responsible for Monitoring: School Nurse, PE teacher	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Make sure routines and procedures are in place to secure building and check in visitors. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Have routine safety/emergency drills to ensure preparedness. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Send monthly safety newsletters/meetings to remind staff of safety precautions. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Have staff trained in Restorative Practices, Nonviolent Crisis Intervention and Leader in Me. Staff Responsible for Monitoring: Campus Administration, Counseling, and special education staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve school conditions for student learning. Promote the physical, mental, social and emotional well being of all students. Provide counseling as needed and communicate frequently with parents. Strategy's Expected Result/Impact: Students and parents are informed and supported Staff Responsible for Monitoring: Superintendent, principal, teachers	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: A Multi hazard Emergency Operation Plan has been put into place. It has provisions pertaining to substitutes teachers and regular employees during emergency or a drill. Continue school safety and security committee that includes specified members and duties and threat assessment team appointed by the superintendent. Strategy's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitutes and regular employees, safety committee Staff Responsible for Monitoring: Superintendent, Director of Operations, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that district employees and students advocate for safety in the school, districts, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities. Strategy's Expected Result/Impact: Complete safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus. Staff Responsible for Monitoring: Director of Operations	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wood River will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 1: Engage 100% of Wood River learners through the use of technological tools to access, create and share content as well as collaborate with other learners within the classroom learning environment.

Evaluation Data Sources: Technology PD for staff and technology, lesson plans with technology integration, and records with inventory of devices and equipment

Strategy 1 Details	Reviews			
Strategy 1: Continue to explore and incorporate emerging technologies including tools to the greatest extent possible including their incorporation into instructional programs. Strategy's Expected Result/Impact: Use of technology in teacher and student lessons Staff Responsible for Monitoring: Campus Administrators, Campus Technology Staff, District Technology Specialist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide options for applied learning projects using technology in curriculum areas and special programs. Strategy's Expected Result/Impact: Use of technology in teacher and student projects Staff Responsible for Monitoring: Campus Administrators, Campus Technology Staff, District Technology Specialist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to utilize and expand the library Makerspace to allow students to foster creativity and engage in critical, independent thinking in and interactive setting that focuses on STEM and STEAM. Strategy's Expected Result/Impact: Increased Makerspaces resources Staff Responsible for Monitoring: Campus Administration, Librarian Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wood River will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 2: 100% of the WR staff will Integrate innovative technology instructional practices to support and enrich classroom instruction.

Evaluation Data Sources: Technology PD for staff and technology, lesson plans with technology integration, and records with inventory of devices and equipment

Strategy 1 Details	Reviews			
Strategy 1: Provide instruction in technology that will focus on reinforcement of curriculum skills, the technology TEKS (Learning.com), and the application of technology for extended learning projects. Strategy's Expected Result/Impact: Staff attendance at technology trainings, technology integration into lesson and student learning. Staff Responsible for Monitoring: Technology Integration Specialist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to have technology integration specialist assist teachers with technology integration into instructional plans. Strategy's Expected Result/Impact: Technology integration into lessons and student activities. Staff Responsible for Monitoring: Curriculum, Technology Specialists, Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize computer assisted instruction programs to remediate and/or enrich student learning. Strategy's Expected Result/Impact: Student use of computer programs, student mastery of the TEKS Staff Responsible for Monitoring: Campus administrators, Teachers, Curriculum Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Incorporate technology into lessons using Brain pop, you tube and other visuals to enhance learning. Strategy's Expected Result/Impact: Students engaged in the learning process Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Program Renewals - 211 - ESSA Title I, Part A - 211-E-11-6397-00-105-0-99 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students will use technology during stations to enhance learning using Apps, or use technology to conduct research. Strategy's Expected Result/Impact: Students using Ipads and/or computers in the classroom Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Have students work on Learning.com weekly to increase technology skills. Strategy's Expected Result/Impact: Increased student technology knowledge. Student participation. Staff Responsible for Monitoring: Classroom Teachers Specials Teachers/Paras Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Wood River will create an efficient safe and supportive environments in which students, staff, parents and community member are meaningfully and actively engaged.

Performance Objective 1: Maintain and increase partnerships (an additional 2%) with parents/guardians, businesses, community organizations, local government, and higher education institutions to prepare students for their future.

Evaluation Data Sources: Sign-in sheets and records of activity involving businesses and community

Strategy 1 Details	Reviews			
Strategy 1: Partner with local businesses to provide student incentives (rewards)--CiCi's, McDonalds, Nolans, Starbucks, Chic-fil-A, Bubbas 33, Sonic, HEB, Ice Rays, etc. Strategy's Expected Result/Impact: Business participation and support Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Wood River will create an efficient safe and supportive environments in which students, staff, parents and community member are meaningfully and actively engaged.

Performance Objective 2: Increase parental involvement so that all students staff and parents are actively participating and engaged in the school culture.

Evaluation Data Sources: sign in sheets, parent participation in meeting

Strategy 1 Details	Reviews			
Strategy 1: Wood River will utilize federal funds to increase parent and family engagement through a variety of activities. Strategy's Expected Result/Impact: Increased sense of belonging for campus families Staff Responsible for Monitoring: Teaches, Administrators, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 1: Wood River Elementary will continue to earn all Distinction Designations available in recognition of outstanding achievement.

Evaluation Data Sources: TEA Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying students with reading deficits, characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan. Strategy's Expected Result/Impact: Maintain all Distinction Designations Staff Responsible for Monitoring: Campus Administrators, Teachers, Reading and Math Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to develop, refine, and implement a campus-wide Response to Intervention (RTI) program using data for differentiation and NWEA MAP as a universal screener for grades K-2 in ELAR and Math. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs. Strategy's Expected Result/Impact: Maintain all Distinction Designations Staff Responsible for Monitoring: Campus Administrators, Counselor, Interventionists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success. Strategy's Expected Result/Impact: Keep number of Distinction Designations Staff Responsible for Monitoring: Teachers, Reading and Math Interventionists, RTI team	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide small group tutorial support within the school day for students struggling in reading and math grades K-2. Strategy's Expected Result/Impact: Keep number of Distinction Designations Staff Responsible for Monitoring: Teachers, Reading Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund: SCE - \$5,000, - 281 - ESSER II - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide all students with social emotional learning (SEL) support through the counseling department and other agencies as appropriate. Strategy's Expected Result/Impact: Keep number of Distinction Designations Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 2: 100% of WR staff who have been trained, will use high yield strategies, in order to create a learning organization which uses relevant, real world applications to develop critical thinking, problem-solving skills, and a life-long love of learning.

Evaluation Data Sources: Lesson plans, PD records, and walkthrough/observation data

Strategy 1 Details	Reviews			
Strategy 1: Continue to work and grow as a Professional Learning Community focused on student learning. Share best practices at planning time, incorporating the latest teaching techniques learned at trainings, and analyze assessment data to drive future instruction. Strategy's Expected Result/Impact: Student performance on local and state assessments, campus culture and morale Staff Responsible for Monitoring: Campus Principal and Campus Leadership Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase SBDM members' understanding of committee roles and responsibilities. Strategy's Expected Result/Impact: SBDM team involvement in the decision making process Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Wood River will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retenion.

Performance Objective 1: Wood River will be 100% staffed with highly effective, certified personnel.

Evaluation Data Sources: Teacher certification records

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all Wood River teachers are appropriately certified and that the new hires meet certification status prior to employment. Ensure proper certification and training for early childhood teachers. Strategy's Expected Result/Impact: Teacher records and documentation Staff Responsible for Monitoring: Human Resource Director, campus administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all Title I paraprofessionals currently employed have completed two years of study at an institute of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality as demonstrated through an assessment. Strategy's Expected Result/Impact: Paraprofessional documentation Staff Responsible for Monitoring: Human Resource Director, campus administration Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct a campus needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers. Strategy's Expected Result/Impact: Student benchmark scores; grades; needs assessment survey results and aligned training Staff Responsible for Monitoring: Assistant superintendent, campus administrators Title I: 2.4, 2.5, 2.6, 4.2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide campus wide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, technology, TA - TEKS, sexual abuse, maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, SEL, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel. Strategy's Expected Result/Impact: Teacher training documentation; training evaluations; training descriptions and Eduphoria data Staff Responsible for Monitoring: Central office administrators, campus administrators, data analyst, technology integration specialists, teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; Recognize students displaying early warning signs and a possible need for early mental health intervention and substance abuse; Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL). Conduct a cyber-security night and hold crisis team meetings as needed; Provide resources for students with mental health issues; Provide training as need in grades 7-12 on bleeding control stations; Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive; Every educator must attend a school safety training course approved by TSSC; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; Provide training on the ways grief and trauma affect student learning; Provide training on ways to prevent, identify, and respond to reports of bullying incidents; Provide training to new teachers and mentor teachers; Provide training on cybersecurity for mandated employees. Strategy's Expected Result/Impact: Teacher training documentation, training evaluations, Eduphoria data Staff Responsible for Monitoring: Central office administration; campus administrators, data analyst, technology integration specialist, instructional deans, teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Strategy's Expected Result/Impact: Competent, properly certified teachers on campus Staff Responsible for Monitoring: Human Resources Department	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Wood River will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retenion.

Performance Objective 2: 100% of WR staff will implement learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Evaluation Data Sources: Lesson plans, PLC records, and walkthrough/observation data

Strategy 1 Details	Reviews			
Strategy 1: Continue to support local curriculum planning in order to have a common instruction and assessment of the TEKS. Strategy's Expected Result/Impact: Teacher attendance at local curriculum writing, Teachers increased understanding of the TEKS, Improved Student Performance Staff Responsible for Monitoring: Central Office Curriculum Department, Campus Principals, Local Curriculum Writers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue an extended PLC schedule which will allow grade level teachers to colloborate weekly on lesson plans and instructional methods. Strategy's Expected Result/Impact: Student performance on local and state assessments Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All staff will implement the use of Kagan structures routinely with their lessons in order to keep students engaged and learning. Strategy's Expected Result/Impact: Student engagement during observations and Walk-throughs Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Wood River will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: Utilize the Texas Teacher Evaluation and Support System (T-TESS) to evaluate 100% of teachers scheduled for evaluation as well as support new teachers through mentoring.

Evaluation Data Sources: Walkthrough/observation data and mentoring logs

Strategy 1 Details	Reviews			
Strategy 1: Have teachers with less than three years teaching experience assigned a mentor to help them navigate their formative years. Strategy's Expected Result/Impact: Teacher and student growth Staff Responsible for Monitoring: Campus administrators, mentor teachers, Central Office	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct routine walk-thrus and required observations to give teachers timely feedback on areas done well and suggestions for improvement in other areas. Strategy's Expected Result/Impact: Teacher Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Institutionalized Initiatives

Performance Objective 1: Wood River will remain cognizant of and monitor implementation of 100% of the initiatives/strategies that are ongoing or continue from year-to-year.

Evaluation Data Sources: various

Strategy 1 Details	Reviews			
Strategy 1: Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction. Strategy's Expected Result/Impact: Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction. Staff Responsible for Monitoring: Deputy supt., assistant supt., curriculum curriculum dept., campus administrators, curriculum writers, teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize STCC High Yield Strategies, Kagan Structures and information from STCC training sessions to create interactive, engaging, and dynamic lessons. Strategy's Expected Result/Impact: Walk throughs, teacher observations, lesson plans, benchmark scores, student involvement Staff Responsible for Monitoring: Deputy superintendent, Assistant Supt., curriculum department, campus administrators, teachers Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Differentiate instruction appropriately for student groups: ESL, bilingual, dyslexic, special education, gifted/talented, enriched, AP, and dual credit courses. Strategy's Expected Result/Impact: Lesson plan documentation, walk-thrus, progress monitoring Staff Responsible for Monitoring: Teachers, special education personnel, dyslexic specialists, GT teachers, Pre-AP, AP teachers, curriculum writers, university personnel Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators. Strategy's Expected Result/Impact: RDA, SPP, ESSA reports, PEIMs submissions, TEA reports Staff Responsible for Monitoring: Deputy supt., assistant supt., curriculum curriculum dept., campus administrators, special education director, teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA) risk elements. Administrators will continue to attend ARDs and provide input for student success. Strategy's Expected Result/Impact: Report on RDA risk elements; NWEA data - progress monitoring Staff Responsible for Monitoring: Deputy superintendent, special education director, diagnosticians, counselors, LSSPs, SLPs, teachers, campus administrators Title I: 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Conduct professional development including training for the inclusion classroom and support to include differentiated instruction, STAAR Alt, TELPAS Alt, STAAR testing accommodations, and autism training for all staff. Strategy's Expected Result/Impact: Sign-in sheets, training calendar; Eduphoria Staff Responsible for Monitoring: Assistant supt., special education director, diagnosticians Title I: 2.5 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Examine special education programs and delivery to ensure adequate supports to teachers and students, as well as clear parameters for allocation of staff and resources including the need for special education teachers and paraprofessionals paid through IDEA-B and special education funds. Strategy's Expected Result/Impact: Data documentation; schedules, student data Staff Responsible for Monitoring: Special education director Title I: 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Focus on reading and writing literacy and comprehension for EB students. Update accommodations for EB students and assign students to an ESL course when appropriate. Ensure that EB identified students are being served by an ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments. Strategy's Expected Result/Impact: Student scores; nine-weeks grades, benchmark assessments, EB accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters Staff Responsible for Monitoring: ESL/EB coordinator, campus administrators, counselor, teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Comply with Title III and Results Driven Accountability RDA mandates. Improve use of Title III requirements for parent outreach specifically for parents of EL students. Train staff on Title III Increasing and strengthening Parental Outreach companion. Implement a districtwide plan which focuses on writing across the curriculum. Strategy's Expected Result/Impact: Monitor Title III and RDA mandates and data; parental outreach companion; lesson plans, walk-throughs, student scores and data Staff Responsible for Monitoring: ESL/EL coordinator, campus administrators, counselor, teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: Ensure implementation of Response to Intervention (RtI) procedures; provide annual campus training on RtI referral procedures. Continue to streamline RtI process and use of universal screener data from MAP. Strategy's Expected Result/Impact: Sign-in sheets, training calendar, documentation and data, students placed into tiered interventions; eStar reports and tiered folders located in Skyward Staff Responsible for Monitoring: Superintendent, deputy supt., assistant supt., curriculum curriculum dept., campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Oct	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data- driven PLCs. Strategy's Expected Result/Impact: Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar Staff Responsible for Monitoring: Data analyst, assistant supt., campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: The campus will work with the district School Health Advisory Council (SHAC) to ensure that students participate in the school's required physical education activities such as: Fitness Gram, student academic performance data, student attendance rates, students who are economically disadvantaged, the use and success of any method to ensure that students participate in moderate to vigorous physical activity, use the SPARK curriculum, and any other indicator recommended by SHAC. Strategy's Expected Result/Impact: SHAC agenda, meeting notes, staff training calendar, district policies Staff Responsible for Monitoring: Deputy supt., District RN, campus administrators, PE teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Consistently hold students accountable for attendance, provide meaningful and beneficial makeup hours/ classes, and inform parents of the seriousness of truancy. Strategy's Expected Result/Impact: Improved student attendance and scores, documentation of individual counseling, parent conferences, attendance committee meetings, implementation of truancy behavior contracts Staff Responsible for Monitoring: Campus administrators, counselor, teachers Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Wood River will expand well rounded educational opportunities through increased hands on activities.

Performance Objective 1: Increase and implement age appropriate hands on activities by allowing 100% of students the opportunity and access to the real world experiences.

Evaluation Data Sources: field trips, attendance logs, schedules, family surveys

Strategy 1 Details	Reviews			
Strategy 1: Promote well rounded educational opportunities to assist students in developing relevant knowledge and skills to relate to the world around them. Strategy's Expected Result/Impact: 100% of Wood River students will have access to well rounded experiences. Staff Responsible for Monitoring: Teachers, Administrators, Counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 287 - ESSA Title IV - SSAEP - \$1,710	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elisa Valadez	Reading Interventionist	Reading Lab	
Lisa Naranjo	Reading Interventionist	Reading Lab	

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			\$5,000.00
Sub-Total					\$5,000.00
211 - ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$50,324.00
2	1	7	Parent Resources/Training		\$1,400.00
3	2	4	Program Renewals	211-E-11-6397-00-105-0-99	\$5,000.00
Sub-Total					\$56,724.00
263 - ESSA Title III, Pt. A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$1,186.00
Sub-Total					\$1,186.00
287 - ESSA Title IV - SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			\$1,710.00
Sub-Total					\$1,710.00
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			\$5,000.00
Sub-Total					\$5,000.00