

# WOOTEN EL

## Dr. Goodall H. Wooten Elementary School

**2022/2023**

*Wooten*

*Where Learners*

*Become Leaders*

*We are Respectful*

*We are Responsible*

*We are Positive*

*Espanol*

*Wooten*

*Donde Los Aprendices*

*Se Convierten En Lideres*

*Somos Resectuosos*

*Somos Reponsables*

*Somos Positivo*



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# WOOTEN EL

## **Mission**

*We will create a nurturing and safe environment that fosters the development of responsible caring students who are critical thinkers and lifelong learners in pursuit of personal excellence, and who can adapt to the challenges of the future. We will set high standards for our students teaching to standards in Language Arts, Mathematics, Social Studies, Science, Fine Arts, & Physical Education. We are looking forward to another successful school year working toward our goals. We believe that our school does make a difference in the lives of our students.*

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*Vamos a crear un ambiente educativo y seguro para los estudiantes. Un ambiente que fomente el desarrollo de responsabilidad y en efecto que sean pensadores críticos y aprendices de por vida en la búsqueda de la excelencia personal, para que puedan adaptarse a los retos del futuro. Vamos a establecer altos estándares para nuestros estudiantes que enseñan a las normas en Artes del Lenguaje, Matemáticas, Estudios Sociales, Ciencias, Bellas Artes, y Educación Física. Estamos mirando adelante a otro año escolar exitoso trabajo hacia nuestros objetivos. Creemos que nuestra escuela hace una diferencia en las vidas de nuestros estudiantes.*

## **Vision**

*Campus Vision:*

## **Vision Continued**

*We will be recognized as an outstanding school, instilling a passion for lifelong learning in all students.*

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*Seremos reconocidos como una escuela excelente, inculcando la pasión por el aprendizaje permanente en todos los estudiantes*

*Campus Values:*

*Focus on Children - Excellence - Integrity - Equity - Respect - Health and Safety*

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*Enfoque en los Niños - Excelencia - Integridad - Equidad - Respeto - Salud y Seguridad*

### **Nondiscrimination Notice**

WOOTEN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

The campus had zero behavioral infractions documented in the district behavior documentation program. Teachers work to follow behavior de-escalation protocols, best practices for social and emotional learning, and effective implementation of the RTI process through our Child Study Team.

### Demographics Weaknesses

Increase campus-wide systems that embed social and emotional learning into all aspects of the day-to-day processes and learning for both students and teachers.

### Demographics Needs

Professional learning from Integrated Systems Facilitators and Social and Emotional Specialists.

### Demographics Summary

- 1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

There were no referrals processed for any students at Wooten Elementary in SY21-22.  
Student Discipline Reflection Question:

#### **1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?**

There were 0 referrals for this student demographic for the 21-22 school year. We will continue to champion the best practices for social and emotional learning each and every day, specific to the needs of each and every student.

#### **2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?**

There were 0 referrals for this student demographic for the 21-22 school year. We will continue to champion the best practices for social and emotional learning each and every day, specific to the needs of each and every student. For students who receive special education services, we will ensure compliance and total adherence to what is outlined in the student's Individualized Education Program (IEP); especially in regard to behavior intervention plans (BIP) or accommodations and supports.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

97% of all students took the STAAR test.

### Student Achievement Weaknesses

Increase student achievement in STAAR Math. Increase student achievement and outcomes for emergent bilingual students and students receiving special education services.

### Student Achievement Needs

Consistent attendance at data analysis to guide instruction through weekly PLCs.

### Student Achievement Summary

#### 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups?

The African American students (43%) outperformed our 'all students' category. The Hispanic student group performed at 39% compared to the 40% of all students.

#### 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

The two lowest performing student groups are Hispanic/Latino students and students receiving special education services.

#### 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY?

There was an increase in students projected to be at Do Not Meet from 52.7% to 61.6%. There was an decrease in students projected at Approaches, Meets, and Masters.

#### 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

When focusing on the composite scores across grade levels, the percentage of students who are at advanced-high at all grade levels are extremely low. 0% of students in kindergarten and second grade are at advanced high. When you look even deeper, the speaking and writing sections provide huge opportunities for growth for our emergent bilingual students.

## School Culture and Climate

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

Wooten Elementary School serves a semi-diverse student population. 60% of the teachers support discussing, confronting issues on race, ethnicity, and culture. 54% of teachers have a sense of belonging, the teacher and staff community is small, but mighty. There is a strong sense of community and school pride.

## School Culture and Climate Weaknesses

The staff survey demonstrated the need for more coaching and feedback, with 63% of the teachers said they received some feedback on their teaching., while on 37% of survey respondents found the feedback useful. There has been a lack of consistent professional learning community meetings organized by grade levels.

## School Culture and Climate Needs

Develop a cadence of meetings or use district resources to have create a shared understanding of the teacher evaluation system. 26% of teachers learn a little bit from their evaluation. We need to ensure we have a level-set understanding of the PPfT to ensure the cycle of feedback and growth is relevant.

## School Culture and Climate Summary

1.) In 2021-22, using the CSH list, 5 of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

The lowest scoring area at 45% was CSH implementation. The campus will work collaboratively to incorporate the components of CSH into the fabric of our day to day activities.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

The front office staff and parent support specialist work to provide a welcoming and inclusive environment for all students and their families. The campus staff works to adhere to Austin ISD's CARES standards: Customer Focused, Action-Oriented, Responsive, Empathetic, and

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

Service Driven.

Our front-office team is fully staffed and bilingual to meet the dynamic needs of our school community.

The front office team attends all district required/mandated training to ensure legal compliance and keep up to date on all requirements and programing guidelines. The campus bookkeeper regularly earns RAVEs from the campus staff and leadership team.

## Staff Quality, Recruitment and Retention Weaknesses

We have two to three vacancies that need to be filled as soon as their are viable, and highly-qualified candidates.

## Staff Quality, Recruitment and Retention Summary

### 1.) Which area(s) will you focus on strengthening this school year?

Effective Communication

Employee Recognition

In-District Support

Increased Administration Visibility

### 2.) Why did you select this/these area(s)?

These areas were selected based on how teachers and staff responded to the district climate survey and information gathered from parents during our campus advisory committee meetings and principal coffee chats.

### 1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

There will be intentional planning to celebrate and honor the work of the Wooten faculty and staff. We will recognize teachers for their dedication, hard work, and resiliency to serving our students.

### 2.) What are your customer service celebrations/strengths?

The front office staff strives to adhere to Austin ISD's CARE protocols to ensure that high-quality customer service is their number one priority.

### 3.) What are your areas of growth?



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Consistent and on-going professional learning opportunities for customer-service.

### 4.) What will be your priority for customer service this year?

Working closely with families and our school community so that there is a true sense of belonging and proactive measures to communicate effectively and in a timely manner.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

At Wooten Elementary we have a diverse student population. Through PLCs teachers review student data, discuss upcoming curriculum and design culturally responsive and relevant learning experiences for all students. Learning experiences are differentiated as needed and aligned to what is listed in a student's IEP or Section 504 plan.

### Curriculum, Instruction and Assessment Weaknesses

This is the first year for homogeneous grade-level PLCs. We hope to increase cross-grade level collaboration and data analysis to increase student achievement and outcomes.

### Curriculum, Instruction and Assessment Needs

Teachers are requesting increased district support in areas of RTI and behavior support to ensure a viable learning environment for all students.

### Curriculum, Instruction and Assessment Summary

1.) Based on the 21-22 GT CAMP, 1 of the 5 areas were out of compliance. In 2022-23 1 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

### Advanced Academics Reflection Questions:

**How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?**

Students are grouped in a classroom with a teacher who has the 30 hour foundation training.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

### **How are you communicating with all families about GT and/or advanced learning opportunities?**

Through the parent newsletter, teacher referrals, coffee with the principal meetings, and robocalls made to parents for referrals.

### **How do you support a culture that provides advanced learning opportunities to all students?**

We include and group students in regular classrooms with trained teachers. We test students when the GT referral window opens.

### **Multilingual Reflection Questions:**

#### **How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?**

The campus uses the Home Language Survey as the lead document to identify students who are Emergent bilinguals. The LPAC chair works closely with our registrar to obtain LPAC documentation from other districts if the students have been identified elsewhere. We look at this documentation to get information as to instructional supports/interventions that the students were receiving elsewhere. The LPAC chair also works with ESL/Bilingual Teachers to document instructional supports/monitoring of academic progress and communication with parents to ensure our students linguistic needs are being met.

#### **What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?**

ESL/Bilingual Grade level teachers, SPED resource and SPED TA's, as well as Dyslexia/Interventionist teachers provide ongoing instructional academic support to our emergent bilinguals. Everyone works from data gathered from various sources, teacher developed assessments, district assessments, STAAR/TELPAS state assessments, to design the Tier 1/2/3 grouping for students. SIFE students are given tailored instruction based on the number of years of schooling they've had. This is also represented in situation such as MAPGrowth. Ex: if the student is a newcomer whose first language is Spanish and does not have the foundation in the English language, then both the reading and math MAPGrowth assessments are provided in the Spanish language.

#### **How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.**

The AP works with each classroom teacher and shares information in regards to TELPAS growth. The expectation is that teachers conduct student conferences to discuss the growth the student has experienced and ways to establish new goals to get to the next proficiency level for the student. The goal is for our emergent bilingual students to be reclassified BUT not to be exited from the bilingual program. We want our students to be able to attain the Seal of Biliteracy once they graduate.

Teachers also work on ensuring our students maintain and grow in their Spanish. The goal is to be balanced bilinguals in all 4 domains for both English and Spanish. It is important for them to recognize the value in speaking two languages.

#### **How does the campus welcome families and students that are new to the country?**

We conduct campus visits/tours for our incoming parents. We connect the families with resources and key people (such as our parent support specialist, communities in schools, health clinics, etc.) that are going to help them to navigate many systems (school, home, work, etc). If needed we work with the Language Line (for other languages other than Spanish) to make sure our parents know how to obtain information for our campus and each of its processes. We invite parents to all campus events including Principal Coffees, Campus Advisory Committee Meetings, Parent Teacher Association Meetings via social media, teacher communication platforms and School Messenger.

### **Creative Learning Initiative (CLI)**

#### **How is my campus systematically ensuring that every student in every classroom experiences the benefits of...**

**1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)**

Teachers are encouraged to incorporate CLI strategies and SEL skills into their lessons plans as they deem appropriate.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

**2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)**

We will partner with community organizations to provide arts opportunities to students and families during the school year and at school-wide events.

**3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)**

We follow all state-mandated requirements and introduce students to the arts in their core content classes, fine arts, and physical education classes.

## Family and Community Involvement

### Family and Community Involvement Strengths

We provide accessible communication to our families. There are multiple events scheduled throughout the year to invite our families into the school building. We hosted meet the teacher, back to school night, and parent teacher conferences. We have strong community partnership to bring even more enrichment opportunities to our students.

### Family and Community Involvement Weaknesses

**List areas you would like to grow here:**

### Family and Community Involvement Summary

**Which area(s) will you focus on strengthening this school year (22-23)?**

Empowering parents through workshops on basic social English  
Increase parental involvement in school committees such as CAC, PTA, etc.  
Recruit parents to take on leadership roles as volunteers at school

**Why did you select this/these area(s)?**

Empowering parents by providing a safe environment to learn basic social English builds their confidence to communicate questions and concerns to school personnel and increases the likelihood of them taking an active role in school functions. Allowing parents to take on leadership roles builds transferable skills that can be applied to their daily interactions such as making appointments or job-related issues.

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

### Technology

#### Technology Strengths

We are 1:1.

#### Technology Weaknesses

Limited opportunities for parent/family engagement to understand the software and devices available to their student.

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**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for parents about physical fitness and nutrition. #2 #5 (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Parent Support Specialist, PE Teacher	Quartely		Criteria: We will collect parent sign-in sheets and agendas. We will discuss the impact of the nutrition and fitness sessions at Principal Coffee's meeting notes will be collected for documentation.
2. Host breakfast in the classroom to ensure students have healthy meals daily. #4 #5 (Target Group: All) (ESF: 3.3)	Nutrition Staff, Parent Support Specialist, Teacher Assistants, Teachers	monthly, ongoing		Criteria: We will collect data from the cafeteria manager to document the percentage of students being served breakfast daily. This data will be used and discussed in the campus child study team meetings monthly. Meeting minutes, attendance, and CST documentation will be used to document strategy efficacy.
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. #5 (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Counselor, Instructional Leadership Team, Parent Support Specialist	ongoing		Criteria: This strategy will be evaluated through meeting agendas, parent communication, campus newsletters and SMORE's. The campus advisory committee meeting minutes will be used to document and discuss campus communication efforts.

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**Objective 2.** (Social and Emotional School Climate) By May 2023, 90% of all students and staff will participate in the required components for No Place for Hate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. By June 2023, students will be recognized for their achievement, growth and academic performance each nine-week grading period.</p> <p>#3 #5 #6 (Target Group: All) (ESF: 3.3)</p>	<p>Assistant Principal, Counselor, CST Chair</p>	<p>monthly, on-going</p>		<p>Criteria: Student achievement and report data will be analyzed in PLCs at the end of each grading period</p>
<p>2. The Wooten Elementary community will engage in No Place for Hate activities annually. By May 2023, all required No Place for Hate Activities will be complete with a goal of 90% participation by the student body.</p> <p>#1 #4 #5 #6 (Target Group: All) (ESF: 3.2,3.3)</p>	<p>Assistant Principal, Counselor</p>	<p>Annually</p>		<p>Criteria: No Place for Hate documentation that is submitted for district compliance will measure the completion of this goal.</p>
<p>3. Host family nights and community events that are communicated and planned in advance to allow for optimal participation. Wooten Elementary will host community events quarterly to engage all community stakeholders.</p> <p>#2 #4 #5 (ESF: 3.4)</p>	<p>Bookkeeper, Community Partner, Counselor, Instructional Leadership Team, Parent Support Specialist, Parents</p>	<p>quarterly</p>		<p>Criteria: Sign-In Sheets, Community Feedback, and event flyers will be used to document community events.</p>

# WOOTEN EL

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**Objective 3.** (Family Engagement) SMART Goal: By May 2023 we will have six meetings to support parents engage in the academic process of their child.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During Coffee with the Principal, we will explain actionable strategies parents can do to support the academic needs of their children. #4 #5 (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Parent Support Specialist, Principal	Monthly		Criteria: Parents will sign in. We will
2. Make family engagement an agenda item in all meetings. #2 #4 #5 (Target Group: All) (ESF: 3.4)	Administrators, Assistant Principal, Parent Support Specialist, SEL Campus Coordinator	on-going		Criteria: Agenda Item and meeting notes
3. Ensure weekly communication is shared with families via email, phone, robo-call or messenger weekly. #2 #5 #6 (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Administrators, Attendance Clerk, Bookkeeper, Counselor, Parent Support Specialist	ongoing		Criteria: Weekly email report will be provided by the company that supports our family communication.

# WOOTEN EL

**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# WOOTEN EL

**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 100% of teachers will submit weekly lessons during grade-level PLCs. Lessons will be designed to allow multiple entry points for the varying level needs of the students. Lessons will include best practices for serving students receiving special education services, linguistic accommodations, or supports through section 504. #6 (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5.1)</p>	<p>504 Coordinator, Administrators, Campus Leadership Team, Instructional Leadership Team, Instructional Team, Teachers</p>	<p>Ongoing, weekly</p>		<p>Criteria: Lesson Plans uploaded weekly into Google Drive Folder</p>
<p>2. Use MAP Growth Data and Short Cycle Assessment (SCA) data to allow for reteach opportunities. The data will be used analyzed after each MAP Growth testing window and each SCA. #6 (Title I SW Elements: 1.1) (Target Group: All) (ESF: 5.3)</p>	<p>Instructional Leadership Team, PLC Leaders, PLCs - Grade-level, Teacher Assistants, Teachers, Tutor</p>	<p>Ongoing</p>		<p>Criteria: Intervention and Reteach Opportunities, RTI - and Child Student Team Meeting Data</p>
<p>3. All teachers use eCST to review assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions, weekly. #6 (Target Group: All) (ESF: 5)</p>	<p>Administrators, Instructional Leadership Team, MTSS, Teachers</p>	<p>Ongoing</p>		<p>Criteria: The PLC agenda and CST meetings, and CST documentation will be used to evaluate teacher compliance.</p>

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**Objective 2.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) ESF 5.2, Objective: by June 2023 55% of the staff receiving walkthroughs will have a coaching conversation with the principal or assistant principal to provide actionable feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Friday there will be a set a time designated for feedback from the observation. #3, #5 (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4) (ESF: 5.2)	Administrators	August 2022- May 2023		Criteria: PPfT rubric. Student achievement. Percent of Coaching observation.
2. All teachers will receive Dual Language training to support best teaching practices in DL teaching and learning by February 2023. #6 (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4) (ESF: 5.2)	Administrators, Bilingual Specialist/Instructional Coach	August 2022- December 22		Criteria: Teachers will have a sign in sheet where 90% of the staff will attend.
3. We are breaking the actionable strategies in the PPfT rubric in the Instructional Playbook during PLCs to support student academic growth. #3 (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4) (ESF: 5.2)	Administrators	August 2022- December 202		Criteria: 80% of teachers will use the Playbook to help their instruction based on the feedback from the principal or assistant principal.

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**Objective 3.** (Data-driven instruction (ESF Essential Action 5.3)) By June 2023, Wooten Elementary will meet all federal standards for domain 3 in reading for the following students groups: All Students from 40% to 43%, Hispanic 39% to 45%, Econ Dis 40% to 45%, EB 35% to 42%, SPED 32% to 36%. Wooten Elementary will meet all federal standards in math for domain 3 for the following students groups: All Students from 32% to 35%, Hispanic 29% to 35%, Econ Dis 30% to 35%, EB 28% to 33%, SPED 36% to 40%. #3, #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. #3 (Title I SW Elements: 2.5) (Target Group: All,H,AA,ECD,BI,ESL,EB,SPED,Dys,HS,504) (ESF: 5.3)	Instructional Leadership Team, Instructional Specialists/Coaches, Intervention Staff, LPAC Coordinator, MTSS, Parent Support Specialist, PLCs, PLCs - Grade-level, PLCs - Instructional, Teachers	ongoing, weekly		Criteria: Evidence: Common Assessment Data Review Documentation, CST Data, PLC agendas
2. Teachers will develop tier based groups to support students by meeting them at their needs in small group instruction daily for 20 minutes rotations. #3 #7 (Title I SW Elements: 2.2) (Target Group: All,H,AA,ECD,EB,SPED) (ESF: 5.3)	Instructional Leadership Team, PLCs, Teachers	Annually		Criteria: At Wooten Elementary, all teachers would get PD in Explicit Direct Teaching to increase rigor in learning and all students not on grade level by SCA 1, will receive after school tutoring, and be provided additional support after school or embedded in the instructional schedule to increase learning, as well.
3. After SCA data, students will be provided with additional instructional time in small group through tutoring (after school or embedded in the school schedule). #3 #7 (Title I SW Elements: 2.5) (Target Group: All,H,W,AA,ECD,EB,SPED) (Strategic Priorities: 4) (ESF: 5.3)	Instructional Leadership Team, PLCs, Special Education Staff, Teachers	Annually		Criteria: At Wooten Elementary, all teachers would get professional learning in Explicit Direct Teaching to increase rigor in learning. All Wooten students not on grade level by SCA 1, will receive after school tutoring, and additional support after school or embedded in the instructional schedule to increase learning.

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**Objective 4.** (Support for Emergent Bilingual students) By June 2023, Emergent Bilingual students will move from 40% to 60% in growth using TELPAS as a measure.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. At Wooten Elementary, all students identified as EB will use K-12 education/software programs embedded in the instructional schedule for 20 minutes daily to increase English language acquisition. The software program differentiates content to meet the specific needs of each student identified as EB. #2 #3 #6 (Title I SW Elements: 2.2) (Target Group: BI,ESL,Migrant,EB) (ESF: 3.3,5.4)</p>	<p>LPAC Coordinator, MTSS, Multilingual Office, Special Education Staff, Teachers</p>	<p>Ongoing</p>		<p>Criteria: At Wooten Elementary, all EB students will use K-12 programs embedded in the instructional schedule for 40 each day to increase English language acquisition</p>
<p>2. At Wooten Elementary, after school extra curricular activities will be implemented like dance, chess, science club, etc... to engage student in the communication, listening, and speaking by participating weekly. #2 #4 #6 (Title I SW Elements: 2.5) (ESF: 5,5.1,5.2,5.3,5.4)</p>	<p>Community Partner, Counselor, Instructional Leadership Team, LPAC Coordinator, Multilingual Office, Parent Support Specialist, PLCs - Grade-level, Teacher Assistants, Teachers, Tutor</p>	<p>Daily</p>		<p>Criteria: In TELPAS, overall student achievement in English Reading will increase in Advanced from 14% to 17%.</p>
<p>3. All dual language teachers will be trained on sheltered instruction practices, to implement best teaching strategies for serving emergent bilingual students. #1 #3 #6 (Target Group: BI,ESL,Migrant,EB,SPED) (Strategic Priorities: 1) (ESF: 2,2.1)</p>	<p>Assistant Principal, Bilingual Specialist/Instructional Coach, LPAC Coordinator, Principal, Teachers</p>	<p>On-going, as needed</p>		<p>Criteria: Teachers will get notified weekly when a new certification courses are opened. Hiring for bilingual teachers will need to have Dual Language Certification prior to being in the classroom.</p>

# WOOTEN EL

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# WOOTEN EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# WOOTEN EL

**Goal 11.** (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)	Human Resources, Principal	Due 9/17		Criteria: Principal Attestation Form
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)	Parent Support Specialist, Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
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, Teachers	Due 9/17		Criteria: Parent/Family School Compact
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 and 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)	Parent Support Specialist, Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Parent Support Specialist, Principal, Teachers	Due 9/17		Criteria: Sample communications in languages other than English

# WOOTEN EL

**Goal 11.** (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)	Parent Support Specialist, Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
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)	Parent Support Specialist, Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
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. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 4)	Principal	First Semester		Criteria: Teachers will submit their Time and Effort by the end of the first semester.
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Parent Support Specialist, Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

# WOOTEN EL Site Base

Name	Position
Sanchez, Martha	Assistant Principal
Wyatt, Autumn	Parent
Murillo, Pedro	PSS
Farci Burtos, Natalie	Parent
Rivera, Jaqueline	Teacher
Hernandez, Maria	Counselor
Romero, Edna	Teacher
Schindler, Tina	Teacher
Baca, Mariela	Parent

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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](http://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**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	67				70
Grade	NR*	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				
Grade	A	--	--	--	--

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	78				81
Grade	C	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	65				66
STAAR Performance Meets	37				39
STAAR Performance Masters	15				18
STAAR Performance Raw Score	39				41
STAAR Performance Scaled Score	67				70

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	87				82
Academic Growth Scaled Score	93				90
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	91.6	91.6	91.6	91.6	91.6
Economically Disadvantaged % Grouping	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92
Relative Performance Raw Score	39				41
Relative Performance Scaled Score	74				77
Relative Performance Grade	C	--	--	--	C

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	6	out of	14	2022 Values:	12
SCA 1:		out of	0	SCA 1:	0
SCA 2:		out of	0	SCA 2:	0
SCA 3:		out of	0	SCA 3:	0
2023 Goals:	9	out of	14	2023 Goals:	12

**Instructions:**  
 1.) Click on the campus name below to select your campus from the drop-down menu.  
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.  
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				73
Grade	B	--	--	--	C

English Language Proficiency			Student Success		
2022 Values:	1	out of	1	2022 Values:	4
SCA 1:	--	out of	1	SCA 1:	0
SCA 2:	--	out of	1	SCA 2:	0
SCA 3:	--	out of	1	SCA 3:	0
2023 Goals:	1	out of	1	2023 Goals:	5

Campus Name: **Wooten**  
 Campus Number: **227901144**  
 Template by Campus & District Accountability



2022 - 23 A-F Estimator Longitudinal Worksheet

out of	12
out of	0
out of	0
out of	0
out of	12

<u>ness</u>	
out of	7
out of	0
out of	0
out of	0
out of	7