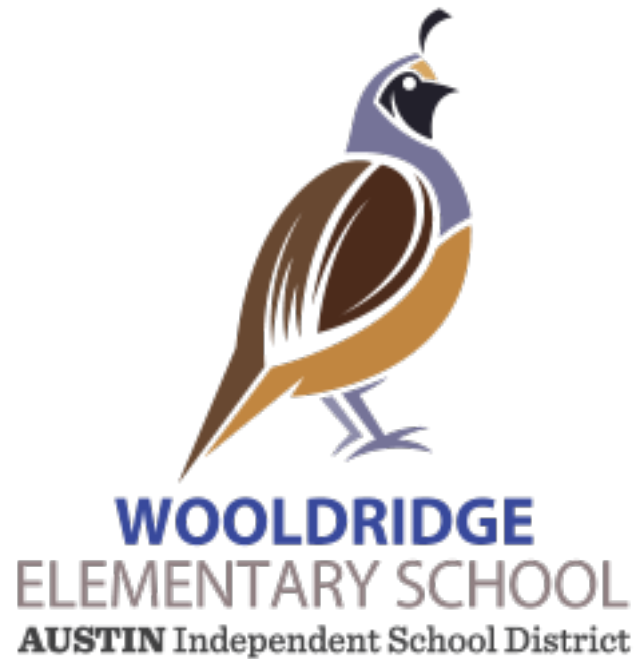# Wooldridge Elementary School
Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

"I am safe. I am respectful. I am responsible. I have Wooldridge Pride."

Sheri Mull
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(512) 414-2353
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Date Reviewed: 11/06/2020   Date Approved:

Campus Mission

We, the staff of Wooldridge Elementary, believe that all children can learn and achieve mastery of grade level skills. We will endeavor to provide diverse learning opportunities that will:

•Challenge every learner
•Inspire and motivate students to be successful
•Prepare students for the future as responsible citizens
•Strengthen community involvement

Campus Vision

Wooldridge will be the heart of the community that nurtures and celebrates culture and diversity. We will inspire, support, and value students, families, and staff to be life-long learners.

Campus Values

Community Involvement, Equity, Cultural Inclusiveness, and High Achievement

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th
All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th
#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Prioritized Focus Area #1

Prioritized Focus Area #1
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale

Last year, we focused on strong lesson planning. This year, we want to focus on our common assessments. We have found that sometimes, our weekly common assessments do not evaluate students to the depth and complexity of the rigor of the intended TEK. We want to ensure alignment of the assessment with the intended standard. We want teachers to be critical of assessments and be more adept at constructing meaningful assessments.

How will the campus build capacity in this area? Who will you partner with?
Instructional coaches will develop and deliver a professional learning session on aligned assessments. Instructional team will review assessments for alignment.

How will you communicate these priorities to your stakeholders? How will create buy-in?
For classroom teachers, we will use some of our PLC time to study assessments with a critical eye to reinforce the need for aligned assessments. The CIP with these priorities will be shared with CAC and monitored. As part of Title I requirements, we will share our goals and rationales with parents at Coffee Talks, PTA meetings, and other parent meetings.

Desired Annual Outcome
Teachers will ensure that all assessments in reading, writing, and math are aligned to the standards.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
All teachers will complete the aligned assessment training from the instructional coaches.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
ILT will provide feedback on alignment for weekly common assessments to each grade level.

Desired 90-day Outcome: Cycle 3 (March-May)
Teachers will align all reading, writing, and math common assessments to the depth and complexity of the standard they are assessing

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Small groups of teachers will work on alignment of lessons for writing and small group reading interventions aligned to standards.

Barriers to Address During the Year
Insufficient planning time due to time constraints, and challenges of teaching both remote students and in person students at the same time have greatly limited the time devoted to team planning and PLC's. Novice teachers and some experienced teachers may lack the knowledge of creating aligned assessments.

Barriers to Address: Cycle 1 (Sept-Nov)
Lack of time for ILT to review assessments and provide PD. ILT has to concentrate on safety and covering classes due to extreme shortage of substitutes.

Barriers to Address: Cycle 2 (Dec-Feb)
Classroom teachers will be teaching both virtual and in person students simultaneously. They may struggle to find time to work on assessments. ILT may be focused on class coverage and other duties and priorities for safety.

Barriers to Address: Cycle 3 (March-May)
Classroom teachers will be teaching both virtual and in person students simultaneously. They may struggle to find time to work on assessments.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Lack of time to research and work together on plans.

District Commitment Theory of Action (ToA)
If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)
   Principal supervisor will ask principal for evidence that professional learning on aligned assessments was completed.

District Actions: Cycle 2 (Dec-Feb)
   Principal supervisor will ask principal for evidence that ILT has provided feedback on assessments.

District Actions: Cycle 3 (March-May)
   Principal supervisor will ask principal for evidence of aligned assessments.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
   Title I provides funds for summer curriculum writing.

Prioritized Focus Area #2
5.1 Objective-driven daily lesson plans with formative assessments.

Rationale
Last year we focused on lesson planning continuity and providing feedback. We saw improvement in lesson plans and in MOY results. We want to continue working on lesson plans with an additional focus now on differentiation. We feel that is the next logical step in the lesson planning process. Teachers have also requested assistance in this area. We want to ensure teachers are explicitly planning for their struggling students, GT students, and emergent bilingual students.

How will the campus build capacity in this area? Who will you partner with?
Sped teachers and CALTs will provide training to gen ed teachers on ways to differentiate for struggling learners and identified special education students. GT advocate will provide training on differentiating for GT students. Monitor the differentiation documented in lesson plans.

How will you communicate these priorities to your stakeholders? How will create buy-in?
Classroom teachers have asked for assistance with differentiation. We will share these goals at staff meetings and trainings. The CIP, with these priorities, will be shared with CAC and monitored. As part of Title I requirements, we will share our goals and rationales with parents at Coffee Talks, PTA meetings, and other parent meetings.

Desired Annual Outcome
Teachers will submit lesson plans that reflect differentiation for given student groups. Teachers will use planned differentiation strategies in the classroom.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
All teachers will participate in professional learning about differentiation best practices.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
ILT will provide feedback to grade levels on differentiation in lesson plans and to teachers on differentiation implementation.

Desired 90-day Outcome: Cycle 3 (March-May)
Teachers will reflect differentiation for appropriate groups in all reading, writing, and math lesson plans, and planned differentiation strategies will be used in the classroom.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Small group of teachers will work together to research and write professional development for flexible seating and ideas for differentiating for special education students.

Barriers to Address During the Year
Insufficient planning time due to time constraints and challenges of teaching both remote students and in person students at the same time. Novice teachers may lack the knowledge of differentiating for multiple groups.

Barriers to Address: Cycle 1 (Sept-Nov)
Classroom teachers are overwhelmed with phasing in students back to campus.

Barriers to Address: Cycle 2 (Dec-Feb)
Classroom teachers will be teaching both virtual and in person students simultaneously.

Barriers to Address: Cycle 3 (March-May)
Classroom teachers will be teaching both virtual and in person students simultaneously.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Time for planning and research.

District Commitment Theory of Action (ToA)
If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)
Principal supervisor will ask principal for evidence of professional learning on differentiation.

District Actions: Cycle 2 (Dec-Feb)
 Principal supervisor will ask principal for evidence of ILT feedback on differentiation to teachers.

District Actions: Cycle 3 (March-May)
 Principal supervisor will ask principal for evidence of implementation of differentiation strategies in classrooms.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
 Title I provides funds for summer curriculum planning.

Cycle 1 (Sept-Nov) Report - due December 4
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Yes, all classroom teachers have participated in staff development on assessment alignment and differentiation strategies.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No, this was our first time using MapGrowth. It was difficult to accurately test the remote students. MapGrowth does not correlate to STAAR categories at this time.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
We will continue all action steps for Cycle 2. We will continue to focus on planning and implementation of differentiation strategies. We will also continue our focus on aligned assessments. We will monitor assessments for alignment and provide feedback.

What new action steps do you need to add to the next cycle?
We do not need to add new action steps at this time.

Cycle 2 (Dec-Feb) Report - due March 5
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Yes, our ILT provided feedback on alignment for weekly common assessments to each grade level, and ILT provided feedback to grade levels on differentiation in lesson plans and to teachers on differentiation implementation.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No, we struggled with getting some of our students to test. Most took the MOY online, which was their first time doing so. There were many technical issues.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
We will continue working on assessment alignment and differentiation in the classroom.

What new action steps do you need to add to the next cycle?
We need to work on online assessments with students.

Cycle 3 (March-May) Report - due June 4
Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Yes, teachers planned for differentiation in all subject areas in their lesson plans. Grade levels spent time monitoring their own assessments for alignment in all grade levels.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No, it continued to be a struggle to get all students to test online.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
We will continue to work on and monitor all action steps.

What new action steps do you need to add to the next cycle?
Small groups of teachers will meet over the summer to write plans for schoolwide reading interventions and writing.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?
Yes, all assessments in reading, writing, and math were aligned to the standards.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
Yes, all lesson plans showed differentiation plans for different student groups, and walkthroughs showed differentiation occurring in the classrooms.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mary Alvirez

Date

10/14/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Sheri Mull

Date

10/14/2020

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

Domain 2A-83, progress, 5th grade reading 69% approaches,31%meets, 15% masters, 5th grade math 79% approaches,47% meets, 33% masters

Student Achievement Weaknesses

 % of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD-64,% of grade 1-2 students reading on or above grade level-AA: 50, Hisp: 64, ECD: 64, STAAR Domain 1-60.

Student Achievement Needs

Professional development to improve planning and assessment. Interventions for struggling students.

Student Achievement Summary

Our campus serves students with varying backgrounds, skills, and needs. We serve a large number of newcomers to the US, with varying educational histories. Our students often struggle with language acquisition and limited vocabulary. Our students deserve high quality instruction designed to meet their individual needs.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

% teacher turnover
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

Greatly increased TELL survey scores 19-20. Committee works on maintaining a positive environment. Community School work has had a positive effect on our climate.

School Culture and Climate Weaknesses

Difficult to maintain positive culture in a pandemic with so much stress. Staff is being asked to do many things outside the realm of their normal duties.

School Culture and Climate Needs

Staff needs to feel supported and safe. Students need to feel safe. Families need to feel safe and supported.

School Culture and Climate Summary

While there are many things to be stressed about and fearful of right now, we are a strong community at Wooldridge. Parents have been very supportive. Staff is working together and going above and beyond. We are constantly mindful of trying to show our appreciation to all. We will continue to work on this area all year.

Family and Community Involvement

Family and Community Involvement Data Sources

Comprehensive Needs Assessment

District Family Survey results
Focus Groups/Interviews
Staff (TELL) Survey results
Student Survey results

Family and Community Involvement Strengths

Wooldridge is a designated Community School. We partner with Austin Voices to support us with this effort. We have a strong community base. Parents feel welcome to come to our school for support. Our Parent Survey shows strong involvement. We have a full time Parent Support Specialist, CIS social worker, and Vida Clinic therapist on campus.

Family and Community Involvement Weaknesses

We have limited budgets to provide needed resources.

Family and Community Involvement Needs

Our community has many needs including; food, housing, clothing, job training, ESL, technology support, and access to medical care

Family and Community Involvement Summary

Wooldridge has invested many resources, time and effort into our community. We want to be the main hub of our community, where families feel comfortable going to for support.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($333,600)			

Wooldridge Elementary School

Goal 1.   (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1.   (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning for staff on designing higher level thinking student tasks and campus based assessments to align with depth of the rigor of the standards. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team	November 2020		Criteria: Sign in sheet and agenda for the professional learning. PowerPoint slides of training 05/24/21 - Significant Progress (S) 12/13/20 - Significant Progress 12/13/20 - Significant Progress
2. Teachers will develop common assessments that are aligned to the depth of the rigor of the standards. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Teachers	October 2020-May 2021		Criteria: Feedback tool, PLC minutes, aligned common assessments 05/24/21 - Completed (S) 03/08/21 - Significant Progress 12/13/20 - Some Progress 12/13/20 - Some Progress
3. ILT will develop a tool to provide feedback to PLC's on assessments. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team	December 2020		Criteria: Evidence of tool to provide feedback on assessments. 05/24/21 - Completed (S) 03/08/21 - Significant Progress 12/13/20 - Completed 12/13/20 - On Track

Wooldridge Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Discuss and identify differentiation strategies for ELLs, struggling students, and GT as it pertains to individual lessons during team lesson planning. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Instructional Team	on-going weekly		Criteria: Team planning minutes, lesson plans, lesson plan monitoring tool, and feedback provided. 06/04/21 - Completed (S) 12/13/20 - Significant Progress 12/13/20 - Significant Progress 09/21/20 - Some Progress
2. ILT will continue using the monitoring tool for lesson plans and provide timely feedback and intervention. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Instructional Team, Leadership Team	on-going weekly		Criteria: Feedback notes 06/04/21 - Completed (S) 12/13/20 - On Track 09/21/20 - On Track
3. Monitor the implementation of differentiation strategies through walkthroughs utilizing the walkthrough form to measure the fidelity of implementation. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team	December 2020-May 2021		Criteria: Walkthrough forms 06/04/21 - Completed (S) 12/13/20 - Some Progress 12/13/20 - Some Progress
4. Provide professional learning opportunities on best practices for differentiation for special groups such as struggling learners, GT students, and emergent bilingual students. (Title I SW Elements: 1.1,2.5) (Target Group: LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,4)	GT Advocate, Instructional Leadership Team, Special Education Staff	November 2020		Criteria: Sign in sheets from trainings 12/13/20 - Completed (S) 12/13/20 - Completed 12/13/20 - On Track

Wooldridge Elementary School

Goal 2.   (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2.   Increase Tx/KEA reading scores in PK/K and MapGrowth reading scores in First and Second grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all PK-2 students know how to use the ebook library. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4)	Librarian	December 2020		Criteria: Use of eBook library will increase. Librarian will document lessons provided to each PK-2 classroom. 06/04/21 - Completed (S) 12/14/20 - On Track 12/13/20 - On Track
2. Implement school wide reading challenge. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Librarian	December 2020-May 2021		Criteria: At least 75% of students will participate in reading challenge. 06/04/21 - Some Progress (S) 12/13/20 - On Track
3. Ensure PK-1 teachers are implementing Heggerty and phonics instruction with fidelity by use of lesson plan feedback tool and walkthroughs. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st) (Strategic Priorities: 2,4)	Instructional Leadership Team	December 2020-May 2021		Criteria: Lesson plans will show planning for phonics and Heggerty. Walkthrough forms will show evidence of implementation. 06/06/21 - Completed (S) 12/13/20 - On Track

Wooldridge Elementary School

Goal 3.   (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1.   (School Changes) School Changes Summary

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lead conversation circles during at least 3 parent events for input on parent involvement activities and school improvement. (Title I SW Elements: 1.1,2.1,2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	CIS Leader, Parent Support Specialist, Principal	May 2021		Criteria: Notes from conversation circles. 05/24/21 - Completed (S) 12/14/20 - Some Progress 12/13/20 - Some Progress

Wooldridge Elementary School

Goal 4. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with CLI coach to reinforce implementation of CLI. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Principal	May 2021		Criteria: Evidence of CLI strategies in lesson plans. 05/24/21 - Completed (S) 12/14/20 - Some Progress 12/13/20 - Some Progress

Wooldridge Elementary School

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 12/13/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 12/13/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 12/13/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 12/13/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/20		Criteria: Sample communications in languages other than English 12/13/20 - Completed

Wooldridge Elementary School

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 12/13/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 12/13/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 12/13/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 12/13/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 12/13/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Mull, Sheri	Principal
Peralez-Hernandez, Yolanda	Assistant Principal
Campuzano, Beatriz	CAC Co-chair Staff
Huerta, Alexandra	Instructional Coach
Sanchez, Enedelia	Parent Support Specialist
Ortuno, Nelda	Bookkeeper
Rogers, Kathy	Teacher
Denison, Victoria	CAC Secretary/Teacher
Cisneros, Denise	Teacher
Moctezuma, Iris	CAC Co-chair Parent
Mar, Rosa	Community Rep
Alvirez, Mary	DCSI

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal / Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54		MapGrowth	54		MOY	60		MapGrowth	65		68
		All	All	Reading	Meets	STAAR	22		MapGrowth	22		MOY	30		MapGrowth	35		39
		All	All	Reading	Masters	STAAR	11		MapGrowth	11		MOY	12		MapGrowth	13		15
		All	All	Mathematics	Approaches	STAAR	65		MapGrowth	65		MOY	60		MapGrowth	65		68
		All	All	Mathematics	Meets	STAAR	34		MapGrowth	34		MOY	30		MapGrowth	35		39
		All	All	Mathematics	Masters	STAAR	19		MapGrowth	19		MOY	12		MapGrowth	13		15
		All	All	Science	Approaches	STAAR	50		Campus SCA	50		MOY	60		Campus SCA	65		68
		All	All	Science	Meets	STAAR	30		Campus SCA	30		MOY	30		Campus SCA	35		39
		All	All	Science	Masters	STAAR	10		Campus SCA	10		MOY	12		Campus SCA	13		15
		All	All	Social Studies	Approaches	STAAR	na		na	na		na	na		na	na		na
		All	All	Social Studies	Meets	STAAR	na		na	na		na	na		na	na		na
		All	All	Social Studies	Masters	STAAR	na		na	na		ana	na		na	na		na
		All	All	Writing	Approaches	STAAR	52		Campus SCA	52		MOY	60		Campus SCA	65		68
		All	All	Writing	Meets	STAAR	10		Campus SCA	10		MOY	30		Campus SCA	35		39
		All	All	Writing	Masters	STAAR	1		Campus SCA	1		MOY	12		Campus SCA	13		15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	All	Reading	Meets	STAAR	24		MapGrowth	24		MOY	30		MapGrowth	35		39
		All	ECD	Reading	Meets	STAAR	22		MapGrowth	22		MOY	30		MapGrowth	35		39
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	All	Mathematics	Meets	STAAR	38		MapGrowth	38		MOY	30		MapGrowth	35		39
		All	ECD	Mathematics	Meets	STAAR	37		MapGrowth	37		MOY	30		MapGrowth	35		39
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	44		MapGrowth Growth			MOY			MapGrowth Growth			45

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal (Summative Goal)
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54		MapGrowth	54		MOY	60	35	MapGrowth	65	23	68
		All	All	Reading	Meets	STAAR	22		MapGrowth	22		MOY	30	9	MapGrowth	35	8	39
		All	All	Reading	Masters	STAAR	11		MapGrowth	11		MOY	12	3	MapGrowth	13	7	15
		All	All	Mathematics	Approaches	STAAR	65		MapGrowth	65		MOY	60	41	MapGrowth	65	27	70
		All	All	Mathematics	Meets	STAAR	34		MapGrowth	34		MOY	30	17	MapGrowth	35	6	40
		All	All	Mathematics	Masters	STAAR	19		MapGrowth	19		MOY	12	6	MapGrowth	13	2	20
		All	All	Science	Approaches	STAAR	50		Campus SCA	50		MOY	60	28	Campus SCA	65	25	68
		All	All	Science	Meets	STAAR	30		Campus SCA	30		MOY	30	8	Campus SCA	35	6	39
		All	All	Science	Masters	STAAR	10		Campus SCA	10		MOY	12	3	Campus SCA	13	4	15
		All	All	Social Studies	Approaches	STAAR	na		na	na		na	na		na	na		na
		All	All	Social Studies	Meets	STAAR	na		na	na		na	na		na	na		na
		All	All	Social Studies	Masters	STAAR	na		na	na		ana	na		na	na		na
		All	All	Writing	Approaches	STAAR	52		Campus SCA	52		MOY	60	22	Campus SCA	65	19	68
		All	All	Writing	Meets	STAAR	10		Campus SCA	10		MOY	30	5	Campus SCA	35	6	39
		All	All	Writing	Masters	STAAR	1		Campus SCA	1		MOY	12	0	Campus SCA	13	2	15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	All	Reading	Meets	STAAR	24		MapGrowth	24		MOY	30	6	MapGrowth	35	8	39
		All	ECD	Reading	Meets	STAAR	22		MapGrowth	22		MOY	30	6	MapGrowth	35	8	39
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	All	Mathematics	Meets	STAAR	38		MapGrowth	38		MOY	39	11	MapGrowth	40	6	41
		All	ECD	Mathematics	Meets	STAAR	37		MapGrowth	37		MOY	38	11	MapGrowth	39	6	40
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	44		MapGrowth Growth	44		MOY	44	6	MapGrowth Growth	45		45