

# Calallen Independent School District



## Wood River Elementary

### 2024-2025 Formative Reviews

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

## Performance Objective 1

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

**Evaluation Data Source:** NWEA MAP

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan.

**Strategy's Expected Result/Impact:** Early identification and timely intervention to ensure each child reads by third grade, finds success in school.

**Staff Responsible for Monitoring:** Campus administration; dyslexia therapists; reading interventionists

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews



### Strategy 2

Monitor differentiated instructional activities for all special program areas ( at risk, Title 1, special education, GT, 504, EB, Dyslexic, Migrant, Foster Care, Homeless Student) to actively engage students through the use of high-yield instructional strategies.

**Strategy's Expected Result/Impact:** Increased academic success for special pops/

**Staff Responsible for Monitoring:** Campus Administrators

**Funding Sources:** 211 - ESSA Title I, Part A, \$50,324

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress


October

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

### Strategy 3

Continue to develop, refine, and implement a campus-wide Response to Intervention (RTI) program using data for differentiation and NWEA MAP as a universal screener for grades K-2 in ELAR and Math. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

**Strategy's Expected Result/Impact:** RTI plan; Student performance on local and state assessments

**Staff Responsible for Monitoring:** Campus Administrators, Counselor, Interventionists, teachers

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress


October

Some Progress

January

Considerable Progress

March

 Continue/Modify

June

### Strategy 4

Identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students to ensure that all System Safeguards are met. Implement attendance and intervention plans as needed.

**Strategy's Expected Result/Impact:** List of identified students; personalized instructional plans; student progress

**Staff Responsible for Monitoring:** Campus administrators; counselors; teachers

**Title I:** 2.4, 2.5, 2.6

### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

### Strategy 5

Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success.

**Strategy's Expected Result/Impact:** Student performance on local and state assessments

**Staff Responsible for Monitoring:** Teachers, Reading and Math Interventionists

### Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 6

Provide small group tutorial support within the school day for students struggling in Reading grades K-2.

**Strategy's Expected Result/Impact:** Student performance on guided reading levels, local, and state reading assessments

**Staff Responsible for Monitoring:** Teachers, Reading Interventionist

**Title I:** 2.4, 2.5, 2.6


### Formative Reviews

Some Progress


October

Moderate Progress

January

 Accomplished

March

 Accomplished

June

## Strategy 7

Provide small group tutorial support within the school day for students struggling in Math in first and second grade.

**Strategy's Expected Result/Impact:** Student performance on local and state math assessments

**Staff Responsible for Monitoring:** Teachers, Math Interventionist


### Formative Reviews

Some Progress


October

Moderate Progress

January

 Accomplished

March

 Accomplished

June

## Strategy 8

Provide student assistance and support through the counseling department and other agencies as appropriate.

**Strategy's Expected Result/Impact:** Student performance on local and state reading and math assessments

**Staff Responsible for Monitoring:** School Counselor

## Formative Reviews


October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

June

## Strategy 9

In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, prekindergarten students will be assessed using Texas School Ready CLI Engage CIRCLE Progress Monitoring platform. Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).

**Strategy's Expected Result/Impact:** Annual student progress in reading and math.

**Staff Responsible for Monitoring:** Administrators

## Formative Reviews

Some Progress


October

Some Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 10

In order to predict student academic growth toward meeting the grade 3 STAAR reading and math goal, students in grades k-2 will be assessed using NWEA MAP. Assessments will be conducted at the beginning of year, middle of year, and end of year. MAP Growth reveals how much growth has occurred between testing events and, when combined with MAP norms, shows project proficiency. Using RIT data, educators can track growth through the school year and over multiple years.

**Strategy's Expected Result/Impact:** Annual student progress in reading and math.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 11

Promote the development of healthy social skills and problem solving techniques through leader in me, restorative practices and guidance lessons.

**Strategy's Expected Result/Impact:** Increase problem solving and effective social emotional

**Staff Responsible for Monitoring:** Counselor and Teachers

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

## Performance Objective 2

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

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1 Results Driven Accountability

Conduct career awareness sessions during counselor lessons in order to promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

**Strategy's Expected Result/Impact:** Informal assessment after class instruction

**Staff Responsible for Monitoring:** Counselor

**Title I:** 2.5

#### Formative Reviews

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

## Strategy 2

Have students choose a profession of interest and take pictures of each student in a costume of that particular profession.

**Strategy's Expected Result/Impact:** Pictures of students dressed for success

**Staff Responsible for Monitoring:** Counselor and Counselor's Secretary, Teachers

#### Formative Reviews

October

January



Accomplished

March



Accomplished

June

## Strategy 3

Display students dressed in outfits depicting various occupations.

**Strategy's Expected Result/Impact:** Pictures displayed in hallways

**Staff Responsible for Monitoring:** Counselor


### Formative Reviews


October

January

March

June

 Accomplished

 Accomplished

## Strategy 4

Host a career day which exposes all students to various careers involving parents and community members.

**Strategy's Expected Result/Impact:** Student participation in career day.

**Staff Responsible for Monitoring:** Counselor and Administrators


### Formative Reviews

October

January

March

June

 Accomplished

## Strategy 5

Have at least one college day a month.

**Strategy's Expected Result/Impact:** Students and staff wear college attire.


**Staff Responsible for Monitoring:** Campus Administrators, Counselor, Teachers

### Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress

 Accomplished

October

January

March

June

## Performance Objective 3

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

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying

students with reading deficits characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan.

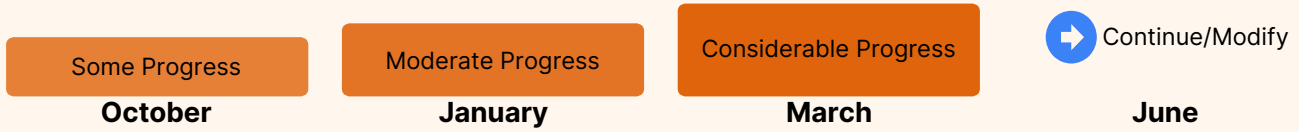
**Strategy's Expected Result/Impact:** Student performance on MAP

**Staff Responsible for Monitoring:** Campus Administrators, Teachers

**Title I:** 2.4, 2.5, 2.6, 4.2

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews



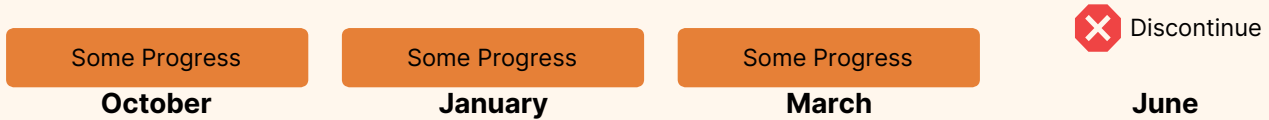
## Strategy 2

Develop and utilize curriculum, lesson plans, and materials to support classroom instruction focused on higher -order thinking using high-yield strategies.

**Strategy's Expected Result/Impact:** Student performance on MAP

**Staff Responsible for Monitoring:** Campus Administrators, Teachers

### Formative Reviews



## Strategy 3

Maintain parent communication regarding academic progress.

**Strategy's Expected Result/Impact:** Communication logs, student performance on MAP

**Staff Responsible for Monitoring:** Teachers

### Formative Reviews



## Strategy 4

Use data to diagnose student weaknesses and provide targeted tutorial assistance.

**Strategy's Expected Result/Impact:** Student performance on MAP

**Staff Responsible for Monitoring:** Data team--Campus Administrators, Counselor, Interventionists, Teachers

### Formative Reviews



### Strategy 5

Continue to provide a reading interventionist and a paraprofessional for additional reading and instructional support.

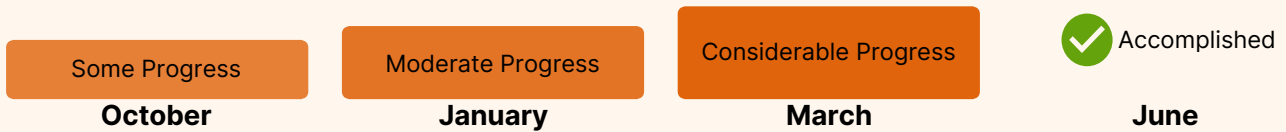
**Strategy's Expected Result/Impact:** Student performance on MAP

**Staff Responsible for Monitoring:** Curriculum office, Campus Administrators

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews



# Goal 2

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

## Performance Objective 1

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

**Evaluation Data Source:** Activity and event sign in sheets

**Summative Evaluation:** No progress made toward meeting Performance Objective

### Strategy 1

Because Wood River is a Title I campus, it will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities through trainings, the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success.

**Strategy's Expected Result/Impact:** Participation of parents on campus and at campus activities, appropriate funding

**Staff Responsible for Monitoring:** Campus administrators; parents

**Title I:** 2.5, 4.2

#### Formative Reviews



### Strategy 2

Make sure all parents have completed Family Access registration in order to receive e-mails and phone calls.

**Strategy's Expected Result/Impact:** Skyward confirmation of message receipts

**Staff Responsible for Monitoring:** Campus administrators, Secretary

#### Formative Reviews



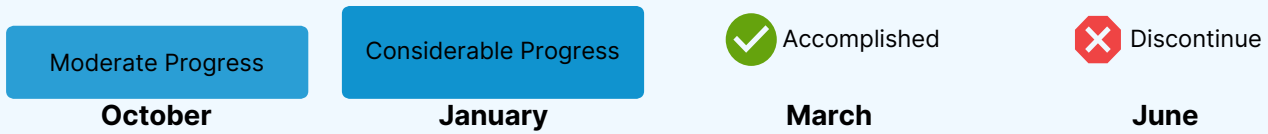
### Strategy 3

Keep parents, staff, and students up to date on school events using family access, approved district technology communication, and notes home.

**Strategy's Expected Result/Impact:** Student and parent participation at events, Skyward confirmation of message receipt.

**Staff Responsible for Monitoring:** Principal and Secretary

#### Formative Reviews



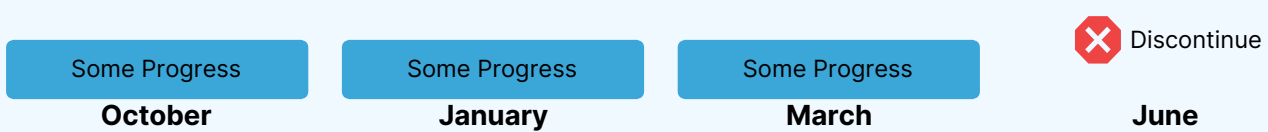
### Strategy 4

Encourage membership in PTA.

**Strategy's Expected Result/Impact:** Daily parent involvement and attendance at campus events

**Staff Responsible for Monitoring:** Campus Administrators, PTA President

#### Formative Reviews



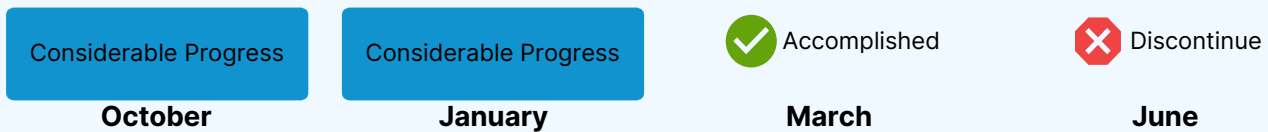
### Strategy 5

Continue to provide volunteer training and conduct background checks.

**Strategy's Expected Result/Impact:** Parent participation on campus and school related events

**Staff Responsible for Monitoring:** Assistant Principal/Principal

#### Formative Reviews



### Strategy 6

Maintain campus web page and include links to appropriate educational sites and resources for parents.

**Strategy's Expected Result/Impact:** Up to date web page

**Staff Responsible for Monitoring:** Campus Administrators and Secretaries

### Formative Reviews

Some Progress


**October**

Some Progress

**January**

Some Progress

**March**

 Discontinue

**June**

### Strategy 7

Utilize Federal funds for parent and family engagement activities and resources.

**Funding Sources:** 263 - ESSA Title III, Pt. A, \$1,186, Parent Resources/Training 211 - ESSA Title I, Part A, \$1,400

**Title I:** 2.5

### Formative Reviews

Moderate Progress


**October**

Moderate Progress

**January**

Considerable Progress

**March**

 Continue/Modify

**June**

### Strategy 8

As part of Title I, Part A, Wood River will develop and distribute a written parent and family engagement policy that addresses all mandated items to the parents and family members or our students. The plan will be made available in English and Spanish.

**Strategy's Expected Result/Impact:** Scores, benchmark assessments, Parent and Family Engagement Plan, sign-in sheets, agendas

**Staff Responsible for Monitoring:** Campus Administrators; Teachers

**Title I:** 4.1

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress


**October**

Some Progress

**January**

Some Progress

**March**

 Continue/Modify

**June**

### Strategy 9

Hold at least 2 public meeting to share title 1 campus programs and strategies.

**Strategy's Expected Result/Impact:** Participation of parents in the meeting; sign-in sheets

**Staff Responsible for Monitoring:** Campus Administration

Title I: 2.5

## Formative Reviews



## Performance Objective 2

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

**Evaluation Data Source:** Attendance records and data

**Summative Evaluation:** Met Performance Objective

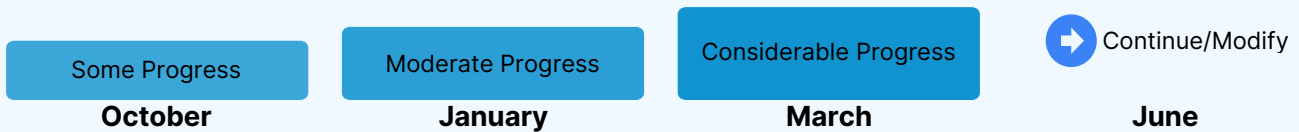
## Strategy 1

Continue focus on improving student attendance through campus incentive and recognition programs.

**Strategy's Expected Result/Impact:** Attendance will increase at least 1%

**Staff Responsible for Monitoring:** Campus administrators, Teachers, PTA

### Formative Reviews



## Strategy 2

Continue to contact parents in writing, by phone, and in person when students are beginning to accumulate too many absences.

**Strategy's Expected Result/Impact:** Attendance rate increase of 1%

**Staff Responsible for Monitoring:** Assistant Principal, Attendance Secretary

### Formative Reviews



## Strategy 3

Continue to work with the district truancy officer to ensure adherence to compulsory attendance requirements.

**Strategy's Expected Result/Impact:** Attendance rate increase 1%

**Staff Responsible for Monitoring:** Assistant Principal

### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

## Strategy 4

Continue to teach healthy habits.

**Strategy's Expected Result/Impact:** Attendance rate increase of 1%

**Staff Responsible for Monitoring:** PE teacher, Nurse, Counselors

### Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Discontinue

June

## Performance Objective 3

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

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

**Summative Evaluation:** Met Performance Objective

## Strategy 1

Have campus staff be a member of the district SHAC (School Health Advisory Council).

**Staff Responsible for Monitoring:** School Nurse, PE teacher

### Formative Reviews

 Accomplished


October

 Accomplished

January

 Accomplished

March

 Discontinue

June

## Strategy 2

Make sure routines and procedures are in place to secure building and check in visitors.


**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

Moderate Progress  
**October**

Considerable Progress  
**January**

 Accomplished  
**March**

 Discontinue  
**June**

### Strategy 3

Have routine safety/emergency drills to ensure preparedness.

**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

Moderate Progress  
**October**

Moderate Progress  
**January**

Considerable Progress  
**March**

 Accomplished  
**June**

### Strategy 4

Send monthly safety newsletters/meetings to remind staff of safety precautions.


**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

**October**

**January**

**March**

 Discontinue  
**June**

### Strategy 5

Have staff trained in Restorative Practices, Nonviolent Crisis Intervention and Leader in Me.


**Staff Responsible for Monitoring:** Campus Administration, Counseling, and special education staff

### Formative Reviews

Some Progress  
**October**

Some Progress  
**January**

Some Progress  
**March**

 Discontinue  
**June**

### Strategy 6

Improve school conditions for student learning. Promote the physical, mental, social and emotional well being of all students. Provide counseling as needed and communicate frequently

with parents.

**Strategy's Expected Result/Impact:** Students and parents are informed and supported

**Staff Responsible for Monitoring:** Superintendent, principal, teachers

### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Discontinue

June

## Strategy 7

A Multi hazard Emergency Operation Plan has been put into place. It has provisions pertaining to substitutes teachers and regular employees during emergency or a drill. Continue school safety and security committee that includes specified members and duties and threat assessment team appointed by the superintendent.

**Strategy's Expected Result/Impact:** A thorough and comprehensive safety plan, trained substitutes and regular employees, safety committee


**Staff Responsible for Monitoring:** Superintendent, Director of Operations, Principal

### Formative Reviews

October

January

March

 Discontinue

June

## Strategy 8

Prioritize school safety at all times and communicate the importance of reporting suspicious behaviors or any concerns. Ensure that district employees and students advocate for safety in the school, districts, and community. Relate to students and give them a voice. Innovate and leverage technology to our advantage. Ensure compliance with Texas Education Code for safety and security of all students, campuses, facilities.

**Strategy's Expected Result/Impact:** Complete safety and security audits as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills and intruder assessments for each campus.

**Staff Responsible for Monitoring:** Director of Operations

### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

# Goal 3

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

## Performance Objective 1

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

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

**Summative Evaluation:** No progress made toward meeting Performance Objective

### Strategy 1

Continue to explore and incorporate emerging technologies including tools to the greatest extent possible including their incorporation into instructional programs.

**Strategy's Expected Result/Impact:** Use of technology in teacher and student lessons

**Staff Responsible for Monitoring:** Campus Administrators, Campus Technology Staff, District Technology Specialist


#### Formative Reviews

October

January

March

June

 Discontinue

### Strategy 2

Provide options for applied learning projects using technology in curriculum areas and special programs.

**Strategy's Expected Result/Impact:** Use of technology in teacher and student projects

**Staff Responsible for Monitoring:** Campus Administrators, Campus Technology Staff, District Technology Specialist

#### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Discontinue

June

### Strategy 3


Continue to utilize and expand the library Makerspace to allow students to foster creativity and engage in critical, independent thinking in and interactive setting that focuses on STEM and STEAM.

**Strategy's Expected Result/Impact:** Increased Makerspaces resources

**Staff Responsible for Monitoring:** Campus Administration, Librarian

**Title I:** 2.4, 2.5, 2.6

### Formative Reviews

 Discontinue

October

January

March

June

## Performance Objective 2

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

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

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

Provide instruction in technology that will focus on reinforcement of curriculum skills, the technology TEKS (Learning.com), and the application of technology for extended learning projects.

**Strategy's Expected Result/Impact:** Staff attendance at technology trainings, technology integration into lesson and student learning.

**Staff Responsible for Monitoring:** Technology Integration Specialist

### Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Discontinue

June


## Strategy 2

Continue to have technology integration specialist assist teachers with technology integration into instructional plans.

**Strategy's Expected Result/Impact:** Technology integration into lessons and student activities.

**Staff Responsible for Monitoring:** Curriculum, Technology Specialists, Campus Administrators

## Formative Reviews

 Discontinue

October

January

March

June

### Strategy 3

Utilize computer assisted instruction programs to remediate and/or enrich student learning.

**Strategy's Expected Result/Impact:** Student use of computer programs, student mastery of the TEKS

**Staff Responsible for Monitoring:** Campus administrators, Teachers, Curriculum Department

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Discontinue

June

### Strategy 4

Incorporate technology into lessons using Brain pop, you tube and other visuals to enhance learning.

**Strategy's Expected Result/Impact:** Students engaged in the learning process

**Staff Responsible for Monitoring:** Teachers

**Funding Sources:** Program Renewals 211 - ESSA Title I, Part A, 211-E-11-6397-00-105-0-99, \$5,000

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math


## Formative Reviews

Some Progress


October

Moderate Progress

January

 Accomplished

March

 Continue/Modify

June

### Strategy 5

Students will use technology during stations to enhance learning using Apps, or use technology to conduct research.

**Strategy's Expected Result/Impact:** Students using Ipads and/or computers in the classroom

**Staff Responsible for Monitoring:** Teachers

## Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Continue/Modify

June

## Strategy 6

Have students work on Learning.com weekly to increase technology skills.

**Strategy's Expected Result/Impact:** Increased student technology knowledge. Student participation.

**Staff Responsible for Monitoring:** Classroom Teachers  
Specials Teachers/Paras  
Administrators

## Formative Reviews

October

January

March



Discontinue

June

# Goal 4

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

## Performance Objective 1

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

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

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Partner with local businesses to provide student incentives (rewards)--CiCi's, McDonalds, Nolans, Starbucks, Chic-fil-A, Bubbas 33, Sonic, HEB, Ice Rays, etc.

**Strategy's Expected Result/Impact:** Business participation and support

**Staff Responsible for Monitoring:** Campus Administrators

#### Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 2

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

**Evaluation Data Source:** sign in sheets, parent participation in meeting

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Wood River will utilize federal funds to increase parent and family engagement through a variety of activities.

**Strategy's Expected Result/Impact:** Increased sense of belonging for campus families

**Staff Responsible for Monitoring:** Teaches, Administrators, Counselor

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Some Progress

**October**

Some Progress

**January**

Some Progress

**March**



Continue/Modify

**June**

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

## Performance Objective 1

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

**Evaluation Data Source:** TEA Accountability Reports

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Continue to provide an early intervention model focusing on: systemic and explicit classroom phonics instruction for students in PK-2nd; an electronic assessment matrix to aid in identifying students with reading deficits, characteristic of dyslexia by the end of kindergarten and first grade; dyslexia services in first and second grade; individualized instructional support to close reading achievement gaps; and a parent participation plan.


**Strategy's Expected Result/Impact:** Maintain all Distinction Designations

**Staff Responsible for Monitoring:** Campus Administrators, Teachers, Reading and Math Interventionists

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

 Discontinue

October

January

March

June

### Strategy 2

Continue to develop, refine, and implement a campus-wide Response to Intervention (RTI) program using data for differentiation and NWEA MAP as a universal screener for grades K-2 in ELAR and Math. Train teachers to identify students who may be at risk for academic failure and to provide tiered instruction to meet student needs.

**Strategy's Expected Result/Impact:** Maintain all Distinction Designations

**Staff Responsible for Monitoring:** Campus Administrators, Counselor, Interventionists, Teachers

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 3

Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success.

**Strategy's Expected Result/Impact:** Keep number of Distinction Designations

**Staff Responsible for Monitoring:** Teachers, Reading and Math Interventionists, RTI team


### Formative Reviews

October

January

March

June

 Discontinue

## Strategy 4

Provide small group tutorial support within the school day for students struggling in reading and math grades K-2.

**Strategy's Expected Result/Impact:** Keep number of Distinction Designations

**Staff Responsible for Monitoring:** Teachers, Reading Interventionist

**Funding Sources:** 199 - General Fund: SCE, \$5,000, 281 - ESSER II, \$5,000


**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math


### Formative Reviews

Some Progress


October

 Accomplished

January

 Accomplished

March

 Continue/Modify

June

## Strategy 5

Provide all students with social emotional learning (SEL) support through the counseling department and other agencies as appropriate.

**Strategy's Expected Result/Impact:** Keep number of Distinction Designations

**Staff Responsible for Monitoring:** Counselor

## Formative Reviews

Some Progress


October

Some Progress

January

Some Progress

March

 Continue/Modify

June

## Performance Objective 2

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

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

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

Continue to work and grow as a Professional Learning Community focused on student learning. Share best practices at planning time, incorporating the latest teaching techniques learned at trainings, and analyze assessment data to drive future instruction.

**Strategy's Expected Result/Impact:** Student performance on local and state assessments, campus culture and morale

**Staff Responsible for Monitoring:** Campus Principal and Campus Leadership Team

## Formative Reviews

Moderate Progress


October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

June

## Strategy 2

Increase SBDM members' understanding of committee roles and responsibilities.

**Strategy's Expected Result/Impact:** SBDM team involvement in the decision making process


**Staff Responsible for Monitoring:** Campus Principal

## Formative Reviews

October

January

March

 Continue/Modify

June

# Goal 6

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

## Performance Objective 1

Wood River will be 100% staffed with highly effective, certified personnel.

**Evaluation Data Source:** Teacher certification records

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Ensure that all Wood River teachers are appropriately certified and that the new hires meet certification status prior to employment. Ensure proper certification and training for early childhood teachers.

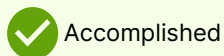
**Strategy's Expected Result/Impact:** Teacher records and documentation

**Staff Responsible for Monitoring:** Human Resource Director, campus administration

**Title I:** 2.5

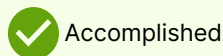
**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews



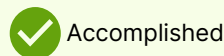
Accomplished

**October**



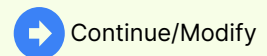
Accomplished

**January**



Accomplished

**March**



Continue/Modify

**June**

### Strategy 2

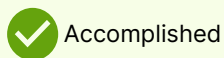
Ensure that all Title I paraprofessionals currently employed have completed two years of study at an institute of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality as demonstrated through an assessment.

**Strategy's Expected Result/Impact:** Paraprofessional documentation

**Staff Responsible for Monitoring:** Human Resource Director, campus administration

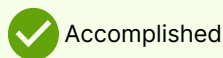
**Title I:** 2.5

#### Formative Reviews



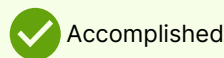
Accomplished

**October**



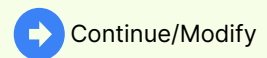
Accomplished

**January**



Accomplished

**March**



Continue/Modify

**June**

### Strategy 3


Conduct a campus needs assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual certified teachers.

**Strategy's Expected Result/Impact:** Student benchmark scores; grades; needs assessment survey results and aligned training

**Staff Responsible for Monitoring:** Assistant superintendent, campus administrators

**Title I:** 2.4, 2.5, 2.6, 4.2

#### Formative Reviews

 Continue/Modify

October

January

March

June

### Strategy 4

Provide campus wide professional development training in state mandated topics including but not limited to: DMAC, AED, CPR, technology, TA - TEKS, sexual abuse, maltreatment of children, bullying, sexual harassment, child abuse, classroom management, ASPIRE for vaping, district discipline policies, student code of conduct, special education modifications, training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special ed, implementation of TEKS/ELPS, LPAC, Response to Intervention (RtI), conflict resolution, SEL, G/T, and ESL for staff and administrators. Coordinate and integrate professional development activities and specified other trainings at the request of the SHAC and administrative personnel.


**Strategy's Expected Result/Impact:** Teacher training documentation; training evaluations; training descriptions and Eduphoria data


**Staff Responsible for Monitoring:** Central office administrators, campus administrators, data analyst, technology integration specialists, teachers


**Title I:** 2.5


**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

 Accomplished

 Accomplished

 Accomplished

 Continue/Modify

October

January

March

June

### Strategy 5

The district will adopt a program on intervention and suicide prevention that will train counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to: Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying; Recognize students displaying early warning signs and a possible need for early mental health

intervention and substance abuse; Intervene effectively with students described above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health services, may be taken by a parent or guardian. BQ (LEGAL) and FFB (LEGAL). Conduct a cyber-security night and hold crisis team meetings as needed; Provide resources for students with mental health issues; Provide training as need in grades 7-12 on bleeding control stations; Provide training on sexual abuse, sex trafficking, and other maltreatment of children including those with significant cognitive; Every educator must attend a school safety training course approved by TSSC; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; require and expand continuing education training for teachers, counselors, and principals on teaching/intervening with students with mental health conditions and students who engage in substance abuse; Provide training on the ways grief and trauma affect student learning; Provide training on ways to prevent, identify, and respond to reports of bullying incidents; Provide training to new teachers and mentor teachers; Provide training on cybersecurity for mandated employees.

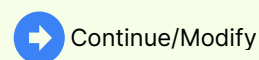
**Strategy's Expected Result/Impact:** Teacher training documentation, training evaluations, Eduphoria data

**Staff Responsible for Monitoring:** Central office administration; campus administrators, data analyst, technology integration specialist, instructional deans, teachers

**Title I:** 2.5, 2.6

**TEA Priorities:** Recruit, support, retain teachers and principals

**Formative Reviews**



October

January

March

June

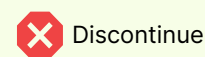
**Strategy 6**

Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**Strategy's Expected Result/Impact:** Competent, properly certified teachers on campus

**Staff Responsible for Monitoring:** Human Resources Department

**Formative Reviews**



October

January

March

June

**Performance Objective 2**

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

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

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Continue to support local curriculum planning in order to have a common instruction and assessment of the TEKS.

**Strategy's Expected Result/Impact:** Teacher attendance at local curriculum writing, Teachers increased understanding of the TEKS, Improved Student Performance

**Staff Responsible for Monitoring:** Central Office Curriculum Department, Campus Principals, Local Curriculum Writers

#### Formative Reviews



Accomplished

**October**



Accomplished

**January**



Accomplished

**March**



Discontinue

**June**

### Strategy 2

Continue an extended PLC schedule which will allow grade level teachers to collaborate weekly on lesson plans and instructional methods.

**Strategy's Expected Result/Impact:** Student performance on local and state assessments

**Staff Responsible for Monitoring:** Campus Principal

#### Formative Reviews

Considerable Progress

**October**

Considerable Progress

**January**

Considerable Progress

**March**



Accomplished

**June**

### Strategy 3

All staff will implement the use of Kagan structures routinely with their lessons in order to keep students engaged and learning.

**Strategy's Expected Result/Impact:** Student engagement during observations and Walk-throughs

**Staff Responsible for Monitoring:** Campus Administrators

#### Formative Reviews



Discontinue

**October**

**January**

**March**

**June**

### Performance Objective 3

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

**Evaluation Data Source:** Walkthrough/observation data and mentoring logs

**Summative Evaluation:** Met Performance Objective

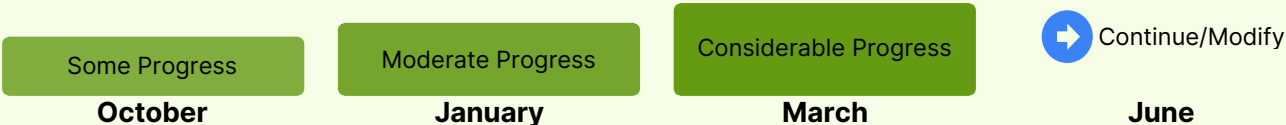
#### Strategy 1

Have teachers with less than three years teaching experience assigned a mentor to help them navigate their formative years.

**Strategy's Expected Result/Impact:** Teacher and student growth

**Staff Responsible for Monitoring:** Campus administrators, mentor teachers, Central Office

#### Formative Reviews



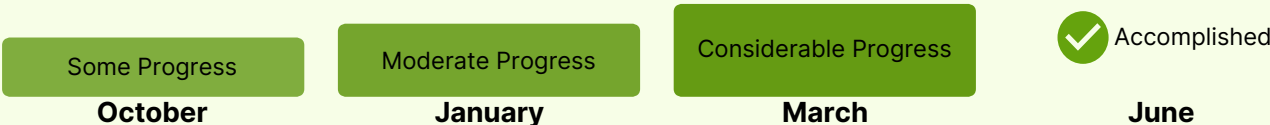
#### Strategy 2

Conduct routine walk-thrus and required observations to give teachers timely feedback on areas done well and suggestions for improvement in other areas.

**Strategy's Expected Result/Impact:** Teacher

**Staff Responsible for Monitoring:** Campus Administrators

#### Formative Reviews



# Goal 7 Institutionalized Initiatives

## Performance Objective 1

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

**Evaluation Data Source:** various

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1


Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction.

**Strategy's Expected Result/Impact:** Create and embed STCC academic vocabulary and higher order questioning stems in core subject areas and utilize them to enhance instruction.

**Staff Responsible for Monitoring:** Deputy supt., assistant supt., curriculum curriculum dept., campus administrators, curriculum writers, teachers

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

 Discontinue

October

January

March

June

### Strategy 2


Utilize STCC High Yield Strategies, Kagan Structures and information from STCC training sessions to create interactive, engaging, and dynamic lessons.


**Strategy's Expected Result/Impact:** Walk throughs, teacher observations, lesson plans, benchmark scores, student involvement

**Staff Responsible for Monitoring:** Deputy superintendent, Assistant Supt., curriculum department, campus administrators, teachers

**Title I:** 2.5

#### Formative Reviews

 Discontinue

**Strategy 3**  **Results Driven Accountability**

Differentiate instruction appropriately for student groups: ESL, bilingual, dyslexic, special education, gifted/talented, enriched, AP, and dual credit courses.

**Strategy's Expected Result/Impact:** Lesson plan documentation, walk-thrus, progress monitoring

**Staff Responsible for Monitoring:** Teachers, special education personnel, dyslexic specialists, GT teachers, Pre-AP, AP teachers, curriculum writers, university personnel

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**Formative Reviews**

Some Progress


**October**

Some Progress

**January**

Some Progress

**March**

 Continue/Modify

**June**

**Strategy 4**

Ensure compliance with all components of the Results Driven Accountability (RDA), State Performance Plan (SPP), and Every Student Succeeds Act (ESSA) indicators.

**Strategy's Expected Result/Impact:** RDA, SPP, ESSA reports, PEIMs submissions, TEA reports

**Staff Responsible for Monitoring:** Deputy supt., assistant supt., curriculum curriculum dept., campus administrators, special education director, teachers

**Formative Reviews**

Considerable Progress


**October**

Considerable Progress


**January**

Considerable Progress

**March**

 Accomplished

**June**

**Strategy 5**  **Results Driven Accountability**

Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA) risk elements. Administrators will continue to attend ARDs and provide input for student success.

**Strategy's Expected Result/Impact:** Report on RDA risk elements; NWEA data - progress monitoring

**Staff Responsible for Monitoring:** Deputy superintendent, special education director, diagnosticians, counselors, LSSPs, SLPs, teachers, campus administrators

**Title I:** 2.5, 2.6

## Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

## Strategy 6 Results Driven Accountability

Conduct professional development including training for the inclusion classroom and support to include differentiated instruction, STAAR Alt, TELPAS Alt, STAAR testing accommodations, and autism training for all staff.

**Strategy's Expected Result/Impact:** Sign-in sheets, training calendar; Eduphoria

**Staff Responsible for Monitoring:** Assistant supt., special education director, diagnosticians

**Title I:** 2.5

## Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

## Strategy 7 Results Driven Accountability

Examine special education programs and delivery to ensure adequate supports to teachers and students, as well as clear parameters for allocation of staff and resources including the need for special education teachers and paraprofessionals paid through IDEA-B and special education funds.

**Strategy's Expected Result/Impact:** Data documentation; schedules, student data

**Staff Responsible for Monitoring:** Special education director

**Title I:** 2.5, 2.6

## Formative Reviews



Continue/Modify

October

January

March

June

## Strategy 8 Results Driven Accountability

Focus on reading and writing literacy and comprehension for EB students. Update accommodations for EB students and assign students to an ESL course when appropriate. Ensure that EB identified students are being served by an ESL certified teacher in ELAR classes and that System Safeguards are met on STAAR assessments.


**Strategy's Expected Result/Impact:** Student scores; nine-weeks grades, benchmark assessments, EB accommodation sheets; TELPAS and STAAR scores indicating progress; teacher certificates, class rosters

**Staff Responsible for Monitoring:** ESL/EB coordinator, campus administrators, counselor, teachers


**Title I:** 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math


### Formative Reviews

 Accomplished


**October**

 Accomplished

**January**

 Accomplished

**March**

 Discontinue

**June**

## Strategy 9 Results Driven Accountability


Comply with Title III and Results Driven Accountability RDA mandates. Improve use of Title III requirements for parent outreach specifically for parents of EL students. Train staff on Title III Increasing and strengthening Parental Outreach companion. Implement a districtwide plan which focuses on writing across the curriculum.

**Strategy's Expected Result/Impact:** Monitor Title III and RDA mandates and data; parental outreach companion; lesson plans, walk-throughs, student scores and data


**Staff Responsible for Monitoring:** ESL/EL coordinator, campus administrators, counselor, teachers

**Title I:** 2.4, 2.5, 2.6


### Formative Reviews

 Accomplished


**October**

 Accomplished

**January**

 Accomplished

**March**

 Discontinue

**June**

## Strategy 10

Ensure implementation of Response to Intervention (RtI) procedures; provide annual campus training on RtI referral procedures. Continue to streamline RtI process and use of universal screener data from MAP.

**Strategy's Expected Result/Impact:** Sign-in sheets, training calendar, documentation and data, students placed into tiered interventions; eStar reports and tiered folders located in Skyward

**Staff Responsible for Monitoring:** Superintendent, deputy supt., assistant supt., curriculum curriculum dept., campus administrators

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Recruit, support, retain teachers and principals

## Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Discontinue

June

## Strategy 11

Continue to conduct campus needs assessment and facilitate the development of a data-driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Provide additional training on differentiated, core-subject specific professional development. Focus on data- driven PLCs.

**Strategy's Expected Result/Impact:** Sign-in sheets, training calendar, documentation and data, surveys, completed needs assessment and professional development calendar

**Staff Responsible for Monitoring:** Data analyst, assistant supt., campus administrators

**Title I:** 2.4, 2.5, 2.6

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

## Formative Reviews



Continue/Modify

October

January

March

June

## Strategy 12

The campus will work with the district School Health Advisory Council (SHAC) to ensure that students participate in the school's required physical education activities such as: Fitness Gram, student academic performance data, student attendance rates, students who are economically disadvantaged, the use and success of any method to ensure that students participate in moderate to vigorous physical activity, use the SPARK curriculum, and any other indicator recommended by SHAC.

**Strategy's Expected Result/Impact:** SHAC agenda, meeting notes, staff training calendar, district policies

**Staff Responsible for Monitoring:** Deputy supt., District RN, campus administrators, PE teachers

## Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

June

## Strategy 13

Consistently hold students accountable for attendance, provide meaningful and beneficial

makeup hours/classes, and inform parents of the seriousness of truancy.

**Strategy's Expected Result/Impact:** Improved student attendance and scores, documentation of individual counseling, parent conferences, attendance committee meetings, implementation of truancy behavior contracts

**Staff Responsible for Monitoring:** Campus administrators, counselor, teachers

**Title I:** 2.5

### Formative Reviews

Some Progress


**October**

Some Progress

**January**

Some Progress

**March**

 Discontinue

**June**

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

## Performance Objective 1

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

**Evaluation Data Source:** field trips, attendance logs, schedules, family surveys

**Summative Evaluation:** Met Performance Objective

### Strategy 1

Promote well rounded educational opportunities to assist students in developing relevant knowledge and skills to relate to the world around them.

**Strategy's Expected Result/Impact:** 100% of Wood River students will have access to well rounded experiences.

**Staff Responsible for Monitoring:** Teachers, Administrators, Counselors

**Funding Sources:** 287 - ESSA Title IV - SSAEP, \$1,710

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June