Woodsboro Independent School District

Woodsboro Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: January 18, 2022
Public Presentation Date: January 18, 2022

Mission Statement

Woodsboro Elementary School will be a distinguished school. It will promote a positive environment while educating and molding responsible individuals into lifelong learners.

Vision

Woodsboro Elementary School staff will provide a safe and caring environment where all students are expected to strive for excellence academically, socially, emotionally. With parents and community involvement, we will encourage our students to reach their maximum potential.

Core Beliefs

Woodsboro ISD Values

- Student Centered
- High Expectations
- Supportive
- Team Oriented
- Good Sportsmanship
- Commitment
- Safety
- Quality Education
- Trust
- Tradition
- Respect
- Generosity
- Protective
- Integrity
- Gratitude

Portrait of a Woodsboro ISD Graduate

- Prepared and Excited about the Future
- Productive Citizen
- Servant Leader
- Critical Thinker
- Resilient

- Confident
- Quality Work Ethic
- Lifelong Learner
- Effective Communicator
- Integrity

Eagle Family all in!

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Comprehensive Needs Assessment

Revised/Approved: January 18, 2022

Demographics

Demographics Summary

Woodsboro Elementary School (WES) currently serves 241 students in grades Pre-K to sixth grade. Our enrollment had been steadily increasing since Hurricane Harvey hit in 2017; however, with COVID-19 and other factors, we have had a significant decline in enrollment. Our community is still lacking housing for new students moving in, however, pre-Harvey residents are moving back and renovations are mostly complete as well as new houses have been added for families in need. For the 2021-2022 school year, WES has 126 female students and 115 male students with an ethnicity breakdown of 1 Hawaiian, 5 African American, 90 White, 144 Hispanic, 0 Asian, and 1 Multi-Race students. In 2021-2022 WES is serving 160 economically disadvantaged students (64.52%) 45 students with disabilities (of all severity levels) and 12 students with dyslexia. Special Education students ethnic breakdown: 1 Multi-Race, 17 White and 27 Hispanic. Currently, we have 19 Homeless students district-wide which have continued to decrease since Harvey hit in 2017. We have 158 at-risk students which are 63.71% of our student population. Our at-risk population has increased since Hurricane Harvey, but even more so since COVID school closures. WES currently serves 2 EBL students and 5 GT students.

In the 2021-2022 school year, WES has 1 principal, 1 assistant principal, 1 counselor, 2 administrative staff, 18 full-time elementary teachers (including a 1 SPED teacher, 1 interventionist/dyslexia teacher, and 1 physical education teacher), and 10 educational paraprofessionals. As a district, we share 1 instructional coach for teachers. With the AWARE grant, we also have a full-time at-risk counselor that supports students and the community as well as parents' social and emotional well-being awareness. All teachers are certified and all general education classroom teachers have their GT training.

Woodsboro Elementary School is fortunate to have a Parent Teacher Organization, however, since COVID-19, the meetings have been limited to virtual meetings only as needed.

Demographics Strengths

- Attendance rates continue to be at or above the state average with WES at 98.4% (2019-2020) and the State at 98.3%

- This small pre-k through 6th grade campus has a strong shared instructional leadership team and dedicated, loyal teachers.

- 100% of teachers are highly qualified

- 100% of certified content teachers in K-6th grades content classes have their GT training

- Average years of experience for both principal and teaching staff is above state level (Principal- 11/ State 6.4, Teachers 17.6/ State 11.2)

Problem Statements Identifying Demographics Needs

Problem Statement 1: WES at-risk population is above the state average.

Problem Statement 2: WES SPED student population is above the state average and SPED teacher population is below the state average.

Problem Statement 3: Only grades K, 2, 4, and 5 have certified ESL teachers, and we have EBL students enrolled in other grade levels.

Student Achievement

Student Achievement Summary

WES Domain 1 Data Comparison to the state 2019 and 2021

3rd Grade

	ALL	
Reading		
Year	19	21
State Approaches	76	67
WES Approaches	79	84
Discrepancy	+3	+17
State Meets	45	39
WES Meets	34	55
Discrepancy	-11	+16
State Masters	27	19
WES Masters	21	16
Discrepancy	-6	-3

4th Grade

	ALL	
Reading		
Year	19	21
State Approaches	75	63
WES Approaches	77	45
Discrepancy	+2	-18
State Meets	44	36
WES Meets	40	18
Discrepancy	-4	-18

		ALL
Reading		
State Masters	22	17
WES Masters	23	6
Discrepancy	+1	-11

5th Grade

		ALL
Reading		
Year	19	21
State Approaches	86	73
WES Approaches	92	92
Discrepancy	+6	+19
State Meets	54	46
WES Meets	38	38
Discrepancy	-16	-8
State Masters	29	30
WES Masters	10	27
Discrepancy	-19	-3

6th Grade

		ALL
Reading		
Year	19	21
State Approaches	68	62
WES Approaches	77	63
Discrepancy	+9	+1
State Meets	37	32
WES Meets	38	43

	ALL
Reading	
Discrepancy	+1	+11
State Masters	18	15
WES Masters	15	10
Discrepancy	-3	-5

3rd Grade

	ALL
Math	
Year	19	21
State Approaches	79	62
WES Approaches	83	87
Discrepancy	+4	+25
State Meets	49	31
WES Meets	41	35
Discrepancy	-8	+4
State Masters	25	14
WES Masters	14	13
Discrepancy	-11	-1

4th Grade

	ALL
Math	
Year	19	21
State Approaches	75	59
WES Approaches	81	70
Discrepancy	+6	+11

	ALL
Math	
State	
	44	36
Meets	
WES Meets	40	18
Discrepancy	-4	-18
State Masters	22	17
WES Masters	23	6
Discrepancy	+1	-11

5th Grade

	ALL
Math	
Year	19	21
State Approaches	90	70
WES Approaches	95	96
Discrepancy	+5	+26
State	
	58	44
Meets	
WES Meets	49	58
Discrepancy	-9	+14
State Masters	36	25
WES Masters	21	42
Discrepancy	-15	+17

6th Grade

	Math	**ALL**
Year	19	21
State Approaches	81	68
WES Approaches	88	83
Discrepancy	+7	+15
State Meets	47	36
WES Meets	46	47
Discrepancy	-1	+11
State Masters	21	15
WES Masters	23	10
Discrepancy	+2	-5

4th Writing

	Writing	**ALL**
Year	19	21
State Approaches	67	53
WES Approaches	53	29
Discrepancy	-14	-24
State Meets	35	27
WES Meets	33	9
Discrepancy	-2	-18
State Masters	11	8
WES Masters	3	0
Discrepancy	-8	-8

5th Science

Science

		ALL
Year	19	21
State Approaches	75	62
WES Approaches	72	69
Discrepancy	-3	+7
State Meets	49	31
WES Meets	41	50
Discrepancy	-8	+19
State Masters	24	13
WES Masters	10	12
Discrepancy	-14	-1

***Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

School Progress Domain- Academic Growth Score Percentage

	Year	State	District	Campus	African American	Hispanic	White	Sped.	ECO
All Grades BOTH Subjects	2019	69	69	67	64	66	70	52	67
	2018	69	65	59	88	58	59	50	58
Reading/ELA (All Grades)	2019	68	69	60	57	60	61	55	60
	2018	69	65	59		58	59	41	58
Math (All Grades)	2019	70	69	74	71	71	78	50	74
	2018	70	65	59		58	59	59	58

Attendance Rate

Attendance Year	State	District	Campus	African American	Hispanic	White	Two or More Races	Sped	Eco
2019-2020	98.3	97.6	98.4	*	98.4	98.3	*	98.3	98.2
2018-2019	95.4	96.7	97.3	97.0	97.4	97.3	*	96.9	97.3

Woodsboro Elementary School

Closing the Gaps Data Analysis

***Due to the cancellation of spring 2020 STAAR, 2019 and 2018 Domain 3 Data is shown.

Academic Achievement (30% of Closing the Gaps Score)

Reading	ALL		Hispanic		White		Eco. Dis.		Cont. Enrolled		Non- Cont. Enrolled	
Year	18	19	18	19	18	19	18	19	18	19	18	19
Reading												
Federal Target	44		37		60		33		46		42	
WES Reading Score	32	38	24	30	43	48	26	38	32	39	30	34
Discrepancy	12	6	13	7	17	12	7	+5	14	7	12	8

Math	ALL		Hispanic		White		Eco. Dis.		Cont. Enrolled		Non- Cont. Enrolled	
Year	18	19	18	19	18	19	18	19	18	19	18	19
Math												
Federal Target	46		40		59		36		47		45	
WES Math Score	36	46	24	39	48	58	33	46	35	48	41	40
Discrepancy	10	0	16	1	11	1	3	10	12	1	4	5

Growth (50% of Closing the Gaps Score)

Reading	ALL		Hispanic		White		Eco. Dis.		Cont. Enrolled		Non- Cont. Enrolled	
Year	18	19	18	19	18	19	18	19	18	19	18	19
Reading Federal Target	66		65		69		64		66		67	
WES Reading Score	59	60	58	60	59	61	58	60	59	60	N/A	N/A
Discrepancy	7	6	7	5	10	8	6	4	7	6		

Math	ALL		Hispanic		White		Eco. Dis.		Cont. Enrolled		Non- Cont. Enrolled	
Year	18	19	18	19	18	19	18	19	18	19	18	19
Math Federal Target	71		69		74		68		71		70	
WES Math Score	59	74	58	71	59	78	58	74	56	75	N/A	N/A
Discrepancy	12	3	11	2	15	4	10	6	15	4	N/A	N/A

Student Success (10% of Closing the Gaps Score)

Reading	ALL		Hispanic		White		Eco. Dis.		SPED		Cont. Enrolled		Non- Cont. Enrolled	
Year	18	19	18	19	18	19	18	19	18	19	18	19	18	19

Reading	ALL		Hispanic		White		Eco. Dis.		SPED		Cont. Enrolled		Non- Cont. Enrolled	
STAAR Component Target	47		41		58		38		23		48		45	
WES Score	41	46	34	40	49	54	38	46	21	26	41	47	43	41
Discrepancy	6	1	7	1	9	4	0	8	2	3	7	1	2	4

WES is below the state level in the Meets Grade Level Expectations in the following areas: All grades and subjects: State 41% WES 38%, All Grades ELAR: State 45% WES 38%, 4th Grade Writing: State 30%   WES 9%

WES is above the state level in the Meets Grade Level Expectations in the following areas: All Grades Mathematics: State 37% WES 43%, 5th Grade Science: State 44% WES 50%.

Student Achievement Strengths

- On the 2021 STAAR assessment for math (all grade levels combined) and science, WES is above the state average.

- WES received Distinction Designations in the following two areas in 2019 on our last STAAR Report Card.

    ◦ Academic Achievement in ELA/Reading

    ◦ Postsecondary Readiness

- Attendance rates continue to be above or at the state average.

- 100% of WES 3-6 grade students participated in STAAR with 99% included in STAAR. (State 88%/ 83%)

- The Academic Growth Score in Mathematics for all grade levels (4-6) increased from 59%(2018) to 74% (2019)

- Math Progress increased 15 points from 2017 and is above the State Average.

    Although in 2019 we were considered to be a "C " campus, our overall score grew by 17 points, 4 points in student achievement, 10 points in school progress, and 34 points in closing the gaps in one school year. Even though we did not receive a score and COVID caused us to dip in some areas in 2021, we maintained or grew in 13 of the Domain 1

categories and were above the state average in 15.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We are not meeting federal Safeguards in all subjects. **Root Cause:** Although the campus worked hard to focus on the "meets" category and progress in 2020, following COVID, the student learning gaps were overwhelming to staff and the focus resumed to pushing lower students up to approache, and lost focus on helping higher students maintain their meets or masters status.

Problem Statement 2: Only 9% of students met the grade-level requirement for writing, and in 2023 writing will be assessed across all contents on STAAR. **Root Cause:** Writing across the curriculum has not always been implemented because writing was a separate class and teachers did not take shared responsibility.

School Culture and Climate

School Culture and Climate Summary

The campus utilized the University of Texas at Austin Texas Institute for Excellence in Mental Health with the AWARE grant to conduct a School Climate Survey. In our last climate survey (November 2021), the staff rated school safety as our highest rating of 3.59 out of 4, followed closely by Staff Connectedness and Structure for Learning at 3.46 and 3.43 respectively. Our lowest staff rating was parent involvement at 2.37 out of 4. On the other hand, our parents rated parental involvement the highest at 3.23 followed by school safety and teaching and learning at 2.95 and 2.92 respectively. The lowest rating is the institutional environment at 2.71 out of 4. Staff and parent-rated relationships are close at 3.08 and 2.81 respectively. Most students agreed that WES wants them to do well and provides quality counseling and other ways to support their social and emotional needs; however, students also reported that they did not agree with the statements "Students in my class behave so that the teachers can teach" and "I like school." compared to the national benchmarks. We also use quick Google surveys to receive feedback from students, parents, community, and staff at least annually, as well as involving parents and community members in the discussion making process of key components, such as the Campus Improvement Plan, Parent-Student-Teacher Compacts, Parent Policies, Student Activities, and other parent needed organizations or information. We utilize Blackboard as our communication platform. It utilizes multiple modes of communication with parents, including the website, text messages, e-mails, phone calls, multiple social media platforms, and conferences. We have parent representatives and teachers for all grade levels and/or contents and student programs. WES offers Campus Advisory Committee meetings and Title I meetings on multiple days and times for parents to attend. During the 2019-2020 school year, the campus embraced a PAX culture that started with a staff vision board, a whole campus vision board for announcements and messages in the cafeteria each morning, and continued with a vision board in each classroom. Student and staff members are celebrated with Tootles. We are striving to regain our PAX presence following COVID time and have begun whole group announcements again in the cafeteria. WISD is partnering together to provide lunches for the staff and other staff acknowledgments, celebrations, and activities. The WES and AWARE counselors provide staff celebrations through weekly "woot woot carts" and luncheons. We also are partnering to provide tiered emotional and social well-being support to both staff and students as well as monthly activities for the students' engagement and motivation. The campus assistant principal works with teachers to provide at least monthly grade level positive student phone calls and positive office referrals for student recognition and celebration. The campus principal and teachers recognize one grade level student at each monthly board meeting.

School Culture and Climate Strengths

- Community involvement and support is above average for campus events.

- WES provides communication via all communication modalities: phone calls, text messages, emails, WISD website, and all social media platforms.

- Parents, teachers, and students agree that teachers have high expectations for them and want them to do well.

- With the support from the AWARE grant staff and funds, WES is able to provide multi-tiered emotional and social well-being support as well as professional development and social and emotional community awareness. Each year of the grant, additional supports are added to each tier with the planning involved in how to maintain the supports once the grant ends.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students feel that other students' behaviors interfere with their teachers' ability to teach.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At the end of 2018-2019, WES adopted a new reading curriculum (TEKS Resources System) and reading curriculum supplements (Pearson (3-6), Fountas & Pinnell (K-2), and Frog Street (Pre-K)) to aid teachers in the implementation of the new ELA/Reading standards that were adopted in June of 2017.

The staff continues to work on the improvement of vertical alignment across grade levels in all subject areas. WES has implemented the use of the campus leadership teams to mentor and support teachers, TEKS Resource System, Implementing TEKS Resource, TExGuide, and Region 3 targeted support as well as a contracted literacy coach to help delve into the theory of Fountas and Pinnell curriculum and align that curriculum with TEKS Resource System.

The WES campus principal conducts weekly PLC Meetings to address areas of concern, as well as regular maintenance of ongoing topics (intervention, data, schedules, etc.)

The district administrative team provides systematic walkthroughs and collects data to track strengths and weaknesses. Walkthrough data indicates that the learning objective is evident to students, on target, and aligned; however, since COVID, we could improve on returning to more engaging practices that include higher-order thinking

The campus leadership team helps support the administrative goals of improving student progress, and the coaching of the staff members to aid in the goal of having the campus work as "one".

Staff utilizes data programs to target instruction.

A Multi-Tier System of Supports (MTSS) previously known as Response to Intervention (RTI) and tutorials helps students close learning gaps with the use of individualized student learning plans.

Curriculum, Instruction, and Assessment Strengths

- WES combined Reading and Writing into one combined class of ELAR and has maintained increased instructional time in ELAR, and Math in all grade levels and Science in 5th Grade.

- Teacher collaboration and data tracking in PLC (Personal Learning Community) which are led by the principal, instructional coach, and lead teacher are data driven.

- Campuses partner with the secondary campus to share Fine Arts (Music) instructors to mentor paraprofessional staff to provide music to enrich students in all grade levels.

- WES continues to provide successful wellness and physical education programs that collaborate with the Texas A&M Agrilife Extension Agency to provide students with wellness activities such as Walk Across Texas and student garden centers through Learn, Grow, Eat and Go.

- The campus uses TEKS Resource System for its curriculum framework which has clearly defined expectations based on the TEKS. They use the TEKS Resource system's year-long scope and sequence, IFD, performance assessments, unit assessments, and TEKS implementation Guide.

- Walkthrough data indicates that the learning objective is evident to students, on target, and aligned.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum currently has a disconnect between material taught and how it is assessed. **Root Cause:** Instruction has lost engagement and collaborative practices since COVID-19.

Problem Statement 2: Teachers have become stagnant and defensive in approaching student data when they have exhausted all strategies and efforts. **Root Cause:** PLC's meetings lack a time-stamped agenda and do not follow the norms created. The vision of student data has had a narrow approach to assessments rather than a growth mindset and needs to embrace the Multi-System Team approach to focus on the student as a whole.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents have access to student performance via the WISD website, SKYWARD Family Access, as well as individual reports sent home by the school. Campus activities encourage parental/family involvement both in and out of the classrooms. Our school actively posts on Blackboard which pushes information out to all social media platforms, email, text messages, phone calls, and the website. WES is seeking ways to develop leadership in students to mentor other students and provide community outreach. We are working with the Learn, Grow, Eat, and Go program to educate students in 3rd science as well as partnering with the Refugio County Agrilife Extension office on other programs to promote a healthy campus.

We have had a large parent turnout for our family engagement events: Meet the Teacher, Walk-Across Texas, Family Health Night, Game Nights, etc. Recently parents have expressed a strong interest in parent workshops covering topics, such as smartphone safety, Chromebook 101, and other topics that will help them support their child at home; however, these events are usually low attended so we are looking for ways to increase the engagement. The Lion's Club, 4-H and Healthy South TX Ambassadors, the Refuigo County Agrilife Extension Office, Marine Corp veterans, and retired teachers support our students by providing supplies, monetary donations, food donations, bikes, and books.

WES partners with the Eagles Nest latchkey program by providing bus transportation and with the Boys and Girls Club by allowing them to utilize facilities and send information to parents.

Parent and Community Engagement Strengths

- Strong community involvement by Refugio County Agrilife Extension, Retired Teachers, Veterans, Lion's Club, and school PTO.

- School partnerships with after-school latchkey and activity programs with the Eagles Nest and Boys and Girls Club.

- Family and community attendance and participation in performances and after-school activities continue to be above average.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents/guardians are involved in student events but not engaged in their child's educational needs. **Root Cause:** Parents/guardians are not comfortable with the changes in education. Parents/guardians do not feel they have the tools to help their children.

School Context and Organization

School Context and Organization Summary

WES provides Character Development classes bi-weekly to grade levels K-6th and weekly to grade levels with more intense social and/or behavioral needs. Individual and group counseling is also available to students needing additional support or mentoring through the Texas AWARE grant program. AWARE's Mental Health/Behavioral Health (MHBH) specialist provides services to the district at all Tiers, as needed.

WES implemented the PAX Good Behavior Game to support and guide behavior management of the campus. PAX addresses strategies by using a consistently proactive approach that will aid students in self-regulation and co-regulation with their peers. PAX provides tools for the campus to have common expectations and visions for PBIS supports. The AWARE grant staff is also trained to provide consultation and support to the campus with the implementation and practice of PAX to maintain fidelity.

Teachers work collaboratively with grade levels and departments to share ideas, track data, align instruction and increase consistency. PLC's are held weekly. PWC's are used as needed by teacher teams. The campus leadership team meets monthly to review data and troubleshoot areas of concern, in order to address campus/curriculum issues effectively and in a timely manner.

School and class daily schedules are designed based on student data, staff input, campus needs, and intervention needs.

The campus has transitioned from RTI to MTSS and will continue to strengthen the areas of weaknesses identified in our ISF survey and train staff in the MTSS process.

The GT plan has been updated by the district and the leadership team has divided the tasks and set progress checks to ensure we meet the expectations of the plan. All teachers except one are GT certified and all teachers supporting students' Texas Performance Standards Projects are certified. Program evaluation results found weaknesses in the: assessment and identification, student independence in their TPSP, and teacher's scoring of each student's TPSP.

WES is now a secured facility with all external doors locked and remote access, visitor screening, and video surveillance; however, the infrastructure is in need of repair: windows do not close properly, gaps in walls, plumbing issues, (see Facility Evaluation Summary.)

WISD is 100% compliant in all areas of the SPED Monitoring report following our cyclical review last school year. Through the scoring of the various monitoring areas, our team determined SPED training was needed.

School Context and Organization Strengths

- The WES staff is given opportunities to provide input and help make decisions that affect the campus. Some topics may be hiring additional or new staff, developing calendars for the district, creating goals for both the campus and the district that will help improve our school, and choosing programs that would best fit our campus needs and benefit student success in the long term.

- WES counselor and AWARE Grant services provide for student and/or campus counseling needs.

- Intervention time built into the weekly schedule. Lesson plans and grouping for intervention is driven by student data (STAAR, Unit Assessments, Weekly Performance, and Student Individual Needs).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Finding time to plan and implement prescriptive intervention plans, progress monitor, and meet as an MTSS team in a timely manner when your team members teach classroom content and serve on multiple committees and teams. **Root Cause:** Staff positions change on a regular basis according to campus needs and small school needs require staff to wear multiple hats.

Problem Statement 2: Even though the campus has updated its MTSS plan, the plan is still cumbersome to be able to complete multiple student plans within a conference period and the training of intervention and progress monitoring and tiered support documentation lacks consistency across the campus. **Root Cause:** Even though teachers follow RTI/MTSS procedures, they continue to lack a common documentation process of intervention planning, progress monitoring, and accommodations implemented for the student that flows easily if needed into tier 3 support systems of 504 or SPED.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Woodsboro ISD will increase student achievement by providing an aligned and rigorous curriculum that meets our students' needs for achieving exemplary academic and post secondary success.

Performance Objective 1: WES will meet the Reading Closing the Gap Target for all student demographics, earn at least 60% in the MEETS category for 3-6 combined reading and at least 80% of students will meet and/or exceed progress for reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Data Wall
TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: By 2023, all K-3 teaching staff, intervention staff, instructional coach and campus principal will complete the mandatory 60 hour reading academy.	**Formative**		
	May	**Sept**	**Dec**
Strategy's Expected Result/Impact: Systematic and explicit reading instruction. **Staff Responsible for Monitoring:** Region 3 Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		0%	0%

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Train, coach, and model balanced literacy in K-3 classrooms to train staff in theory and practice to become responsive teachers.	**Formative**		
Strategy's Expected Result/Impact: Teachers will respond quickly and effectively during guided reading to develop on grade level readers that can communicate their understanding.	**May**	**Sept**	**Dec**
Staff Responsible for Monitoring: WISD Instructional Coach, Literacy Coach, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**		0%	0%

Strategy 3 Details	**Formative Reviews**		
Strategy 3: The campus will promote reading to parents and students by providing engaging games and books for home, reading events to challenge and reward students, book clubs, and post positive reading statements to school social media .	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students reading on or above grade level. Develop a love for reading.	**May**	**Sept**	**Dec**
Staff Responsible for Monitoring: Campus Principal, Librarian or Library Para, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**		0%	0%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Send 4-6 ELAR teachers, principal and instructional coach to TEKSCON to further dive into TEKS Resource System tools.	**Formative**		
Strategy's Expected Result/Impact: Teachers will gain a better understanding of the resources in our curriculum to plan effective lessons and increase student success.	**May**	**Sept**	**Dec**

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

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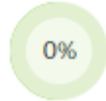
0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Woodsboro ISD will increase student achievement by providing an aligned and rigorous curriculum that meets our students' needs for achieving exemplary academic and post secondary success.

Performance Objective 2: WES will meet the Math Closing the Gap Target for all student demographics, earn at least 60% in the MEETS category for 3-6 combined math and at least 80% of students will meet and/or exceed progress for math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Data Wall
TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate ZEARN philosophy of training tutoring staff and teachers in not only the support programs, but also in student independence and goal setting skills across all math support programs. Have students create and track personal math goals.	**Formative**		
	May	Sept	Dec
Strategy's Expected Result/Impact: Develop a growth mindset. Build conceptual knowledge and close gaps through scaffolded skills. **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**		0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: Woodsboro ISD will increase student achievement by providing an aligned and rigorous curriculum that meets our students' needs for achieving exemplary academic and post secondary success.

Performance Objective 3: Conduct diagnostic and/or benchmark assessments at least three times a year with regular progress monitoring and develop and implement a prescribed intervention/accelerated instruction plan. (BURST, Guided Reading, Reading by Design, Education Galaxy/Lift Off, ZEARN, etc.)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Diagnostic Reports
Progress Monitoring Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Update data wall charts in the PLC room and classrooms as well as student data tracking charts to develop teacher and student ownership of their data. Analyze student progress in order to measure academic growth and identify areas for academic support and/or enrichment.	**Formative**		
	May	Sept	Dec
Strategy's Expected Result/Impact: All students will make progress. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability**		0%	0%
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Woodsboro ISD will increase student achievement by providing an aligned and rigorous curriculum that meets our students' needs for achieving exemplary academic and post secondary success.

Performance Objective 4: Provide campus-based training and ongoing coaching support through observation and feedback to improve Tier I instruction through literacy across the contents, common academic language, and instructional strategies that increase student engagement and rigor in response to T-TESS, walk-through, and student data disaggregation patterns of needed support.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Agendas
PLC Minutes, Walk-through Data, Lesson Plan Review that ID PD Needs

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct at least 10 walk-throughs per week and complete form to provide teacher feedback and analyze for staff development needs.	**Formative**		
	May	**Sept**	**Dec**
Schoolwide and Targeted Assistance Title I Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy**		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a monthly campus leadership meeting to analyze multiple sources of data that includes but are not limited to PASS, attendance, discipline, academic grades, assessment results, and identify strengths, weaknesses, and what tools are needed to support staff and students.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a master schedule that allows for weekly PLC meetings in addition to the district monthly PWC meetings as well as extended instructional time for core contents and embedded intervention time during the school day.	**Formative**		
	May	**Sept**	**Dec**
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy**		0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop process that includes non-negotibles for teachers and training to help develop exemplary lesson plans that are monitored by the campus leadership team weekly.	**Formative**		
	May	**Sept**	**Dec**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**		0%	0%

Strategy 5 Details	Formative Reviews		
Strategy 5: Train staff to unpack standards in order to create rigorous, measurable, data-driven lessons that include formative assessments in order to analyze student data and writing across the contents and provide for outsourced staff development for identified needs.	**Formative**		
	May	**Sept**	**Dec**
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**		0%	0%

Strategy 6 Details	Formative Reviews		
Strategy 6: Train staff in the Lead4ward playlist of instructional strategies that provide collaborative and engaging learning opportunities for students.	**Formative**		
	May	**Sept**	**Dec**

| | | 0% | 0% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 2: Woodsboro ISD will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: WES will provide social emotional learning through PAX campus culture, morning meetings in the cafeteria, TIER 1 instruction in all grade levels through 2nd Step Curriculum, Character Strong, and school based counseling whole group weekly lessons.

Evaluation Data Sources: 2nd Step Lesson Plans
Character Strong Lesson Plans
Counseling Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Homeroom groups will rotate weekly between health with the PE teacher and character development with the school counselor to provide learning for the health and well being of the whole child.	**Formative**		
	May	**Sept**	**Dec**
Schoolwide and Targeted Assistance Title I Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide a weekly SEL lesson from Character Strong/ 2nd Step and document it in their lesson plans.	**Formative**		
Strategy's Expected Result/Impact: SEL programs are shown to increase academic achievement and positive social interactions, and decrease negative outcomes later in life. SEL helps individuals develop competencies that last a lifetime.	**May**	**Sept**	**Dec**
Staff Responsible for Monitoring: Counselor and Principal	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Woodsboro ISD will provide a well balanced and appropriate curriculum to all students.

Performance Objective 2: WES will monitor student data to identify students in need of a MTSS plan for academic, behavioral or social/emotional needs and create a plan in Frontline to monitor progress to goal attainment or the need to move to a higher level of tiered support.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: PLC Minutes
MTSS Agendas
MTSS Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Train and support the campus team in creating effective MTSS plans following district program guidelines.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Train and support teachers and/or support staff in tracking progress of the MTSS plan.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: Bring in outside resources like PASS, AWARE, OT, Speech, etc. to help create goals that support the student's individual Tier 2 and 3 needs.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: Train staff in data disaggregation of formative and performance assessments and strategies to reteach concepts by investigating the question and identifying cause to drive Tier II small group intervention to promote summative assessment success.	Formative		
	May	Sept	Dec
		0%	0%
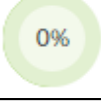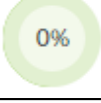
0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Woodsboro ISD will provide a well balanced and appropriate curriculum to all students.

Performance Objective 3: WES will increase the achievement of students with specialized curricular needs through the weekly monitoring of services provided to our special populations (GT, SPED, 504, ESL, At Risk, Intervention) to ensure we are following school policy and individualized plans. We will idenfity and provide for areas of needed staff development.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training and document differentiated strategies inside the content classes.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training for the needed intervention and/or enrichment as identified in the individual plans or policies and document the services.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%
Strategy 3 Details	Formative Reviews		
Strategy 3: WES will work with the Reg. 3 contracted services to offer support to our staff in the identified areas of needed improvement.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue			

Goal 3: Woodsboro ISD will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: WES will improve campus attendance. (97%)

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will conduct truancy diversion plans that includes training students and parents in the importance of school attendance and offer credit recovery.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will provide attendance incentives every three weeks for students that have perfect attendance or have returned documentation for absences that meet our attendance guidelines.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will notify parents daily of a student's absence and also make parent contact through personal phone calls or home visits after 2 consecutive absences.	Formative		
	May	Sept	Dec
		0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: WES will monitor and track attendance, parent contact, and supports that have been provided or offered to the student and/or family.	Formative		
	May	Sept	Dec
		0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Woodsboro ISD will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: WES will provide a mentor to students that have been identified at risk of failing that will meet with the student weekly to review their teacher's provided weekly progress monitoring report.

Strategy 1 Details		Formative Reviews		
Strategy 1: Mentors will meet weekly and be matched to the student based on the students needs.		**Formative**		
		May	**Sept**	**Dec**
		0%	0%	0%
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Teachers will complete a weekly progress report for students at risk of failing.		**Formative**		
		May	**Sept**	**Dec**
		0%	0%	0%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Woodsboro ISD will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: WES will expand opportunities for student leadership and participation in engaging programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Following COVID shutdown of elementary UIL, WES will work to bring UIL academic opportunities for grades 2-6 back on campus or look for opportunities to create clubs to enrich student's learning.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will seek leadership opportunities for 5th grade students to peer tutor and mentor younger students while learning about future opportunities on the secondary campus as a transitional activity.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will continue and expand the summer camp of engaging activities and seek to add an afterschool program two days a week that incorporates STEM, fine arts/drama, cooking, etc.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Woodsboro ISD will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 4: WES will train and coach teachers in project based learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each grade level will work as cross-curricular teams to incorporate one project-based learning opportunity per semester.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Woodsboro ISD will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 5: WES will make learning relevant to students by identifying life applications of the TEKS daily and identify how their content relates to career fields.

Strategy 1 Details			Formative Reviews		
Strategy 1: WES will provide a career day for students at least once a year.			**Formative**		
			May	**Sept**	**Dec**
				0%	0%
Strategy 2 Details			**Formative Reviews**		
Strategy 2: WES leadership team will monitor lesson plans for TEKS relevancy.			**Formative**		
			May	**Sept**	**Dec**
				0%	0%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Woodsboro ISD will provide and maintain a safe, positive learning environment.

Performance Objective 1: WES will train and coach teachers in PBIS/PAX to create a positive school culture that also teaches students leadership skills and ownership of their behavior.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES leadership team will utilize baseline data from the AWARE grant to identify PAX kernels to support and monitor implementation.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will have common expectations posted in shared learning environments.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will recognize teachers and students through campus and classroom TOOTLES, Positive Phone Calls, and Student of the Month.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Woodsboro ISD will provide and maintain a safe, positive learning environment.

Performance Objective 2: WES will collect and analyze data from discipline reports, SRSS-IE and PASS to identify students or groups of students in need of TIER 2 and 3 SEL and/or behavioral support through MTSS and partnerships with the AWARE grant.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will offer small group counseling for identified behavioral patterns in a group of students.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will offer social/regulation skills training as a level 2 behavioral support in effort to reduce the need for higher level consequences.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will offer through our school counselor, AWARE grant counselor or outsource 1-1 counseling for students that have TIER 3 needs or have experienced trauma.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

|	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Woodsboro ISD will provide and maintain a safe, positive learning environment.

Performance Objective 3: WES will monitor measures to ensure the safety and health of our students.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will conduct safety drills to train staff and students in the procedures and practice to become more efficient.	**Formative**		
	May	Sept	Dec
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will evaluate and update the health and safety plans following drills, public health concerns, and/or a major event.	**Formative**		
	May	Sept	Dec
		0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will work with the SHAC committee to help implement and support the health goals of our district on our campus.	**Formative**		
	May	Sept	Dec
		0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Woodsboro ISD will provide and maintain a safe, positive learning environment.

Performance Objective 4: WES will provide staff and students training on suicide and bullying prevention, identification measures and monitor training implementation.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will ensure students and parents are aware of how to anonymously report bullying and/or risk for self-harm or suicide on our website.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will conduct routine fake "test" reports to ensure the system is providing the correct notification and protocols are followed.	**Formative**		
	May	**Sept**	**Dec**
		0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Woodsboro ISD will recruit, develop, and retain highly effective personnel.

Performance Objective 1: WES will maintain 100% certified professional staff through analyzing and evaluating TAPR data and TASB staffing recommendations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and evaluate staff certification to ensure staff maintains certification at the state required renewal timeframe.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Grow our own staff through communicating support for paraprofessionals of TITLE 1 schools to earn their teaching degree. Reach out to the community and communicate the steps to earn an alternative certification.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: Offer incentives to staff to gain additional certifications in areas of need ESL in each grade level, SPED staff to provide for each program type (PPCD, Behavioral Unit, Life Skills, Resource, etc.), fine arts, and STEM programs.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to provide new staff with the 30 hour training and existing staff with the yearly 6 hour update for GT to maintain our 100% status of general education teachers in grades K-6.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Woodsboro ISD will recruit, develop, and retain highly effective personnel.

Performance Objective 2: WES will recruit highly effective staff to our campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend surrounding job fairs.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a highlight reel of classroom activities and events at WES and interview teachers, students and parents to show the positive impact of teaching at our small, rural school.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Woodsboro ISD will recruit, develop, and retain highly effective personnel.

Performance Objective 3: WES will support and help new teachers in our district to be successful by providing a new teacher academy and mentor.

Strategy 1 Details	Formative Reviews		
Strategy 1: Train mentors in effective practices to support new teachers.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: Have new teachers evaluate the teacher orientation to continue to improve the communication and support we provide.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Woodsboro ISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 4:** WES will support teacher's mental health and recognize and appreciate staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will provide a weekly "Woot, Woot" cart.	**Formative**		
	May	Sept	Dec
	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will provide staff superlative acknowledgements quarterly.	**Formative**		
	May	Sept	Dec
	0%	0%	0%

Strategy 3 Details	Formative Reviews		
Strategy 3: WES will provide a staff appreciation meal or get together at least once a semester.	**Formative**		
	May	Sept	Dec
	0%	0%	0%

Strategy 4 Details	Formative Reviews		
Strategy 4: WES will provide communication on mental health awareness and strategies to support teacher fatigue utilizing the AWARE grant as a resource.	**Formative**		
	May	Sept	Dec
	0%	0%	0%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 6: Woodsboro ISD will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: WES will continue to work with the Ag. Ext. office of Refugio County to offer at least two student and two adult programs to our students and parents that promote a healthy lifestyle and maintains our designation of a healthy school.

Goal 6: Woodsboro ISD will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 2: WES will provide at least one parental involvement event each quarter in which we will also provide training to parents in the benefits of parental engagement in their child's academic success.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will provide parents with students data, upcoming skills and how to support the child at home.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will have students perform, showcase a project, or explain their personal goals and progress to their parents or guardians.	**Formative**		
	May	**Sept**	**Dec**
	0%	0%	0%

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 6: Woodsboro ISD will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 3: WES will provide a brief weekly parent tip and communication newsletter.

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will coordinate with AWARE, school counselor and teachers to provide relevant information and support to parents throughout the school year and multiple modalities and times. (Meet the Teacher Title 1 Meeting to develop and review the Parent and Family Engagement Policy, Academic and Data share, outside resources information sharing, Nutrition Night, Book Fair, Walk Across Texas, Game Night, etc.)	**Formative**		
	May	**Sept**	**Dec**
Strategy's Expected Result/Impact: To inform and engage parents in the development of the whole child through families, schools and outside resources working together. **Staff Responsible for Monitoring:** Principal, AWARE Staff, Counselor, Nurse **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES will showcase students' projects and share student engagement activities to the parents and community to share our story in multiple ways for parents and the community to engage in our school.	**Formative**		
	May	**Sept**	**Dec**
Strategy's Expected Result/Impact: Increased family engagement in schools is strongly associated with faster rates of literacy acquisition among children, increased rates of going on to secondary education, and decreased rates of school dropout. **Staff Responsible for Monitoring:** WISD Technology Director, Principal, Communications committee. **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	0%	0%	0%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 6: Woodsboro ISD will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 4: WES will continue to collaborate with community partners like the Boys' and Girls' Club and the Eagle's Nest to share facilities and transportation and seek additional community partners that can work together to provide a shared benefit to our school, families, students and community.

Evaluation Data Sources: Partnership MOU's
Facility Request
Transportation Logs

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will invite and encourage community partners to serve on our committee.	**Formative**		
Strategy's Expected Result/Impact: By increasing community partners as stakeholders in our school, we will save money and increase resources that will provide enrichment and academic success for our students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**May**	**Sept**	**Dec**
	0%	0%	0%
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Goal 6: Woodsboro ISD will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 5: WES will seek opportunities to speak at community club meetings like the Lion's Club, Retired Marine Corp., Retired Teachers Association, etc. to share our highlight reel, share needs, and discuss ways that we could support each other's goals.

    Evaluation Data Sources: Club Meeting Agendas or Invitations

Goal 7: Woodsboro ISD will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: WES will train teachers in technology proficiencies to incorporate into weekly lesson plans to prepare students for 21st Century careers and new online assessment features.

Evaluation Data Sources: Lesson Plans
Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will provide digital resources that help teachers transform worksheets into interactive and/or accommodated digital activities that prepare students for new online assessment features and meets the academic needs of all students .	**Formative**		
	May	**Sept**	**Dec**
Strategy's Expected Result/Impact: All WES students will have access to the curriculum and students will be familiar with online features of STAAR2.0 to ensure score is based on the student's content knowledge. **Staff Responsible for Monitoring:** WISD Technology Director, WISD Instructional Coach, Principal, SPED **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	0%	0%	0%

Strategy 2 Details	Formative Reviews		
Strategy 2: WES teachers will include technology proficiencies into the project based learning quarterly requirement as a way for students to communicate and publish their learning.	**Formative**		
	May	**Sept**	**Dec**
Strategy's Expected Result/Impact: Students will be utilizing 21st century skills to prepare to be competitive in the future everchanging job market. **Staff Responsible for Monitoring:** WISD Technology Director, WISD Instructional Coach, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum	0%	0%	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Woodsboro ISD will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 2: WES will provide teachers with programs that include diagnostics, online support, and progress monitoring to support reading, writing and mathematics

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: Online Program Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will evaluate the program in terms of usage, effectiveness, student engagement, and to avoid having too many programs for a single need or ineffective programs that are costly to learning outcomes and budget.	**Formative**		
	May	**Sept**	**Dec**

Strategy's Expected Result/Impact: By evaluating the programs, WES will ensure we are spending funds only on programs that are effective and utilized.
    Staff Responsible for Monitoring: WISD Technology Director and Principal
 	
    Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
	0%	0%	0%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 7: Woodsboro ISD will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 3: WES will work with the district's technology director to ensure we continue to provide for the technology needs of our students and teachers through the development of a 5 year plan.

Evaluation Data Sources: 5 Year Plan
Budget Expenditures

Strategy 1 Details	Formative Reviews		
Strategy 1: WES will seek grant opportunities.	**Formative**		
Strategy's Expected Result/Impact: WES will find ways to supplement the local budget to ensure all students and staff have the programs for the whole child to be successful.	**May**	**Sept**	**Dec**
Staff Responsible for Monitoring: WISD Technology Director, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	0%	0%	0%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Woodsboro Elementary School Campus Improvement Plan was developed with the following stakeholders:

All Grade Level General Education Teachers (16 of which are GT and 5 ESL)

SPED Teacher

Counselor

Leadership Team

Parents (Included parents of children to represent grade bands PK-K, 1-3 and 4-6, SPED, GT, MTSS, dyslexia, counseling) *We offered to all parents.

Community Stakeholder

*We are currently trying to get at least one business parter to join our team that is not on our staff. (We have at least two teaching staff that also represent our businesses in our community.)

2.2: Regular monitoring and revision

WES will review our Campus Improvement Plan at least three times a year and at least once pubically following the relase of the campus report card.

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

The WES Campus Improvement Plan will be on our campus website in both English and Spanish.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

WES hosts a Title I meeting at the beginning of the year in which the Parent and Family Engagement Policy is distributed, discussed, and reflected upon. Parents then have the option to include comments, suggestions or other feeback on a form. We review the form, consider the suggestion, and adjust our plan accordingly if needed.

3.2: Offer flexible number of parent involvement meetings

WES offers at least two options for parent meetings. One is usually during the school day and one after hours. WES will reopen ZOOM as an available option for parents.