

# **Houston Independent School District**

## **127 Woodson Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 13, 2021

# Mission Statement

Carter G. Woodson Leadership Academy will employ a rigorous academic program with high expectations to cultivate the holistic development of all students.

## Vision

Carter G. Woodson Leadership Academy will develop leaders who will utilize their academic knowledge to serve as a catalyst for change in the global society.

## Core Beliefs

**Excellence:** We pursue the highest standards in academic achievement and organizational performance.

**Integrity:** We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

**Equity:** We foster an environment that serves all students and aspires to eliminate the achievement gap.

**Inclusiveness.** We celebrate our community, honoring unique perspectives and ideas of everyone.

**Citizenship:** We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote holistic development of all children.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Woodson Leadership Academy is a neighborhood school serving students in the Sunnyside and South Acres communities within the Houston Independent School District. It has been affectionately nicknamed the “Baby Pride of Sunnyside”. During the 2020-2021 school year, Woodson had 622 students attending Pre-Kindergarten through fifth grade. There has been a downward trend in enrollment since 2019-2020 especially in PK and intermediate grades (3 – 5). Woodson is now competing with other schools within the district and charter schools who have established early childhood programs and established next door. This trend had an impact on the downward enrollment trend. Enrollment has leveled out at or near 600- 645 students over the past 3 years. Currently, due to the pandemic, our numbers are very low to start 2021-2022 school year: 482 enrolled as we return to fully face-to-face instruction. Since there is a high disperse of families due to the pandemic, one concern that we have is many of our families have moved out of the school zone once again impacting our enrollment.

The Ethnicity Distribution of Woodson is: 89% African American, 10% Hispanic, 1% White, 1% Asian/Pacific Islander, and 0% Multi-Racial students. 99% of our students are considered economically disadvantaged. seven percent of our students are English Learners, four percent are bilingual scholars and five percent are English as a Second Language (ESL) scholars. . We have a mobility rate of 19%, and 48% of our students are labeled as at-risk. Nine percent of our students are homeless with one percent identified as foster care. Twelve percent of our students have disabilities and are serviced by special education services with 2 percent of the population slated to receive dyslexic intervention. Currently we have 10 students in the Gifted and Talented program. Because the Woodson is 100% school-wide Title I campus, our entire student body receives free breakfast and lunch.

For the 2021 - 2022 school year, 33% of the staff is new to the campus. At the end of the last school year, six teachers transferred to other schools within the district, eight staff members accepted employment in a neighboring district, three received a promotion within the district and two staff members left the profession. The retention of teachers and staff had been steady over the past three years. However, the pandemic created a challenge in retaining staff at the campus, in the district, and in the profession. We have approximately forty-seven instructional staff employees, not counting the teaching staff provided with our Head Start collaboration. Ninety-two percent are African American, six percent are Hispanic, and two percent are White. We have one 1st year teachers 2021-2022 school year. Most of our staff has between two to five years of teaching experience.

### Demographics Strengths

Over the last few years, Woodson has been afforded to opportunities to acquire a more diverse instructional and non-instructional staff.

Staff is more conscious of culturally diverse of the student body when meeting the needs of students.

### **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1 (Prioritized):** Although the school enrolls a sufficient number of scholars in our primary classes (PK3 - Gr. 2), the school experiences a copious decrease in student enrollment in the intermediate grades (Gr. 3 - Gr. 5). **Root Cause:** Increase number of competing charter schools being established next door to the school.

**Problem of Practice 2 (Prioritized):** Retaining instructional and non-instructional staff create an unstable continuation of the high, rigorous level of teaching and learning offered at the campus. **Root Cause:** After building capacity, staff often receive promotions or leave to obtain employment in neighboring districts.

**Problem of Practice 3 (Prioritized):** The enrollment numbers and attendance rate are lower than projected. The overall attendance for the 2020-2021 school year is 83%. **Root Cause:** The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area. Students are not responsive to or did not qualify for online learning.

# Student Learning

## Student Learning Summary

Woodson is a rated as a B campus based on the Texas Education Accountability System. While we increased in the area of student achievement Index 1 from 66 to 72%, we remained the same in student progress - index 2 and dropped slightly in index 3 closing performance gaps and index 4 post secondary readiness.

## Student Learning Strengths

More catered Small group instruction and interventions to meet the academic and behavioral needs of student that promotes student success.

Reading program is shoeing gains both in student growth and student achievement.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. **Root Cause:** Novice teachers

**Problem of Practice 2 (Prioritized):** The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) **Root Cause:** Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..

**Problem of Practice 3:** 85% of our Gr. 5 scholars do not meet the standards on the STAAR Science assessment. **Root Cause:** Due to a unexpected change in staffing, one teacher was charged with providing both math and science instruction with limited capacity and experience in science education.

# School Processes & Programs

## School Processes & Programs Summary

The instructional leadership team includes a : the Principal, 5 Teacher Specialists and 1 IB Coordinator. Each member has been assigned to serve as grade level administrators as well as content specialists. PK and K classes are all self contained while grades 1 - 5 are departmentalized.

At Woodson, we have a talented group of educators. However, 30% of the staff is novice teachers with between 0-2 years of experience. So, we have a campus focus on building capacity in content and pedagogy. We will utilized district and campus support to insure that our staff (both instructional and non-instructional) are improving on their pedagogy and delivery of instruction to our children. Another big focus of ours has been working on social emotional aspects for our students.

During the school year 2020-2021, the new principal had 25 years of experience in education with 7 of those years have been in administration. Great improvements were observed in our students on all levels. The culture of excellence steered operations with a strong instructional background in elementary and secondary level. Additionally the district assigned a Teacher Development Specialist for math and science as well as a data-Driven Instruction Specialist who will be responsible for all aspects of student assessment data & data management, as a well as a proper monitor for RTI implementation.

## School Processes & Programs Strengths

Woodson Leadership Academy is committed to building all stakeholder in three areas: relationships, capacity, and programs. We are aligning processes and procedures across the campus in the areas of academics and social emotional. The staff is committed to making sure they have all the tools in their toolbox in order to assure their students are growing and improving. Our teacher specialists service all grade levels. They do a combination of supporting with planning, coaching, modeling and giving feedback to their grade levels as well as content. They are continuing to grow as they two attend staff development that helps them to improve teaching and learning Our goal is to provide our teachers support with instructional practices, coaching, and student interventions. Teachers are provided with weekly support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing. Monthly teachers are invited to attend learning labs to invest in their capacity.

Our new teachers new to education are assigned a Mentor and our new to campus teachers are assigned a buddy teacher to assist and support. The lead mentor oversees their relationship and support while serving as a liaison with the administration.





# Perceptions

## Perceptions Summary

Woodson culture and climate had been negatively affected by its past history with TEA. The school was rated as one of the worse schools in HISD, and was slated to face closure. Family engagement is low, however events like Meet the Teacher, Open House, Parent Conferences are attended by limited dedicated parents.

Climate results showed a low result compares with the school district for communication. The school has adopted a variety of communication vessel such as Class Dojo, campus newsletter, grade level newsletters, and call-outs.

Teachers who had stayed at Woodson over the years believe that students from poverty are entitled to the same access and equity as all other students in the city, state, and nation.

## Perceptions Strengths

Due to the increasing progress the students are making in the area of student academic and behavior growth, the campus has seen an increase of new parents enrolling their child(ren) at Woodson.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** Although the school is experiencing an increase in student membership, a small amount of new families have expressed a distrust as indicated by climate surveys completed by parents and community members. **Root Cause:** Students and parents mimic the views of non-community members with limited interactions or dealings with the campus. Often the views expressed are plagiarize from internet comments and views from previous years during the campus' era of Improvement Required.

# Priority Problems of Practice

**Problem of Practice 1:** Although the school enrolls a sufficient number of scholars in our primary classes (PK3 - Gr. 2), the school experiences a copious decrease in student enrollment in the intermediate grades (Gr. 3 - Gr. 5).

**Root Cause 1:** Increase number of competing charter schools being established next door to the school.

**Problem of Practice 1 Areas:** Demographics

**Problem of Practice 3:** Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data.

**Root Cause 3:** Novice teachers

**Problem of Practice 3 Areas:** Student Learning

**Problem of Practice 5:** Although the school is experiencing an increase in student membership, a small amount of new families have expressed a distrust as indicated by climate surveys completed by parents and community members.

**Root Cause 5:** Students and parents mimic the views of non-community members with limited interactions or dealings with the campus. Often the views expressed are plagiarize from internet comments and views from previous years during the campus' era of Improvement Required.

**Problem of Practice 5 Areas:** Perceptions

**Problem of Practice 2:** Retaining instructional and non-instructional staff create an unstable continuation of the high, rigorous level of teaching and learning offered at the campus.

**Root Cause 2:** After building capacity, staff often receive promotions or leave to obtain employment in neighboring districts.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 4:** The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5)

**Root Cause 4:** Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..

**Problem of Practice 4 Areas:** Student Learning

**Problem of Practice 6:** The enrollment numbers and attendance rate are lower than projected. The overall attendance for the 2020-2021 school year is 83%.

**Root Cause 6:** The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area. Students are not responsive to or did not qualify for online learning.

**Problem of Practice 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Professional development needs assessment data

### **Parent/Community Data**

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

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

- Capacity and resources data
- Study of best practices

# Board Goals






**Board Goal 1:** ELAR The percentage of 3rd grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** ELAR By June 2022, the percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Level On STAAR assessment will increase by 5% from 19% in spring 2019 to 24% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 65% of all students will read on or above grade level and meet grade level expectations.

**Evaluation Data Sources:** Benchmark Running Records, Ren360







Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus Specialists and staff will conduct monthly learning labs to build teacher capacity. <b>Strategy's Expected Result/Impact:</b> There will be an increase in reading levels in all grades. <b>Staff Responsible for Monitoring:</b> School leaders ELA teachers <b>Action Steps:</b> 100% of the ELA Instructional staff will receive intensive classroom support through individualized coaching from the ELA administrative team and department heads. Training in ELA best practices will be provided by school leaders and district personnel to increase reading achievement.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Extra Duty Pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$10,000, Training materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$3,000, Supplies - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 2:</b> Retaining instructional and non-instructional staff create an unstable continuation of the high, rigorous level of teaching and learning offered at the campus. <b>Root Cause:</b> After building capacity, staff often receive promotions or leave to obtain employment in neighboring districts.
Student Learning
<b>Problem of Practice 1:</b> Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. <b>Root Cause:</b> Novice teachers

## Measurable Objective 2: 65% of all students will master grade level reading objectives as evidenced on monthly common assessments

**Evaluation Data Sources:** Common assessment data processed through ONTRACK, Exit Ticket trackers








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ELA Teachers will implement the Campus ELA, Vocabulary, and Writing plans with fidelity and include all components into their daily instructional delivery, small-group, and intervention. <b>Strategy's Expected Result/Impact:</b> Reading comprehension will increase with all students, with More students performing on Meets and Masters levels on reading assessments <b>Staff Responsible for Monitoring:</b> ELA Teachers ELA Admin team Ancillary interventionists Teacher Assistants (SPED) District instructional support staff, and DDI Specialists. <b>Action Steps:</b> Dedicated uninterrupted time for Read Alouds, Independent Reading, and Writing workshop will be scheduled daily into each ELA teacher's reading block.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Supplies - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000, Training Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000, Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Comprehension strategies will be taught in order for students to : self monitor comprehension, use visualization, be able to answer higher level questions, generate questions, recognize text structure, use reference skills, make inferences, and summarize key ideas. <b>Strategy's Expected Result/Impact:</b> Student reading achievement will be increased with all students. <b>Staff Responsible for Monitoring:</b> ELA Teachers ELA Admin team <b>Action Steps:</b> Teachers will routinely provide students with opportunities to respond to open-ended TEK-based question stems to develop comprehension skills on a high level of rigor.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Training & General Materials - 2110000000 - Title I Basic Programs - 6300 - Supplies and Materials - \$2,000, Supplies - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$10,000, Extra duty - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 2 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. <b>Root Cause:</b> Novice teachers

**Measurable Objective 3:** As evidenced on monthly Writing portfolios and assessments, 60% of all students will score Proficient or level 2 on written compositions.

**Evaluation Data Sources:** Student writing portfolios, District snapshot assessments, common assessments, Exit Ticket trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained and coached to effectively implement the campus writing plan to ensure student success in writing. All teachers will provide opportunities for students to engage in daily writing activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to respond to various prompts and craft effectively written narrative and expository competitions. As evidenced through data, students will be able to revise and edit drafts and write a variety of sentences utilizing correct capitalization, punctuation, and usage.</p> <p><b>Staff Responsible for Monitoring:</b> ELA teachers            ELA Admin team            Ancillary interventionists            Teacher Assistants (SPED),            District Instructional Support Staff, and DDI Specialists</p> <p><b>Action Steps:</b> Students will engage in daily journal writing activities and practice grammar and mechanic skills as a part of the daily morning routine. Teachers will follow the scope and sequence of the Empowering Writers writing curriculum.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Writing Training - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$5,000, Extra Duty Pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000, Writing Instructional Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3 Problems of Practice:**

Student Learning
<b>Problem of Practice 1:</b> Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. <b>Root Cause:</b> Novice teachers

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1: MATH** By June 2022, the percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Level on STAAR assessment will increase by 4% from 33% in spring 2019 to 37% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100 % of the instructional staff will implement the 5E model with fidelity.






**Evaluation Data Sources:** TADS Data

Classroom Observations

PLC Meetings

Sign-in Sheets

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All math and science teachers and staff will be trained and observe the 5E model for effective implementation. <b>Strategy's Expected Result/Impact:</b> As a result of the 5E model in the classrooms, there will document results of success. <b>Staff Responsible for Monitoring:</b> Principal Content Specialists District TDS Teachers <b>Action Steps:</b> The teachers will participate in content planning and receive monthly Vontoure trainings. The teachers will also participate in weekly PLCs. The teachers will also attend HISD curriculum training <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 1 Problems of Practice:**

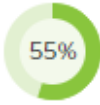




Student Learning
<b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..



**Measurable Objective 2:** 70% of all students will perform on or above grade level on mathematics skills and concepts.

**Evaluation Data Sources:** PK Circle Assessment  
Campus and District Snapshots  
Renaissance Progress Monitoring Results  
Formative Assessments






**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will conduct intensive interventions catered to Tier II and Tier III students. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase by evidence through district assessment, common assessments, and STAAR results. <b>Staff Responsible for Monitoring:</b> Principal Campus Content Specialist District Appointed TDS Admin Team <b>Action Steps:</b> Teachers, Enrichment staff, and Tier II Admin. will provide individualized small group instruction and interventions for all students during the instructional day. Teachers will provide afterschool extended day.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Instructional Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** Utilizing campus and district assessment, 75% of all students in grades kindergarten- 2nd grade will achieve 70% or higher on all district assessments.

**Evaluation Data Sources:** Renaissance/Campus Assessments/ District Assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive professional development on effective implementation of guided math instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement guided math with fidelity. <b>Staff Responsible for Monitoring:</b> Principal Content Specialists Math Teachers District Appointed TDS <b>Action Steps:</b> Teachers will receive professional development on effective implementation of guided math instruction. Guided math instruction will be implemented every Monday, Wednesday, and Friday as resource to support Tier I instruction for all students.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Vonture PD Training - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$7,000, Extra Duty Pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000, Instructional Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 3 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..


**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





**Goal 1: SCHOOL PROGRESS** By the end of May 2021, the subgroups in 3-5 Grade will increase from 23% to 40% on the STAAR Summative assessments.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of African Americans scholars who accomplish "Approaches" accountability standard on STAAR Reading assessment will increase by 15 %.

**Evaluation Data Sources:** STAAR Assessments  
District formative assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional staff and instructional support team will provide targeted reading interventions based on individual needs and implement an accelerated learning plan to reach the goals of all subgroups. After-School Tutorials <b>Staff Responsible for Monitoring:</b> Principal Reading Content Specialist Teachers Interventionist DDI Specialist <b>Action Steps:</b> Staff will complete monthly training focused on interventions as well as participate in data presentations to monitor student progress.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Training Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 1:</b> Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. <b>Root Cause:</b> Novice teachers <b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..

**Measurable Objective 2:** The percentage of African Americans scholars who accomplish "Approaches" accountability standard on STAAR Math assessment will increase by 15 %.

**Evaluation Data Sources:** STAAR Assessments


District formative assessments





District-Level

Assessments (DLA)

Campus-Based Assessments (Weekly and Monthly)

Renaissance Progress Monitoring Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional staff and instructional support team will provide targeted math interventions based on individual needs and implement an accelerated learning plan to reach the goals of all subgroups. After-School Tutorials  <b>Staff Responsible for Monitoring:</b> Principal Reading Content Specialist Teachers Interventionist DDI Specialist  <b>Action Steps:</b> Staff will complete monthly training focused on interventions as well as participate in data presentations to monitor student progress.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools  <b>Funding Sources:</b> Extra Duty - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000, Training Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 25%			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2 Problems of Practice:**

Student Learning
<b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..






**Measurable Objective 3:** The percentage of all scholars who accomplish "Meets" and "Masters" accountability standards on STAAR reading and math assessments will increase by 10 %.

**Evaluation Data Sources:** STAAR Assessments

District formative assessments

District-Level

Assessments (DLA)

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Scholars will provided elevated instruction and interventions to scholars to increase their knowledge and skills in reading and math to accomplish Meets and Masters on STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal Reading Content Specialist Teachers Interventionist DDI Specialist <b>Action Steps:</b> Selected instructional staff will provided instruction during the Power Hour Intervention time to increase the mastery of TEKS  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress                              Accomplished                              Continue/Modify                              Discontinue                         </div>					

### Measurable Objective 3 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..






**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS** The percentage of students receiving special education services in literacy performing at or above grade level on the STAAR 3-5 Reading as measured by Meets standard will increase by 5%.

**Strategic Priorities:** Expanding Educational Opportunities






**Measurable Objective 1:** 70% of all special populations students will increase reading and math levels by at least 1 grade level.

**Evaluation Data Sources:** District and Campus formative assessment  
State summative assessment  
IEP goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will effectively implement targeted instruction, small group instruction, and interventions based on students individual needs outlined in their IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided supplemental instruction that meets their academic needs and learning capacity to master perquisites skills to be successful on current grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Teacher Specialists SpEd chairperson Resource Teacher Principal</p> <p><b>Action Steps:</b> All instructional staff will receive an initial training in implementing accommodations and utilizing supplemental aids in first teach instruction. They will participate in weekly PLC and ongoing trainings such as the monthly learning labs.</p> <p><b>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra Duty Pay - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$2,500, Instructional Materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** 70% of students in all subgroups in grades 3 - 5 will increase by 5% on the district formative assessments.






**Evaluation Data Sources:** Ren360  
IEP Goals

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers and staff will participate in ongoing training on effective implementation practices for interventions, pull-outs, computer lab interventions, and afterschool tutorials for SPED students. <b>Staff Responsible for Monitoring:</b> Principal Admin Team Special Education Chairperson District Program Specialist Teachers <b>Action Steps:</b> Provide monthly training Weekly Sped PLC meetings  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Extra Duty Pay - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$8,000, Training Materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

**Measurable Objective 3:** 100% of all instructional staff will be trained on effective instructional practices and legal responsibilities relating to Special Education Services.

**Evaluation Data Sources:** Training Documents  
OneSource  
Easy IEP

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Instructional staff in all grade levels will attend PLC meetings and monthly learning labs about special education services and curriculum development and delivery. <b>Strategy's Expected Result/Impact:</b> Scholars will receive targeted instruction to meet their academic needs as		Formative			Summative
		Nov	Jan	Mar	June

<p>prescribed by IEPs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Education Chairperson Content Specialists Teachers</p> <p><b>Action Steps:</b> Develop and share a training plan for teachers servicing special education scholars.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Contracted Services - 1991010007 - General Fund - Special Education - 6200 - Contracted Services - \$2,000</p>				
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

Measurable Objective 3 Problems of Practice:

Student Learning
<p><b>Problem of Practice 1:</b> Our primary scholars, especially Gr. 1, slated to have challenges in reading based on Ren 360 and HFW data. <b>Root Cause:</b> Novice teachers</p> <p><b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..</p>








## Board Goal 5: N/A - Additional Campus Goals

**Goal 1: ATTENDANCE** By June 2022, Woodson will increase the overall student attendance rate to 97% and decrease the number of students who miss 10 or more days during the instructional year by 50%.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** By EOY data, Woodson will increase daily attendance of all students by 30%.

**Evaluation Data Sources:** District and campus monthly and quarterly attendance reports  
Report card summaries  
A4E reports

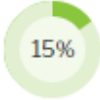




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement " ALL PRESENT " school-wide incentive program to promote and reward classes weekly for consistent attendance.  <b>Strategy's Expected Result/Impact:</b> The number of students attending school monthly will increase. <b>Staff Responsible for Monitoring:</b> Principal Campus Attendance Chairperson Campus Attendance Committee Campus Administrators <b>Action Steps:</b> "ALL PRESENT" Initiative: Woodson attendance team will reward homerooms and teachers who have weekly and monthly perfect attendance. One class will be picked weekly to receive the weekly attendance campus initiative. Secondly, students with monthly perfect attendance will have the opportunity participate in the attendance block party.  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 3:</b> The enrollment numbers and attendance rate are lower than projected. The overall attendance for the 2020-2021 school year is 83%. <b>Root Cause:</b> The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area. Students are not responsive to or did not qualify for online learning.

**Measurable Objective 2:** Woodson will reduce the number of students arriving late to school by 30%.

**Evaluation Data Sources:** Attendance logs with parent contact information and notes of parent responses.  
Campus attendance Beat the Bell trackers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement "Beat the Bell" program to promote and reward students daily for arriving to school daily on time. <b>Strategy's Expected Result/Impact:</b> The number of students arriving to school late monthly will decrease. <b>Staff Responsible for Monitoring:</b> Principal Campus Attendance Chairperson Campus Attendance Committee Campus Administrators Front Office Staff Teacher Assistances <b>Action Steps:</b> The campus staff will motivate students to arrive on time to school by implementing "Beat the Bell" initiative. "Beat the Bell" initiative will service as a check in with teachers and students to see who is present by 7:35 AM daily. Classrooms that have 100% students on time will receive a shout out on the morning and afternoon announcements. Students will receive Jaguar Bucks to use at the school store. Front office staff, admin, and teacher assistances will call any students not present by 7:45AM daily. The campus will also do daily wake up calls to families by School Messenger and Class DoJo. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$750	Formative			Summative
	Nov	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 3:</b> The enrollment numbers and attendance rate are lower than projected. The overall attendance for the 2020-2021 school year is 83%. <b>Root Cause:</b> The uncertainty of the COVID19 Pandemic has parents keeping students at home or have moved out of the area. Students are not responsive to or did not qualify for online learning.






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2: DISCIPLINE** By the EOY data, Woodson will decrease the number of out-of - school suspensions by 10% and the number of in-school suspensions by 5%, especially among repeated offenders.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being






**Measurable Objective 1:** Reduce the number of off task behaviors that result in discipline referrals by 10%.

**Evaluation Data Sources:** Monthly campus district reports  
Campus review of discipline referral  
TADS rating reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> All Woodson staff will receive training on the campus-wide behavioral management system (CHAMPS) with the expectation of implementation with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> School Principal Leadership HISD SEL Department Team/Appraisers Teachers Classroom Culture Specialist</p> <p><b>Action Steps:</b> Staff will participate in a training on CHAMPS as well as attend campus based follow-up trainings. Students will receive explicit understanding of expectations as it relates to CHAMPS. Implement campus-wide CHAMPS/PBIS systems</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Training Books and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250, Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,500</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** Reduce the number of physical and/or verbal confrontations among students by 50%.

**Evaluation Data Sources:** Referral Forms  
Campus monthly counseling reports  
PURPLE






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Woodson staff will receive ongoing trainings in SEL education and implement the strategies to improve campus classroom management. <b>Staff Responsible for Monitoring:</b> School Principal Counselor Teachers Classroom Culture Specialist <b>Action Steps:</b> Teachers will participate in SEL trainings provided by the district and the campus as well as engage in At-BATS activities on hosting restorative circles with students. Students will engage in restorative circles and restorative justice with the classroom teacher and school counselor. Teachers will host a morning restorative circle with scholars. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 2 Problems of Practice:

Perceptions
<b>Problem of Practice 1:</b> Although the school is experiencing an increase in student membership, a small amount of new families have expressed a distrust as indicated by climate surveys completed by parents and community members. <b>Root Cause:</b> Students and parents mimic the views of non-community members with limited interactions or dealings with the campus. Often the views expressed are plagiarize from internet comments and views from previous years during the campus' era of Improvement Required.

### Measurable Objective 3: 100% of our students will be ensured safety in a campus-wide bullying prevention program while utilizing CHAMPS.

**Evaluation Data Sources:** PEIMS, Counselor referrals, IAT, surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will bring awareness to acts of bullying and bullying prevention to all stakeholders. <b>Staff Responsible for Monitoring:</b> Admin Team Teachers and staff Counselor /Wraparound Specialist <b>Action Steps:</b> All staff members will complete the district mandated bullying awareness course. The school counselor will provide details assemblies to students as well as present ongoing trainings for teachers and staff. Bullying prevention will be sent home to parents.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3: VIOLENCE PREVENTION** The EOY data will show a 10% decrease in the number of disciplinary infractions related to bullying.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of all students will participate in a campus-wide bullying prevention program

**Evaluation Data Sources:** Disciplinary referrals and reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in a online bullying awareness course and campus based training. <b>Staff Responsible for Monitoring:</b> Counselor, Admin., Teachers, SEL Department <b>Action Steps:</b> Teachers will complete district mandated bullying awareness training. Teachers will participate in refresher PDs relating to bullying awareness and prevention. Teachers and staff will engage students in bullying awareness activities and discussion that leads to prevention.  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Perceptions
<b>Problem of Practice 1:</b> Although the school is experiencing an increase in student membership, a small amount of new families have expressed a distrust as indicated by climate surveys completed by parents and community members. <b>Root Cause:</b> Students and parents mimic the views of non-community members with limited interactions or dealings with the campus. Often the views expressed are plagiarize from internet comments and views from previous years during the campus' era of Improvement Required.






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4: SPECIAL EDUCATION** By June 2022, the percentage of students with disabilities who accomplishes Approaches achievement level on the STAAR assessments will increase from 48% to 58%.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of students with disabilities will demonstrate growth based on their Individual Education Plan (IEP) and district/state based assessments.

**Evaluation Data Sources:** Campus and district assessments  
STAAR assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All instructional staff will receive training on best instructional practices and accommodations based on students' 504 Plan and/or their IEP plans. <b>Staff Responsible for Monitoring:</b> Principal Special Education Chairperson Teachers Campus Administrators <b>Action Steps:</b> All instructional staff will receive an initial training in implementing accommodations and utilizing supplemental aids in first teach instruction. They will participate in weekly PLC and ongoing trainings to support students with disabilities.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






## Board Goal 5: N/A - Additional Campus Goals

**Goal 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.  
By the end of June 2021, the subgroup in 3-5 Grade will increase from 58% in Domain 1 to 70% on the Summative Assessment.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 60% EL students will show at least one level of progress in writing domains of the TELPAS assessment

**Evaluation Data Sources:** TELPAS Data: Listening, Speaking, Reading and Writing

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Teachers will effectively implement ELPS with fidelity in all content areas of instruction. <b>Strategy's Expected Result/Impact:</b> Strategies to build teacher capacity in best practices for EL students and increase student levels in Listening, Speaking, Reading and Writing. <b>Staff Responsible for Monitoring:</b> All Teachers Sheltered Instruction Coach Administrative Team <b>Action Steps:</b> Teachers will receive targeted and specific feedback on Sheltered Instruction strategies by the Sheltered Instruction Coach as well as participate in professional development in best practices. EL students to build teacher capacity and increase student levels in Listening, Speaking, Reading and Writing.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Training materials - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$500				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> The math results decreased in all STAAR testing grades (Gr. 3, Gr. 4 and Gr. 5) <b>Root Cause:</b> Instructional staff lack the capacity to desegregate data to plan and deliver effective first instruction, small group instruction and interventions to impact student achievement and growth..

## Board Goal 5: N/A - Additional Campus Goals







## Goal 6: PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 50% of all parents actively engaged in school events, parent-teacher conferences, and Parent-Teacher Association.

**Evaluation Data Sources:** By June of 2022 Woodson will increase parental engagement by 10% throughout the campus.

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 50% of the parents will participate in student data discussions with school personnel. <b>Strategy's Expected Result/Impact:</b> Parents will have the opportunity to meet with school personnel to receive student data influencing the academics. <b>Staff Responsible for Monitoring:</b> School Leaders (Administration Team) and Teachers <b>Action Steps:</b> The school will schedule and host monthly parent meetings to participate in student data conversation.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Incentives - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 20% of the parents will attend Parents Night Out to receive additional ideas and support on how they can assist with academics at home. <b>Strategy's Expected Result/Impact:</b> Parent Literacy, Math Nights, Daddy Daughter dance, and Mother Son dance <b>Staff Responsible for Monitoring:</b> School Leaders (Administration Team) and Teachers <b>Action Steps:</b> Parents will receive an invitation to attend Literacy and Math Night to gain insight on what's expected in each grade-level and how they can provide the support using different Reading and Math Strategies at home.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Measurable Objective 1 Problems of Practice:



## Perceptions

**Problem of Practice 1:** Although the school is experiencing an increase in student membership, a small amount of new families have expressed a distrust as indicated by climate surveys completed by parents and community members. **Root Cause:** Students and parents mimic the views of non-community members with limited interactions or dealings with the campus. Often the views expressed are plagiarize from internet comments and views from previous years during the campus' era of Improvement Required.

## Board Goal 5: N/A - Additional Campus Goals

### Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.






**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus Nurse will schedule mobile immunization bus to visit the campus. <b>Strategy's Expected Result/Impact:</b> All students and parents will have an opportunity to secure immunization shots. <b>Staff Responsible for Monitoring:</b> Principal School Nurse <b>Action Steps:</b> Nurse Gay will coordinate dates and times with Harris County Health Department for the immunization shots.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> 100 % of all scholars in grades PK, K, 1, 3, and 5 will undergo vision screening conducted by the nurse and recommended for needed services. <b>Strategy's Expected Result/Impact:</b> Students who are experiencing vision difficulties will receive the corrective services that will contribute to academic success. <b>Staff Responsible for Monitoring:</b> Principal Nurse Gay <b>Action Steps:</b> The nurse will solicit nursing students to help complete all screenings on campus and scheduled visit to the optometrist for glasses. <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> 100 % of all scholars in grades PK, K, 1, 3, and 5 will undergo hearing screening conducted by the nurse and recommended for needed services. <b>Strategy's Expected Result/Impact:</b> Students who are experiencing hearing difficulties will receive the corrective services that will contribute to academic success. <b>Staff Responsible for Monitoring:</b> Principal Nurse <b>Action Steps:</b> The nurse will solicit nursing students to help complete all screenings on campus and provide a recommendation to ear, nose, and throat physicians for additional needed services. <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100 % of all scholars in grades 1, 3, and 5 will undergo Type 2 Diabetes Screening conducted by the nurse and recommended for needed services. <b>Strategy's Expected Result/Impact:</b> Scholars who have been diagnosed with Type 2 Diabetes will receive the recommendations for corrective services and practices that will contribute to their overall health and academic success. <b>Staff Responsible for Monitoring:</b> Principal Nurse <b>Action Steps:</b> The nurse will complete all screenings on campus and provide a recommendation to parents regarding local services, physicians, and best practices to manage Type 2 Diabetes. <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:






Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.






**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of all staff, including the nurse, will be trained in proper administration or medication to scholars with the proper documentation. <b>Strategy's Expected Result/Impact:</b> 100% of scholars who are receive medication at school will be administered by trained staff members to prevent any errors. <b>Staff Responsible for Monitoring:</b> Principal Nurse Health Wellness Team <b>Action Steps:</b> Staff will be identified and trained on how to properly administer medication to students, record administration, and communicate to parents all medication related concerns or information.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:  
Number of AEDs on campus:

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Monthly maintenance checks for all campus AEDs will be conducted by the nurse and a report will be submitted to the principal and HMS. <b>Strategy's Expected Result/Impact:</b> Monthly Maintenance Checks will ensure all AEDs are functioning proper to times of usage. <b>Staff Responsible for Monitoring:</b> Principal Nurse Health Wellness Teams <b>Action Steps:</b> Each month the AED will be check for any malfunctions with the expectations that any deficiencies are reported immediately for corrections or repairs.  <b>Title I Schoolwide Elements:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Board Goal 5:** N/A - Additional Campus Goals






**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of students and parents will receive notifications of health related programs and services offered at the school and in the community.

**Evaluation Data Sources:** Purple, nurse referrals and climate survey






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School personnel will work with local, state, and national organizations to develop a communication plan to distribute information to parents. <b>Staff Responsible for Monitoring:</b> Nurse Principal  <b>Title I Schoolwide Elements:</b> 2.6, 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Measurable Objective 1:** 100% of all math and science teachers will be trained in best practices in science instruction.

**Evaluation Data Sources:** District and campus formative assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and instructional staff will be trained in the 5E model. <b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate mastery of concept by engaging in a complete lesson cycle delivered by the teacher. <b>Staff Responsible for Monitoring:</b> Principal DDIS Campus Content Specialist <b>Action Steps:</b> All science teachers will practice in an initial training on the 5E lesson cycle and refresher courses as well as participate in monthly learning lab.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# State Compensatory

## Budget for 127 Woodson Elementary School

**Total SCE Funds:** \$60,714.76

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

The SCE funds will be utilized to address the academic needs and learning gaps of all students in the core subjects of math, reading, and science. The funds will be used for extra duty pay for tutorials, materials and instructional kits for interventions, as well as training materials for instructional and non-instructional staff. Additional funds will secure materials for the Level-Up programs.

## Personnel for 127 Woodson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pichon, Felicia A	Tchr, First Grade	1



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

Our scholars' education was interrupted and greatly impaired by COVID-19. Woodson anticipates severe learning gaps in reading and math beyond the indicators of the 2020-2021 STAAR assessments and 2019-2020 district level assessments. Therefore, Woodson Instructional Staff will embed intense intervention supports in all content areas to close gaps in student learning and to continue achieving student growth. To implement with fidelity, the campus has restructured the intervention plan to be strategic, align with financial resources, and utilize all human capital. The plan will incorporate consistent and continuous embedded professional development with an emphasis on interventions and student achievement.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- SDMC Meetings
- Teacher Pre-Service Trainings
- Staff Meetings
- Parent Meetings

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Campus Calibration Walks
- PLC Meetings
- Data PLC
- RTI/ IAT Meetings
- Classroom Observations

### **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations:

- Campus Website
- Front Office
- Parent Meetings
- Parent/ Student Handbook

The SIP was made available to parents by:

- Parent Meetings
- School Newsletter
- School Messenger
- Campus Class DoJo

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these school wide reform strategies:

- Implementation of Reading Mastery for grades K-2 and Corrective Reading for students three to two grade levels below.
- Use of Thinking Maps and interactive notebooks in all subject areas.
- Implementation of daily problem solving and math facts in math.
- Daily individualized intervention and small group times. Guided Math and Guided Reading

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

- Enrichment staff helping with interventions during off period
- Learning lunches
- Tutorials before and after school
- Campus -Wide Intervention time
- Parent meetings/ classes

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each

student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: reading, writing, math and science
- Proficient Tier 1 explicit instruction taking place in all content areas.
- Bi-weekly AT BATs: first teach, small group and interventions.
- Small Group Instruction based on student data needs.
- Monthly learning labs based on instructional needs.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents
- Leadership Team
- Front Office Staff

The PFE was distributed

- Campus Website
- Title I Annual Meeting-September 23rd, November 9th, January 11th and March 8th
- Monthly Parent Meetings
- Family Engagement Events

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Parent Meetings
- Parent Literacy & Math Nights- Fall & Spring
- Fine Arts Program- Fall & Spring
- GT Fair, History Fair and Science Fair

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 23rd
- Meeting #1 Alternate - September 30th
- Meeting #2 - November 9th
- Meeting #2 Alternate - November 16th
- Meeting #3 - January 11th

- Meeting #3 Alternate - January 13th
- Meeting #4 - March 8th
- Meeting #4 Alternate - April 5th

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Pardue	Teacher Specialist	Title I	100%
Perchanda Utley	Teacher	Title I	100%
Tonia Johnson	Teacher	Title I	100%

# Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Gina Wilkins	Principal
Administrator	Jennifer Pardue	Teacher Specialist
Classroom Teacher	Tiersa Ellis-Stiggers	Teacher
Classroom Teacher	Namoi Ewell	Teacher
Classroom Teacher	Shifawn Falley	SpED Resource Teacher
Classroom Teacher	Rashunna Mayo	Enrichment Teacher
Non-classroom Professional	Robbie Moore-Roberts	Administrative Assistant
Parent	Brittany Scott	
Classroom Teacher	Perchanda Utley	Teacher

# Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Gina Wilkins	Principal- Chair
Administrator	Delon Palmer	Member
Administrator	Jacobi Carroll	IAT Liaison
Administrator	Jennifer Pardue	Member
Administrator	Kecia Mitchell	Member
Administrator	Latonia Alexander	Member
Administrator	Shawn Mayfield	Member