

Fort Worth Independent School District
216 Woodway Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

We are responsible learners.

We are prepared to learn.

We are respectful and kind.

Today...

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

We are the Woodway Wildcat Family!

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Comprehensive Needs Assessment

Revised/Approved: June 2, 2022

Demographics

Demographics Summary

Woodway Elementary is located on the Southwest side of Fort Worth. Our school feeds into Wedgwood 6th, Wedgwood 7-8, and Southwest High School. Our campus population consist of 488 total students. At the time of the development of the campus CNA we have 486 students in-person and 2 students attending TVO virtual learning. Woodway Elementary is a Title I campus, meaning that the majority of our families are below the national poverty level, with 96% of our students qualifying for free and reduced lunch. We currently enroll students for grades pre-kindergarten through fifth grades. Our special education program services students in self-contained, resource, and inclusion instructional setting. At this time, we have a total of 62 students receiving a multitude of services, along with our campus RISE Unit that has a total of three staff member that service no more than 12 students (12.7%). Our campus has 23 students receiving speech only services (4.7%). Our special education team services twenty-seven inclusion/resource students (5.5%). Likewise, we have 4.6% of our students identified as having dyslexia and receiving interventions and or strategies to support their learning experience each day. Our campus is also a full dual language campus meaning that all grades (PK-5th) provide dual language instruction. Additionally, our campus offers a Gifted and Talented program for grade kindergarten through fifth grade with 3% of our students identified as gifted and talented.

The campus mission statement is, “Woodway Elementary will strive to develop a partnership with the community we serve in efforts to ensure students’ academic and social-emotional growth during virtual and in-person instructional settings. The vision statement changes from year to year based on the overall needs of our students, staff, parents, and community. The overall mindset on campus is that our students should always be the lead learners, and our teachers will work to ensure this happens through the method of commitment to continuous professional development geared towards the needs of our students.

The past two years have been a challenge with the current COVID -19, but our staff, students, and community have all stepped up to the challenge and worked together to provide high levels of instruction for our students and support for our families. Our goal next year will be to reinstate and strengthen our PTO presence and volunteer numbers. The district full funded the support of Family Engagement Specialist (FES) full time to support this effort. Our hope with the support of a full-time FES, campus committees, Parent University, Woodway Boys and Girls Club, Mini-Mentor Program, and on campus family events will re-emerge at full potential for the 2022-2023 school year.

Demographics Strengths

- Diverse SBDM Team
- Saturday Attendance Recovery Plan
- Dual Language Program (Full Dual Language K-5)
- Diverse Staff to Support our Dual Language Campus (African American: 17, White: 15, Hispanic: 23, Asian/Pacific Islander: 2)

Demographics Strengths

Diverse SBDM Team

Woodway Weekend Program
216 Woodway Elementary School
Generated by Plan4Learning.com

Dual Language Program (Full Dual Language K-5)

Diverse Staff to Support our Dual Language Campus (African American: 21, White: 17, Hispanic: 29, Asian/Pacific Islander: 2)

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2020-2021, 33% of Woodway Hispanic students met projected growth from the beginning to the middle of the year on MAP Growth Reading. In 2021-2022, the percentage increased to 38%. **Root Cause:** Probable testing irregularities; not enough staff to monitor whole class testing.

Problem Statement 2 (Prioritized): In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. **Root Cause:** Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).

Problem Statement 3 (Prioritized): In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

Student Learning

Student Learning Summary

In the pre-pandemic times, Woodway Staff had a continued goal to prepare our students for success by strengthening instructional practices beginning in pre-kindergarten in the areas of Math and Reading. This commitment can best be showcased through the 2018-2019 data.

During the 2018-2019 school year, Woodway Elementary received a C rating (76). The campus focus was placed on our 3rd Grade students after receiving the STAAR results. The results that year revealed a 14-point decrease in the content area of Math (73%-59%) and a 17-point decrease in Reading (72%-55%). However, the campus did experience gains (19-points) in 4th Grade Math within the African American Subpopulation (52%-71%). The campus also experienced a 29-point increase in the area of 4th grade Reading (42%-71%). The African American sub-population also experienced a 43% increase in the content area of Writing (22%-65%). Our special education student experienced a 15% increase in the area of Math, a 9% increase in the area of Reading, and a 19% increase in the area of Science. Overall, gains were experienced across the board except for in the 3rd grade STAAR tested content areas.

During the 2020-2021 school year, there were significant decreases in STAAR data outcomes for all grades and in the content areas. In Math for the approaches area, 3rd to 5th students dropped from 66% in 2019 to 34% in 2021, with a 32% drop in performance. African-American students had the greater drop of 36% decrease for the approaches area. In Reading for the approaches area, our 3rd to 5th students dropped from 62% in 2019 to 43% in 2021, with a 19% drop in performance. African-American students had the greater drop of 20% decrease for the approaches area. In 4th grade writing, data shows a decrease from 57% in 2019 to 17% in 2021 with a 40% drop in performance. In 5th grade Science, data shows a decrease from 54% in 2019 to 28% in 2021 with a 26% decrease drop in performance. The drop-in student performances clearly show the impact that the pandemic had on overall student achievement. The extenuating factors that contributed to learning loss were not in our control, however the current reality proved for a renewed commitment to high expectations, high quality tier 1 instruction, consistent data analysis, plan for intervention, create action plan to address trimester benchmark TEKS gaps and MAP Growth MOY skill gaps through targeted small group interventions, planning rigorous lessons, and mitigating attendance loss by promoting strong classroom culture

Our MAP Growth data has been instrumental in determining timely interventions to address skill gaps and standards gaps. The data analysis process led the campus to focus on literacy instruction practices for grades Kindergarten through 3rd grade. The MOY data was utilized to make decisions to improve instructional practices, teacher coaching processes, and family support. The winter 2022 MAP MOY data shows three subgroup gains from the 2021 winter MAP MOY data. Kinder through 5th grade who met or exceed projected growth MOY MAP Growth Reading in Spanish grew from 37.2% to 41%. There was an increase of Kinder students who scored On Track in the MOY 2020 TX-KEA Math of 51.6% to 79.3% on the MOY 2021 TX-Math. African American students showed an On Track in the MOY 2020 TX-KEA Math of 35.3% to on the 71.4% on the MOY 2021 TX-Math. With the exception of three specific subgroup gains listed above, the overall for MAP Grow Reading and Math, the 2022 MOY projected growth showed significant drops in performance for meets and exceeds in Kinder through 5th grades. In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. Last year the plan was to leverage instructional practices and pedagogical knowledge gained from the HB3 Reading Academy to support our efforts to strengthen the fundamental four (oral language, phonemic awareness, phonics, and writing,) in grades kindergarten – second. The plan continued this year with an additional strategy to create action plan to address MAP Growth and MAP fluency MOY skill gaps through targeted small group interventions. In addition, the critically areas of phonemic awareness and phonics in kindergarten through second grade has been addressed through Neuhaus training for all K-2nd teachers and professional development in the new creative curriculum for preschool teachers.

Student Learning Strengths:

Campus Systems for Tracking Data (Lexia, My Path, MAP)

Overall campus ability to conduct crucial conversations about student data and content areas.

MAP Growth Data

MAP Growth

MOY K-5th Spanish Reading (41% meets/exceeds)

MOY Kinder TX-KEA Math of 51.6% to 79.3%

MOY AA Kinder TX-KEA Math of 35.3% to 71.4%

Student Learning Strengths

Campus Systems for Tracking Data (LLI, Lexia, Pathblazers, MAP)

Overall campus ability to conduct crucial conversations about student data and content areas.

STAAR Data

4th Grade (ELA)

Increased

Hispanic 56% to 74%

AA 23% to 71%

4th Grade (Math)

Increased

AA 52% to 71%

4th GRADE (Writing)

Increased

AA 22% to 65%

Sped

Increased

25% to 63%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For 2021-2022 school year, 36% of 5th grade Woodway students met projected Math MAP Growth from BOY to MOY. The target is 50%.
Root Cause: Insufficient opportunities to practice critical thinking skills via word problems.

Problem Statement 2: In 2020-2021, 33% of Woodway Hispanic students met projected growth from the beginning to the middle of the year on MAP Growth Reading. In 2021-2022, the percentage increased to 38%. **Root Cause:** Probable testing irregularities; not enough staff to monitor whole class testing.

Problem Statement 3: 4th graders identified as economically disadvantaged at Woodway Elementary, decreased their STAAR Math Assessment scores by 44% from 2019 to 2021 in the approaches category. **Root Cause:** Funding due to grant structure; Teachers were not prepared for the use of technology.

Problem Statement 4 (Prioritized): Woodway 4th grade learners decreased their STAAR Reading Assessment performance from 71% at the approaches level in 2019 to 41% in 2021 **Root Cause:** Students not having the metacognition to comprehend and respond to the text because students are not taught how to fully meet ALL the demands of the text.

School Processes & Programs

School Processes & Programs Summary

The process of developing an CNA and CIP that is aligned with the purpose, vision, and goals of the campus begins with the review of appropriate data by the different stakeholders including the campus administrative team, campus leadership team, faculty and staff, and the Site Based Decision Making team. The data will be reviewed by the different groups who provide feedback to help identify root causes, goals, action steps and progress monitoring. These group discussions will pave the way for targeted professional development opportunities for all grade levels.

At this time Woodway utilizes Restorative Practices, Ron Clark House System, Lexia, and My Path programs. These programs are all tied into our campus vision and mission, and exclusively tied to literacy. The House System was rebooted for 2021-2022, however, to build fidelity and continuity, extensive implementation will continue for the 2022-2023 school year. Two teams will attend Ron Clark profession development in April and July of 2022. Funding will be allocated to attain the goal of having 90% of staff trained in the Ron Clark House System.

Our major programs on campus are the Gifted and Talented, Special Education, Dyslexia, and Dual language. These programs service all students in grades Pre-Kindergarten-5th grade. Students placed in these programs have to all complete some type of testing to ensure proper placement. Our students are part of the one-way dual language instructional framework.

Our GT program services approximately 15 students. This number is a small percentage of our student population. The impact of COVID-19 continued to be an issue and impact to ensuring that high number of students were nominated starting in Kindergarten grade level, however, school administration will work diligently with the Gifted and Talents department and teachers, to ensure student nominations continue with fidelity and equity.

The special education department on campus services student in the RISE class, inclusion in-class support, and pullout resource support. The team works together in effort to service all 62 students on a daily basis. The goal on campus is that students are offered the least restrictive environment as outlined in their IEP. These decisions are made through an IEP committee each year for all 62 students receiving services.

In previous years, students were identified and tested to receive dyslexia services through a 504 plan. Now, students with dyslexia are serviced through the Special Education Department. Data points such as teacher referrals, MAP reading data, the RTI process and/or parent referrals continue to be part of the identification process. Those individuals identified as having dyslexia are provided services that may include the dyslexia program that provides support each week as outlined in the 504 plan or an IEP. We currently have 22 of our students identified as dyslexic and who receive supports.

The focus this school year has been on closing the instructional feedback loop. The feedback loop entails administrative walkthroughs, teacher-administrative feedback meetings after walkthroughs, and follow up visits to observe implementation progress. The consistent walkthroughs and academic conversations have built instructional transparency and trust within the process. The trust piece has been key, because it has allowed teachers to open up about their levels of proficiency in key areas such as lesson planning, classroom management, instructional delivery, and student-teacher relationship building efforts. Although closing the instructional feedback loop has been the focus and key toward building trust, this work will need continued emphasis in the new school year. As noted in the 2021 Winter Panorama Teacher Survey, feedback and coaching dropped significantly from 83% in the Spring of 2021 to 63% in the Winter of 2021. This decrease suggests that a deeper look at root cause analysis is needed in order for the instructional feedback loop to be impacted positively and for Tier 1 high quality instruction continue next year.

The campus has also focused extensively on the district lesson structure. The gradual release model (I Do, We Do, You DO), also referred to as the lesson structure has been the main emphasis during coaching and feedback and feedback to lesson planning. The PLC meetings have been primarily utilized this school year to coach teachers on how to work through the framework Unit Guides and apply the information to their actual lesson plans and creative student engagement activity. This goal is to consistently be aligned to the state standards, and ensure high quality tier 1 instruction. Teachers also received training on T-TESS evaluation system and T-TESS rubric standards as a means to support their professional goals and student objective goals. By ensuring teachers had clear awareness of the rubric rating system which details what each level requires on a continuum from needs improvement, developing, proficiency, accomplished and distinguished levels of instruction, this awareness would allow for professional goals to be intentional, targeted, and focused on lesson planning and standards alignment.

The campus partnered with Dr. Chamblee and Lauren Webb from the SEL department this year and engaged in the book study, “Culturally Responsive Teaching and the Brain” by Z. Hammond. The goal here was to connect restorative practices to the ongoing lesson planning process. The teachers met during staff meetings to discuss how this connection can be developed on a weekly basis. The conversations were eye opening and placed the teachers in a safe place to discuss how equity influences the overall learning experience. In addition, as a result from the 2021 Winter Panorama Student Survey, the campus partnered with the Prevention and Crisis Department, with Remington Pohlmeier and Michael Garcia, to address the need to start the conversation regarding emotion regulation and sense of belonging for students. Initial training on brain regulation research, sensory input needs, and Rithim app, were just a starting point to start addressing more deeply student’s social and emotional needs. The staff began discussion on SEL needs, the impact to learning and attendance, and continuing to address school-wide academic and behavior systems, staff growth mindset, to ensure students feel they belong and are accepted at Woodway by their peers and staff. As noted on the Panorama Teacher Survey, only 44% responded favorably in perception toward a growth mindset. That’s a significant drop from last year, which was at 70% in Spring of 2021.

School Processes and Programs Strengths

- Formative and Summative Assessment and charting Data
- As noted in the Panorama data, 86% of the teachers responded favorably to having an inviting work environment
- Initiating a PLC process focusing on outcomes.

School Processes & Programs Strengths

Formative and Summative Assessment and charting Data

As noted in the Panorama data, 84% of the teachers responded favorably regarding thorough feedback received covering all aspects of their role as a teacher.

Initiating a PLC process focusing on outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2020-2021, 33% of Woodway Hispanic students met projected growth from the beginning to the middle of the year on MAP Growth Reading. In 2021-2022, the percentage increased to 38%. **Root Cause:** : Probable testing irregularities; not enough staff to monitor whole class testing.

Problem Statement 2: Woodway 4th grade learners decreased their STAAR Reading Assessment performance from 71% at the approaches level in 2019 to 41% in 2021 **Root Cause:** Students not having the metacognition to comprehend and respond to the text because students are not taught how to fully meet ALL the demands of the text.

Problem Statement 3 (Prioritized): In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. **Root Cause:** Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).

Problem Statement 4 (Prioritized): In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

Perceptions

Perceptions Summary

The Woodway staff is a family, and the atmosphere is built on hard work, but the staff also enjoys the working environment. The culture has been built from the understanding that we are all in this together. In previous years the turnover rate has been low, however in the 2021-2022 school year, as we returned to 100% in-person learning, the continued impact of COVID-19 did affect teacher retention rates. This year, reasons for resignations were due to drastic change in location, promotion outside the district, personal medical and health needs. Like in the 2020-2021 school year, where the impact of COVID-19 and challenges of virtual learning, shifted the focus to ensure teachers were recognized consistently for their efforts to engage students daily, the focus this year was to ensure teacher's social and emotional well-being was recognized and considered. Some practical technical decisions to lessen the load for teachers and mitigate teacher burn-out were as follows: lessen the number of faculty meetings to once a month as the beginning the year and increased to two a month in February, changed lesson plans to be due Monday morning instead of Thursday evening, allow for extensions on due dates, took the role of assuming positive intent when misunderstanding occurred, established a safe place for vulnerability when expressing needs, and adopted an open-minded approach as it related to addressing status quo or past practice dissatisfaction.

Student attendance has also been a focus and teachers, students, and parents have been recognized for their efforts to ensure that attendance rates grow each school year. Again, the addition of our full-time Family Engagement Specialist (FES) has contributed to our staff and parents understanding the importance of high attendance rates. Pre-pandemic, the attendance rate in 2019-2020 was 95.69%. In 2020-2021, the height of COVID-19 and virtual learning, attendance rate was at 93.6%. At the time of this CNA, the attendance rate is at 89.6%. The decrease this year has been due to several factors out of the campuses control but is still regarded as an area for improvement. We know that attendance rates directly affect academic performance, so this has been a major focus. This year, several strategies implemented to mitigate attendance loss entailed the following: formation of an attendance committee, who tracks attendance data and offers solution to mitigate attendance loss, attendance rates tracked and posted on an monthly attendance board in the front hallway, Saturday School to recoup attendance loss due to chronic absences, parent/teacher conference to address chronic absences, SART process to support families with chronic absences, ensure the MTSS process addressed absences, and attendance recognition for students who maintained good and or perfect attendance.

The Panorama survey data continued to show a need to focus on Teacher-Student Relationships. In this area the data revealed that in Winter of 2020, 59% of our students responded favorably and Fall of 2021, there was only 1% increase over a year span. Specifically, on the questions regarding teacher concern about student feelings (46%), and teachers being concerned about students' responses to their overall disposition (48%). During the 2020-2021, building teacher-student relationship began with a cohort of teachers, who engaged in in the book study, "Culturally Responsive Teaching and the Brain" by Z. Hammond. This year, the work continued to the entire staff during staff meetings. Although the campus has been discussing the importance of connecting with students, data shows a need to for a systematic and standardized process in order to monitor practices being utilized consistently, and to ensure that connection and strong relationships are being built with our students. Teacher input will be utilized to determine the system and process to be used in order to garner high rate of teacher participation and implementation with fidelity.

The Panorama Teacher Survey data revealed other areas that need attention. In particular, Faculty Growth Mindset only showed that 44% of our teachers responded favorably. That is 12% lower than the district percent of 56% The main areas of concern came from four areas that could impact student outcomes moving forward. The first area was, "How easily can teachers change their teaching style to match the needs of a particular class (48%)". The second area of concern was, "How possible is it for teachers to change their ability to work with dissatisfied parents (52%)". The third area of concern was, "To what extent can teachers increase how much their most difficult students learn from them (52%)". The last area of concern was, "To what extent can teachers improve their implementation of different teaching strategies (58%)". The above areas of concern seem to connect the teacher's belief in their autonomy to teach students as they see fit, and rely on the parents to support their efforts. The campus has worked hard to ensure that during the PLC meetings that the teachers voice and ideas are heard, however, a system of checks and balances, to ensure teacher voice and input is considered in all aspects of school programs, process and student learning, is considered. In deeper analysis, the data suggest that continued work must address levels of teacher comfort to take academic risk and teacher feeling about including dissatisfied parents in the process.

Perceptions Strengths:

- Teacher recognition for their contributions to school culture and climate.
- Panorama data reported 82% of teachers feel that Woodway has an inviting work environment.
- Grade level and committee contributions to school programs, school processes, and student learning.

Perceptions Strengths

Consistent teacher celebrations via social media and staff meetings.

Panorama data reported 91% of teachers feel that Woodway has an inviting work environment.

High teacher retention rates (Most leave due to promotions).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. **Root Cause:** Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.

Problem Statement 2: As noted on the Fall 2021 Panorama Teacher Survey, only 44% responded favorably in perception toward a growth mindset. That's a significant drop from last year, which was at 70% in Spring of 2021. **Root Cause:** Campus has not prioritized opportunities to engage staff in focusing on equity and how this affects student achievement and capacity for teachers to build positive relationships with all students.

Problem Statement 3 (Prioritized): Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022). **Root Cause:** The lack of motivation due to experiencing minimal academic successes.

Problem Statement 4 (Prioritized): Based on the 2021-2022 discipline data African American males have 57% of the discipline referrals. **Root Cause:** African American males do not feel a sense of belonging, safe or supported in the school environment.

Problem Statement 5: The number of Woodway office referrals has increased from 98 in 2020-2021 to 117 in 2021-2022. **Root Cause:** There is a disconnect between classroom expectations verses the student's home expectations.

Priority Problem Statements

Problem Statement 4: For 2021-2022 school year, 36% of 5th grade Woodway students met projected Math MAP Growth from BOY to MOY. The target is 50%.

Root Cause 4: Insufficient opportunities to practice critical thinking skills via word problems.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021.

Root Cause 7: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.

Problem Statement 7 Areas: Perceptions

Problem Statement 1: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%.

Root Cause 1: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).

Problem Statement 1 Areas: Demographics

Problem Statement 2: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%.

Root Cause 2: The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

Problem Statement 2 Areas: Demographics

Problem Statement 5: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%.

Root Cause 5: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 9: Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022).

Root Cause 9: The lack of motivation due to experiencing minimal academic successes.

Problem Statement 9 Areas: Perceptions

Problem Statement 3: Woodway 4th grade learners decreased their STAAR Reading Assessment performance from 71% at the approaches level in 2019 to 41% in 2021

Root Cause 3: Students not having the metacognition to comprehend and respond to the text because students are not taught how to fully meet ALL the demands of the text.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%.

Root Cause 6: The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: Based on the 2021-2022 discipline data African American males have 57% of the discipline referrals.

Root Cause 8: African American males do not feel a sense of belonging, safe or supported in the school environment.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 53% to 58% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 56% to 61% by May 2023.

*Increase the percentage of Hispanic students On Track on Circle Phonological Awareness from 47.6% to 52% by May 2023.

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Fidelity of implementation, improve the quality and alignment of the Literacy and Biliteracy Instructional Tier 1 Framework. Creative Curriculum instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: 100% of lesson plans will be aligned to Literacy/Biliteracy Framework.

100% of the instructional schedules will be aligned to the district literacy/biliteracy model.

50% of PLC will be dedicated to ensure instructional practices increase Circle Phonological Awareness outcomes for all students, and specifically for the Hispanic student group (40%).

Staff Responsible for Monitoring: Data Coach

Instructional Coach





Pre-Kinder Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Master calendar will be allocated the first and third PLC of every month to ensure Creative Curriculum alignment and internalization of unit development, in order to inform instructional planning and preparation.</p> <p>Intended Audience: Preschool Teachers CIC</p> <p>Date(s) / Timeframe: September 5, 2022 - May 31, 2023</p> <p>Provider / Presenter / Person Responsible: Preschool Coaches Principal Assistant Principal</p> <p>Collaborating Departments: Early Childhood Department Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-face</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner and or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Principal
Assistant Principal

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
<p>Action Step 1: In planning and preparation sessions, preschool teacher capacity in unit development, skill progression, and implement will be monitored through action plans, lesson planning feedback, collaborative dialogues, professional development, coaching sessions, and reflection.</p> <p>Intended Audience: Preschool Teachers CIC</p> <p>Date(s) / Timeframe: September 5, 2022 - May 30, 2023</p> <p>Provider / Presenter / Person Responsible: Preschool Coaches CIC Principal Assistant Principal</p> <p>Collaborating Departments: Early Childhood Department Office of Instructional Initiatives and School Support Administration</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>
School Processes & Programs
<p>Problem Statement 3: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 32% to 50% by May 2023.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 20% to 50% by May 2023.

*Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 53% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency, and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 100% of lesson plans will be aligned to Literacy/Biliteracy Framework.

100% of the instructional schedules will be aligned to the district literacy/biliteracy model.

50% of PLC will be dedicated to ensure instructional practices increase MAP Fluency outcomes for all students, and specifically for the African American student group (23%).

Staff Responsible for Monitoring: Administration Team

Data Coach





Instructional Coach

Classroom Teachers

ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3 - Perceptions 1





Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy in Amplify by November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: Teachers CIC</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Collaborating Departments: Literacy Department, Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-face</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$2,400, - SCE (199 PIC 24) - 199-11-6396-001-216-24-313-000000- - \$1,984</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: In planning and preparation sessions, K-5 teacher's capacity in unit development, skill progression, and implement will be monitored through action plans, lesson planning feedback, collaborative dialogues, professional development, coaching sessions, and reflection.</p> <p>Intended Audience: K-5 Classroom Teachers CIC</p> <p>Date(s) / Timeframe: September 5, 2022 - May 30, 2023</p> <p>Provider / Presenter / Person Responsible: Literacy Coaches CIC Principal Assistant Principal</p> <p>Collaborating Departments: Literacy Department Office of Instructional Initiatives and School Support Administration</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Amplify and Science of Reading content and share observation cycle with staff by mid September 2022.</p> <p>Intended Audience: Teachers Instructional Leadership Team</p> <p>Date(s) / Timeframe: August-September 2022</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Collaborating Departments: Literacy Department</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>
Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p>

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 26% to 56% by May 2023.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 41% to 51% by May 2023.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 17% to 47% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: 100% of lesson plans will be aligned to Literacy/Biliteracy Framework.

100% of the instructional schedules will be aligned to the district literacy/biliteracy model.

50% of PLC will be dedicated to ensure instructional practices increase MAP Growth outcomes for all students, and specifically for the African American student group (17%).

Staff Responsible for Monitoring: Administration Team

Data Coach





Instructional Coach

Classroom Teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements: Demographics 2 - Student Learning 4





Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy in Amplify by November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: Teachers CIC</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Literacy Department, Office of Instructional Initiatives and School Supports</p> <p>Delivery Method: Face-to-Face</p> <p>Funding Sources: Accelerated Reader - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$3,500, - Title I (211) - 211-11-6112-0PD-216-30-510-000000-23F10 - \$1,000, - Title I (211) - 211-11-6329-04E-216-30-510-000000-23F10 - \$1,000, - BEA (199 PIC 25) - 199-12-6329-001-216-25-313-000000 - \$978</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p>Intended Audience: Teachers Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Administration Instructional Leadership Team</p> <p>Collaborating Departments: Literacy Department Office of Instructional Initiative and School Support</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>
Student Learning
<p>Problem Statement 4: Woodway 4th grade learners decreased their STAAR Reading Assessment performance from 71% at the approaches level in 2019 to 41% in 2021 Root Cause: Students not having the metacognition to comprehend and respond to the text because students are not taught how to fully meet ALL the demands of the text.</p>
Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 79% to 84% by May 2023. Increase the percentage of Hispanic students who score On Track from 40% to 50% by May 2023.





Evaluation Data Sources: Circle Math

Strategy 1: Develop the capacity of PK teacher to implement FWISD Math framework through the targeted professional development in critical thinking, problem solving applications and use of district approved curriculum, resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: 50% of PLCs will focus on instructional practices to increase Circle Math outcomes for all students groups, and specifically for the Hispanic student group.
85% of lessons and student work observed are aligned to the appropriate level of rigor of the standard.

Staff Responsible for Monitoring: Administration Team
Data Coach
Instructional Coach
Pre-Kinder Teachers

Problem Statements: Perceptions 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Master calendar will be allocated the first and third PLC of every month to ensure Creative Curriculum alignment and internalization of unit development, in order to inform instructional planning and preparation.</p> <p>Intended Audience: Preschool Teachers CIC</p> <p>Date(s) / Timeframe: September 5, 2022 - May 30, 2023</p> <p>Provider / Presenter / Person Responsible: Preschool Coaches Principal Assistant Principal</p> <p>Collaborating Departments: Early Childhood Department Office of Instructional Initiatives and School Support</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on

student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Administration Team

Action Step 1 Details	Reviews			
<p>Action Step 1: In planning and preparation sessions, preschool teacher capacity in unit development, skill progression, and implementation will be monitored through action plans, lesson planning feedback, collaborative dialogues, professional development, coaching sessions, and reflection.</p> <p>Intended Audience: Preschool Teachers CIC</p> <p>Date(s) / Timeframe: September 5, 2022 - May 30, 2023</p> <p>Provider / Presenter / Person Responsible: Preschool Coaches CIC Principal Assistant Principal</p> <p>Collaborating Departments: Early Childhood Department</p> <p>Delivery Method: Face-to-face</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p> <p>Problem Statement 3: Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022). Root Cause: The lack of motivation due to experiencing minimal academic successes.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 79.3% to 85% by May 2023. Increase the percentage of African American students, the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 71.4% to 80% by May 2023.

Evaluation Data Sources: TX-KEA

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 50% of the PLCs for math teachers will focus on instructional practices to increase TX-KEA outcomes, create conditions for productive struggle for all students, and specifically for the African American student group.

Staff Responsible for Monitoring: Administration Team

Data Coach
Instructional Coach
Classroom Teachers

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Eureka math by November 30, 2022 and February 28, 2023.</p> <p>Intended Audience: Kinder Teacher Instructional Leadership Team</p> <p>Date(s) / Timeframe: November 30, 2022 February 28, 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-216-24-313-000000- - \$874</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Administration Team

Action Step 1 Details	Reviews			
<p>Action Step 1: Create PLC calendar and provide PLC time for teacher to incorporate and utilize the FWISD Math Framework to help build teacher's capacity by mid September 2022.</p> <p>Intended Audience: Kinder Teachers ILT</p> <p>Date(s) / Timeframe: August 2022 - September 2022</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6112-OPD-216-30-510-000000-23F10 - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. Root Cause: The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.</p>
Student Learning
<p>Problem Statement 1: For 2021-2022 school year, 36% of 5th grade Woodway students met projected Math MAP Growth from BOY to MOY. The target is 50%. Root Cause: Insufficient opportunities to practice critical thinking skills via word problems.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 26% to 56% by May 2023.
Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 17% to 47% by May 2023.

Evaluation Data Sources: NWEA MAP





Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional Math Framework to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 50% of the PLCs for math teachers will focus on instructional practices to increase MAP Math Growth outcomes, create conditions for productive struggle for all students, and specifically for the African American student group.

Staff Responsible for Monitoring: Administration Team
Data Coach
Instructional Coach
Classroom Teachers

ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction





Problem Statements: Demographics 3 - School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Create PLC calendar and provide PLC time for teacher to incorporate and utilize the FWISD Math Framework to help build teacher's capacity by mid September 2022.</p> <p>Intended Audience: K-5 Teachers CIC</p> <p>Date(s) / Timeframe: August 2022 - September 2022</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Data Boards, Data Binders, Data Digital Folders, Data PLCs - Title I (211) - 211-13-6119-04E-216-30-510-000000-23F10 - \$76,061.35, - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$2,467</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Administration Team

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 1, 2022, develop a system/cycle of observation and feedback of math instruction aligned to Eureka Math content and share observation cycle with staff by mid September 2022.</p> <p>Intended Audience: K-5 Teachers ILT</p> <p>Date(s) / Timeframe: August 2022 - September 2022</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

School Processes & Programs

Problem Statement 4: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 29% to 39% by May 2023.

Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 24% by May 2023.

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1: Improve the quality and alignment of Tier 1 instruction (FWISD Instructional Framework). Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.




Strategy's Expected Result/Impact: 50% of PLCs will allocated to lesson internalization, productive struggle, culturally responsive practices in efforts to increase student performance's at the Meets or above level on STAAR Reading.

Staff Responsible for Monitoring: Administration Team
 Data Coach
 Instructional Coach
 Classroom Teachers

Problem Statements: Student Learning 4 - School Processes & Programs 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.	Formative			Summative
	Nov	Jan	Mar	June

<p>Intended Audience: Teachers CIC</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Literacy Department Multilingual Education Department Early Learning Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$1,233, Ron Clark Academy PD - Title I (211) - 211-13-6499-04E-216-30-510-000000-23F10 - \$13,500, ATF - Title I (211) - 211-11-6396-04E-216-30-510-000000-23F10 - \$1,500</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Administration Team


Action Step 1 Details	Reviews			
Action Step 1: By September 12, 2022, train 100% of literacy teachers/staff in FWISD PLC framework. Intended Audience: Teachers CIC	Formative			Summative
	Nov	Jan	Mar	June


Date(s) / Timeframe: August 2022 - September 2022
Provider / Presenter / Person Responsible: Principal
Assistant Principal
CIC


Collaborating Departments: Academics Division

Delivery Method: In-Person

Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-216-24-313-000000- - \$1,000

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Strategy 3: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 50% of PLCs will allocated to lesson internalization, productive struggle, culturally responsive practices in efforts to increase student performance's at the Meets or above level on STAAR Reading, MAP Growth Reading, and Benchmarks.

Staff Responsible for Monitoring: Administration Team
Data Coach
Instructional Coach
Classroom Teachers

Problem Statements: Demographics 2 - Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure focus of at least 70% of reading PLCs focus on lesson internalization, planning, and practice for Amplify and Creative Curriculum teachers.</p> <p>Intended Audience: Teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Literacy Department Early Learning Department Multilingual Education Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6129-04E-216-30-510-000000-23F10 - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>
Student Learning
<p>Problem Statement 4: Woodway 4th grade learners decreased their STAAR Reading Assessment performance from 71% at the approaches level in 2019 to 41% in 2021 Root Cause: Students not having the metacognition to comprehend and respond to the text because students are not taught how to fully meet ALL the demands of the text.</p>
School Processes & Programs
<p>Problem Statement 3: In Kinder through 5th grade, 26% of all students met growth projections on the MOY MAP Reading data report. That is 4.8 drop from 2020 MOY MAP growth data of 30.8%. Root Cause: Training and resources have not been prioritized to promote systems with K-2 teachers to effectively plan and deliver instruction focused on the Fundamental Four (Foundational Skills, Oral Language, Comprehension, and Writing).</p>
Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 20% to 30% by May 2023.

Increase the percentage of African American students; the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4% to 14% by May 2023.

Evaluation Data Sources: STAAR Math Assessment

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: 50% of PLCs will be allocated to lesson internalization, productive struggle, culturally responsive practices in efforts to increase student performance's at the Meets or above level on STAAR Math.

Staff Responsible for Monitoring: Administrative Team

Data Coach

Instructional Coach

Classroom Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 3 - School Processes & Programs 4 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 3rd-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p>Intended Audience: 3rd -5th grade teachers</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Principal Assistant Principal CIC</p> <p>Collaborating Departments: Math Department Multilingual Education Department Early Learning Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: ATF - Title I (211) - 211-11-6399-04E-216-30-510-000000-23F10 - \$28,500, ATF - Title I (211) - 211-11-6299-04E-216-30-510-000000-23F10 - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 2: Build capacity with the ILT to ensure consistency in leveraging leadership, coaching, and monitoring outcomes for all campus priorities.

Strategy's Expected Result/Impact: All campus priorities will be addressed in a systematic manner or with a protocol process, in order to ensure the focus is centered on student progress, and there is messaging alignment among ILT members.

Staff Responsible for Monitoring: Administration Team

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure focus of at least 70% of math PLCs focus on lesson internalization, planning, and practice for Eureka Math teachers</p> <p>Intended Audience: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: August 2022 - May 30, 2023
Provider / Presenter / Person Responsible: Principal
 Assistant Principal
 CIC
Collaborating Departments: Math Department
Delivery Method: In-Person

Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-216-24-313-000000- - \$1,000, - SCE (199 PIC 24)
 - 199-11-6396-001-216-24-313-000000- - \$874



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

School Processes & Programs

Problem Statement 4: In Kinder through 5th grade, 26% of students met growth projections on the MOY MAP Math data report. That is 12.6% drop from 2020 MOY MAP Math growth data of 38.6%. **Root Cause:** The campus has not prioritized vertical teaming opportunities in grade K-5, more specially in grades 2nd and 3rd, to support high levels of achievement on local and state standards.

Perceptions

Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. **Root Cause:** Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 23% to 12% by May 2023.

Evaluation Data Sources: Attendance Data (Focus)

Strategy 1: Campus Attendance Committee (CAC) reviews all students below 90% threshold every six weeks.

Strategy's Expected Result/Impact: Decrease in chronic absenteeism to 7.4%, systems in place to track, monitor, and communicate attendance matters to all stakeholders.

Staff Responsible for Monitoring: Administration Team

Data Clerk

Classroom Teachers

Family Engagement Specialist





Counselor

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, identify, select, and notify Campus Attendance Committee members of meeting schedule for the 22-23 school year.</p> <p>Intended Audience: Teachers Administration Team Campus Attendance Committee</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Attendance Committee Data Clerk Family Engagement Specialist Administration Team Counselor</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By September 9, convene initial CAC committee and engage in the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard.</p> <p>Intended Audience: Teachers Administration Team Support Staff</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Attendance Committee Family Engagement Specialist Principal Assistant Principal Counselor Data Clerk</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By September 30, develop a routine data monitoring schedule to assess efficacy of the CAC's daily supports and interventions.</p> <p>Intended Audience: Teachers Administration Team Campus Attendance Committee</p> <p>Date(s) / Timeframe: September 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Attendance Committee Family Engagement Specialist Principal Assistant Principal Counselor Data Clerk</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-216-30-510-000000-23F10 - \$1,000, - Title I (211) - 211-11-6116-04E-216-30-510-000000-23F10 - \$1,000, - Parent Engagement - 211-61-6499-04L-216-30-510-000000-23F10 - \$1,107, - SCE (199 PIC 24) - 199-11-6399-001-216-24-313-000000 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. **Root Cause:** Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.

Problem Statement 3: Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022). **Root Cause:** The lack of motivation due to experiencing minimal academic successes.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 117 to 80 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 26 to 16 by May 2023.

Evaluation Data Sources: FOCUS - Discipline Report, ADQ Cycle Reports

Strategy 1: Convene your Student Support Team (SST) to review students with a high number of referrals, assign caseload to relevant staff to provide follow-up support based on the SST Protocol.

Strategy's Expected Result/Impact: Increase student's sense of belonging and growth mindset through culturally responsive practices and positive behavior supports.





Staff Responsible for Monitoring: Administrative Team
 Student Study Team (SST)
 Classroom Teachers
 Counselor

ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1, 4

Action Step 1 Details	Reviews			
Action Step 1: By August 31, identify members, form SST, and outline routine meeting schedule dates/times. Intended Audience: Teachers Student Study Team (SST) Date(s) / Timeframe: August 2022 - September 1, 2022 Provider / Presenter / Person Responsible: Principal Assistant Principal SST Collaborating Departments: Campus and Student Support Services Delivery Method: In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By September 9, convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals.</p> <p>Intended Audience: Teachers SST</p> <p>Date(s) / Timeframe: September 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal LSSP Counselor</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-216-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: By September 30, convene second SST to evaluate intervention data and outcomes to begin Engaging in the Continuous Improvement Process (SST Protocol #6).</p> <p>Intended Audience: Teachers SST</p> <p>Date(s) / Timeframe: September 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal LSSP Counselor</p> <p>Collaborating Departments: Campus and Student Support Services Crisis and Prevention Department</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p>

Perceptions

Problem Statement 4: Based on the 2021-2022 discipline data African American males have 57% of the discipline referrals. **Root Cause:** African American males do not feel a sense of belonging, safe or supported in the school environment.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 17 to 8 by May 2023.

Evaluation Data Sources: FOCUS - Discipline Report, ADQ Cycle Reports, RDA Discipline Link

Strategy 1: By August 31, ensure that your Leadership Team is familiar with and able to pull/analyze ADQ Cycle Report Data and Focus Discipline Data.





Strategy's Expected Result/Impact: Tier I and Tier II offenses outlined in FWISD Student Code of Conduct are addressed through restorative practices 5R process by Administration team and counselor.

Staff Responsible for Monitoring: Administration Team
Classroom Teachers
Counselors
Family Engagement Specialist

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 30, review initial ADQ Cycle Report Data and Focus Discipline Data with your Leadership Team.</p> <p>Intended Audience: Instructional Leadership Team (ILT)</p> <p>Date(s) / Timeframe: August 2022 - September 30, 2022</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Team</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: By October 7, share relevant data with your Student Support Team (SST) to review students with high numbers of suspensions, assign caseload to relevant staff, perform root cause analysis, and provide follow-up support.</p> <p>Intended Audience: Teachers SST Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal Counselor LSSP</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Determine teachers/school personnel in greatest need of training and support based on behavior referrals.

Strategy's Expected Result/Impact: Tier I and Tier II offenses outlined in FWISD Student Code of Conduct are addressed through restorative practices 5R process by Administration team and counselor.

Staff Responsible for Monitoring: Administration Team
Classroom Teachers
Counselors
Family Engagement Specialist

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 30, review initial ADQ Cycle Report Data and Focus Discipline Data to determine teachers who may benefit from additional training and support.</p> <p>Intended Audience: Teachers Support Staff</p> <p>Date(s) / Timeframe: August 2022 - September 30, 2022</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal Counselor LSSP</p> <p>Collaborating Departments: Campus and Student Support Services</p> <p>Delivery Method: In-person and Virtual, Faculty Meetings, FLEX, Staff Development Days</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-216-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: By October 7, identify teacher training that would be helpful (e.g., Active Classroom Management [ACM], Trust-Based Relational Interventions [TBRI], Restorative Practices [RP]).</p> <p>Intended Audience: Teachers Support Staff</p> <p>Date(s) / Timeframe: August 2022 - October 2022</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal Counselor LSSP</p> <p>Collaborating Departments: Campus and Student Support Services Crisis and Prevention Department Equity Department</p> <p>Delivery Method: In-person and Virtual, Faculty Meetings, FLEX, Staff Development Days</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Contact appropriate departments to schedule training for targeted staff.</p> <p>Intended Audience: Campus Staff</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: SST Principal Assistant Principal Counselor LSSP</p> <p>Collaborating Departments: Campus and Student Support Services Crisis and Prevention Department Equity Department</p> <p>Delivery Method: In-person and Virtual, Faculty Meetings, FLEX, Staff Development Days</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-216-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p>
<p>Problem Statement 3: Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022). Root Cause: The lack of motivation due to experiencing minimal academic successes.</p>
<p>Problem Statement 4: Based on the 2021-2022 discipline data African American males have 57% of the discipline referrals. Root Cause: African American males do not feel a sense of belonging, safe or supported in the school environment.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 50% to 80% by May 2023.

Evaluation Data Sources: Promotion and Communication Artifacts, Event Attendance Sheets, Parent Feedback, SBDM Agenda and Minutes, Student Leadership Input, Student Club Offerings and Rosters

Strategy 1: Convene a committee of stakeholders to plan and promote high-impact family engagement activities and events for the school year.





Strategy's Expected Result/Impact: By August 31, convene SBDM to identify at least 3 family engagement events to support and promote this school year.

Staff Responsible for Monitoring: Principal
SBDM Committee

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 3, 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop a communication and promotion plan for targeted activities and events for the school year.</p> <p>Intended Audience: Student and Families</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Staff Principal Assistant Principal FES</p> <p>Collaborating Departments: IT Department Social Media Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-216-30-510-000000-23F10 - \$1,000, - Title I (211) - 211-61-6121-04L-216-30-510-000000-23F10 - \$1,448.65, - Title I (211) - 211-61-6299-04L-216-30-510-000000-23F10 - \$800, - Parent Engagement - 211-61-6399-04L-216-30-510-000000-23F10 - \$1,107</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Action Step 2 Details	Reviews			
<p>Action Step 2: Monitor event attendance data. After each event, gather stakeholder and family feedback for assessment and future planning.</p> <p>Intended Audience: Students and Families</p> <p>Date(s) / Timeframe: August 2022 - May 2023</p> <p>Provider / Presenter / Person Responsible: Campus Staff Principal Assistant Principal FES</p> <p>Collaborating Departments: Family Engagement & Partnership Department</p> <p>Delivery Method: In-Person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: District wide 43% of 3rd-5th grade students can regulate their emotions based on the Fall 2021 Campus Panorama Survey. The same was true for Woodway. Woodway increased by 2% from Winter 2020 to Fall 2021. Root Cause: Insufficient and inadequate training to address student's social and emotion needs. Lack of SEL curriculum.</p> <p>Problem Statement 3: Woodway Elementary School's average daily attendance decreased from 93.66% (2020-2021) to 89.66% (2021-2022). Root Cause: The lack of motivation due to experiencing minimal academic successes.</p> <p>Problem Statement 4: Based on the 2021-2022 discipline data African American males have 57% of the discipline referrals. Root Cause: African American males do not feel a sense of belonging, safe or supported in the school environment.</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$1,500.00
1	2	1	1		Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$2,400.00
1	3	1	1		Reading materials for classroom use	211-11-6329-04E-216-30-510-000000-23F10	\$1,000.00
1	3	1	1	Accelerated Reader	Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$3,500.00
1	3	1	1		Subs for professional development	211-11-6112-0PD-216-30-510-000000-23F10	\$1,000.00
2	2	2	1		Subs for professional development	211-11-6112-0PD-216-30-510-000000-23F10	\$1,200.00
2	3	1	1	Data Boards, Data Binders, Data Digital Folders, Data PLCs	Data Analyst	211-13-6119-04E-216-30-510-000000-23F10	\$76,061.35
2	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$2,467.00
3	1	1	1	Ron Clark Academy PD	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-216-30-510-000000-23F10	\$13,500.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$1,233.00
3	1	1	1	ATF	Technology for instructional use	211-11-6396-04E-216-30-510-000000-23F10	\$1,500.00
3	1	3	1		Teacher Assistant	211-11-6129-04E-216-30-510-000000-23F10	\$22,000.00
3	2	1	1	ATF	Supplies and materials for instructional use	211-11-6399-04E-216-30-510-000000-23F10	\$28,500.00
3	2	1	1	ATF	Contracted instructional services	211-11-6299-04E-216-30-510-000000-23F10	\$900.00
4	1	1	3		Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-23F10	\$1,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-216-30-510-000000-23F10	\$1,000.00
4	2	1	2		Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-23F10	\$1,000.00
4	3	2	3		Extra duty pay for PD after hours	211-11-6116-0PD-216-30-510-000000-23F10	\$1,000.00
4	4	1	1		Snacks or incentives for students	211-11-6499-04E-216-30-510-000000-23F10	\$1,000.00
4	4	1	1		Extra duty for family engagement activities after hours (Support Personnel)	211-61-6121-04L-216-30-510-000000-23F10	\$1,448.65
4	4	1	1		Family Science Night	211-61-6299-04L-216-30-510-000000-23F10	\$800.00
Sub-Total							\$164,010.00
Budgeted Fund Source Amount							\$164,010.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Technology for instructional use	199-11-6396-001-216-24-313-000000-	\$1,984.00
2	2	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-216-24-313-000000-	\$874.00
3	1	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-216-24-313-000000-	\$1,000.00
3	2	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-216-24-313-000000-	\$1,000.00
3	2	2	1		Technology for instructional use	199-11-6396-001-216-24-313-000000-	\$874.00
4	1	1	3		Supplies and materials for instructional use	199-11-6399-001-216-24-313-000000-	\$500.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-216-24-313-000000-	\$500.00
Sub-Total							\$6,732.00
Budgeted Fund Source Amount							\$6,732.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	3		Snacks for Parents to promote participation	211-61-6499-04L-216-30-510-000000-23F10	\$1,107.00
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-216-30-510-000000-23F10	\$1,107.00
Sub-Total							\$2,214.00
Budgeted Fund Source Amount							\$2,214.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Reading materials for library use	199-12-6329-001-216-25-313-000000	\$978.00
Sub-Total							\$978.00
Budgeted Fund Source Amount							\$978.00
+/- Difference							\$0.00
Grand Total Budgeted							\$173,934.00
Grand Total Spent							\$173,934.00
+/- Difference							\$0.00

Addendums