



Campus Improvement Plan

2023-2024



Woodlawn Hills Elementary

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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
- 4. Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

| CNA Development Dates | Meeting Topics and Actions |
|---|--|
| <p>Meeting #1 May 15, 2023</p> | <p>Topics & Actions:</p> <ol style="list-style-type: none"> 1. Summative Review of 2022-23 Campus Improvement Plan 2. Reviewed/revised strategies in CIP 3. Determine areas of need/focus items for 2023-24 school year 4. ESSA Multiple Measures <ol style="list-style-type: none"> a. Demographics - ELLs/Spec Ed/At Risk and attendance b. Student Learning - Continue with math and reading transdisciplinary processes for Kinder students; ensure the continuation of transdisciplinary learning in math and reading for 3rd grade students with the added implementation of constructed response process. c. Processes & Programs - Professional development in areas of math and reading fluency and other areas as well as enhancing PLC and planning time with transdisciplinary and IB professional development. d. Perceptions - SEL, parent volunteers, more parent opportunities for involvement |
| <p>Meeting #2 May 24, 2023</p> | <p>Topics & Actions</p> <ol style="list-style-type: none"> 1. Establish problem statements for each measure 2. Connect a root cause to each problem statement 3. ESSA Multiple Measures <ol style="list-style-type: none"> a. Demographics b. Student Learning c. Processes & Programs d. Perceptions |

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How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 22-23 CIP:

- **(Demographics/Student Learning) G1 PO1**
We will continue strategy for **ELLs** and **special education students**. We will, however, add professional development to strategy 3 in relation to **at-risk students'** interventions. Daily formative assessments will be modified to weekly formative assessments with aligned rigor as well as incorporating aggressive monitoring during independent practice. We will also continue implementing PLC and planning time for teachers to plan collaboratively.
- **(Perceptions) G1 PO2** Student performances/gallery walks/presentations will be part of every parent meeting to increase parent participation. The need for SEL strategies will be added to each meeting to assist parents and students socially and emotionally both on campus and at home. Parent volunteers is an area that we will be emphasizing to ensure parent-school connection as well as involvement. Recording parent meetings and posting them on our website, as well as providing a google form for questions, for those that were not able to attend, will be available on our website. IB nights will continue being held 3 times a year; however, student data will not be the focus of every IB night.
- **(Demographics) G1 PO3** Attendance is increasing; however tying PBIS and increasing more incentives for parents will help in 23-24 school year.
- **(Student Learning) G2 PO1** For kindergarten students, we will continue with the processes in place to ensure mastery in math and reading including all other areas.
- **(Student Learning) G3 PO1** Through the IB framework, we will continue teaching using the balanced transdisciplinary learning approach to ensure mastery in reading and math for 3rd grade students in STAAR. We will add the implementation of the constructed response process. Continue with a balanced transdisciplinary learning approach between Math and Science with learning activities/stations using Inquiry.

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How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 22-23 CIP:

- **(Student Learning) G4 PO1** Continue with the implementation of transdisciplinary learning and creating systems for interventions (who, how often); holding “state of the classroom” meetings at the BOY for ALL grade levels using CIRCLE, MAP and the most recent STAAR data. These “state of the classroom” meetings will take place again in the MOY using CIRCLE, MAP and STAAR simulation data.
- **(Student Learning/Processes and Programs) G4 PO2** Add mentorship for MAP administrations and include more Harmony lessons tied to stress/anxiety and testing skills. Add Raz-Kids as a resource and incorporate reading and math fluency in professional development in the BOY.
- **(Student Learning/Processes and Programs) G4 PO3** Continue with strategy 1 but change relevant instructional programs to plans and ensure that instructional resources are available in both English and Spanish. We will continue with strategies and add professional development opportunities and add general best practices as instructional focus.
- **(Processes and Programs) G11 PO1** Continue with strategy 1 by incorporating more professional development opportunities to ensure all students reach grade level mastery in MAP.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|---|--|------------------------------------|---|
| Attendance | PEIMS Daily attendance BI reports | PS DE-1 | Although our attendance is close to the district level, at 90%, we want it to be at 96%. |
| | | RC DE-1 | Low attendance rate was attributed to campus personnel's inability to make contact with parents/guardians due to lack of updated information. |
| At-Risk Students | STAAR STAAR ALT TELPAS TELPAS Alt MAP CIRCLE ENCORE Unit Post Assessments | PS DE-2 | The percentage of At-Risk students at our campus is 78%. Our goal is to decrease this percentage to 75%. |
| | | RC DE-2 | Campus is lacking awareness of who each of our At-Risk students are in order to address and meet their needs. |
| SPED, Section 504, Dyslexia - Students | STAAR STAAR ALT MAP CIRCLE ENCORE Unit Post Assessments | PS DE-3 | The combined total of 18% of students in SPED, Section 504, and Dyslexia programs are not meeting grade-level expectations on district and state assessments. Our goal is to ensure 20% of our SPED, Section 504 and Dyslexic students meet grade-level expectations on district and state assessments. |
| | | RC DE-3 | Campus is not continuously and consistently monitoring student progress by analyzing formative and summative assessment data to measure academic growth throughout the school year. |
| Data Determinations | Our attendance rate is at 90% where PK students, as a grade level, as well as Eco Dis students are the largest contributing factor to low attendance; our At-Risk population is at 78% where STAAR, TELPAS and MAP are the biggest contributing factors to the high percentage; 18% of students receive Special Education, Section 504 and/or Dyslexia services and demonstrate that they are not mastering grade level material | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|-----------------------------------|--|------------------------------------|--|
| Math and Reading | -STAAR -STAAR Alt -MAP -CIRCLE | PS SL-1 | Students are performing low in both reading and math as shown in our STAAR assessments. Our goal is to increase reading scores from 23% to 29% at meets grade level status and increase math scores from 17% to 25% at the meets grade level in STAAR; in MAP, we want students to increase from 31% to 50% in Tier I for reading and increase from 38% to 55% in Tier I for math; for CIRCLE assessment, we want students in Tier I to increase from 43% to 55% in reading and from 87% in Math to 100% at meets grade level status for all students at the end of school year. |
| | | RC SL-1 | Teachers struggle to translate assessment scores and Tier I instruction to intervention groups and learning continuums into intervention goals and instruction. |
| Transdisciplinary Learning | -STAAR -STAAR Alt -MAP -CIRCLE -TELPAS -TELPAS Alt -IB Units -Lesson Plans | PS SL-2 | Students are not entering on grade level in reading and math. Our goal is to increase reading scores from 23% to 29% at meets grade level and increase math scores from 17% to 25% at meets grade level for all students at the end of school year; this, in turn, will increase the number of students' grade level mastery and readiness by implementing transdisciplinary learning through IB units. |
| | | RC SL-2 | Students are not being taught at rigorous levels in reading and math; transdisciplinary learning is not consistent. |
| Data Determinations | Our scores show 17% in math at meets grade level and 23% in reading at meets in grade level in STAAR - these two areas continue to show deficiencies due to lack of precise interventions, student action plans and targeted teaching and learning; transdisciplinary teaching and learning is not consistently demonstrated during learning walks, IB unit implementation and lesson plans. | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|---|---|------------------------------------|--|
| Alignment Process | -Lesson Plans -Learning walks -Walk-throughs | PS PP-1 | Learning objectives, learning activities/tasks, independent practice and weekly formative assessment are not aligned in lesson plans and in learning walk/walk-through observations; our goal is to increase alignment in math, reading, science and social studies from 50% to 100% by the end of the year in all areas aforementioned during lesson plan checks as well as in learning walk/walk-through observations. |
| | | RC PP-1 | Inconsistency of lesson delivery of aligned learning objectives, learning activities/tasks, independent practice and weekly formative assessment in every classroom. |
| IB Unit Implementation and Connections Process | -Lesson plans -Learning walks -Walk-throughs -IB unit plans | PS PP-2 | IB unit plan implementation and connections are not consistent as unit plan and observations demonstrate a low percentage of implementation; unit strands disbursement will be vertically aligned instead of lottery-driven; our goal, for the end of the year, is to increase IB unit plan implementation and connections from 50% to 100%. |
| | | RC PP-2 | Transdisciplinary unit strands may not be developmentally appropriate for certain grade levels; also the disbursement of focus strands was more lottery-driven than grade specific. |
| Intervention Process | -Lesson plans -Interventions (student groups, plans, assessment, monitoring system) -Learning walks -Walk-throughs | PS PP-3 | Lack of knowledge and consistency of implementation of intervention systems, programs, monitoring and planning; lack of teacher knowledge of grouping students and finding/using resources for interventions; our goal, for the end of the year, if to increase intervention systems from 50% to 100%. |
| | | RC PP-3 | Interventions and teacher knowledge is not consistent due to lack of professional development. |
| Data Determinations | Alignment between standards and teaching/learning/student tasks/assessments shows fragments within implementation as seen during lesson plan checks, learning walks, walk-throughs and assessment data; IB unit plan implementation demonstrates areas that are not cohesive and structured; intervention system implementation demonstrates lack of focus in the areas of identification, intervention resources, monitoring and assessment. | | |

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

| Area Examined | Data Sources | Problem Statements and Root Causes | |
|---|--|------------------------------------|---|
| Parent Involvement at Monthly Meetings | -Monthly Principal's Merienda sign-in sheets | PS PE-1 | Parent involvement at monthly Principal's Meriendas was low based on parent sign in sheets; our goal is to increase parent involvement at monthly Principal's Meriendas from 5% to 30% |
| | | RC PE-1 | FACE specialist was here part-time with limited parent involvement activities. Monthly topics do not reflect the interest of the parents. Lack of timely marketing. Scheduling during inconvenient times for attendance. |
| Parent Volunteers | -Parent volunteer training sign-in sheets -Parent volunteer sign-in sheets | PS PE-2 | Parent volunteers are not present on campus to assist with various activities and provide support; by the end of the year, our campus will have 20% of parents engaged as parent volunteers to assist and support the campus. |
| | | RC PE-2 | There is no formal campus procedure or point of contact for parent volunteers. After COVID, the program was never organized or reinstated. |
| Social-Emotional Needs - Students | -Number of discipline referrals -Number of counselor referrals | PS PE-3 | Students are not learning-ready due to social-emotional needs; by the end of the year, we will decrease the number of counselor referrals to 10%. |
| | | RC PE-3 | Social Emotional needs are not being met. Teachers are not using Rhithm App consistently. Teachers are not teaching Harmony Curriculum weekly. Not all classrooms utilize a calming corner. |
| Extra-curricular Activities | -Number of discipline referrals -Number of counselor's referrals -Number of extracurricular activities/clubs -Sign-in sheets/attendance | PS PE-4 | Lack of opportunities for students to engage in extracurricular activities; by the end of the year, our number of extracurricular activities/clubs will increase by 25%. |
| | | RC PE-4 | Lack of staff participation to lead extracurricular activities/clubs. |
| Data Determinations | Parent attendance at Principal's Meriendas has demonstrated a decline especially after COVID - parent attendance is especially high when students perform, display their work or are part of holiday fair; a small percentage of parents are decidedly wanting to be parent volunteers to assist in campus activities - they have not been trained and our past FACE specialist did not start the parent volunteer list for training; Social-Emotional needs are critical as students do not do well academically if they are suffering from emotional concerns - counselor referrals show that a huge number of students are in need and they demonstrate the need academically; Woodlawn Hills Elementary has a few extracurricular activities/clubs where students belong - there are quite a few other extracurricular activities/clubs that are not included and we need staff to sponsor them. | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|--|------------|---|---|--|------------------------|
| The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| DE-1 | 1,4 | By the end of the year, cumulative ADA will be 96%. Demographics 1 | Variety of methods of contacting parents in regards to low student attendance. Methods include the following: arrival/dismissal one on one parent conferences with administration, IB nights, phone calls, teachers send REMIND messages, evening events, coffees by the curb, parent incentives, weekly student incentives (sidewalk chalk, board games, book-giveaways, outdoor games); we hold drawings for students and parents (school shirts, bicycles donated, donated gift cards) | -Attendance committee -Martha Martinez-Flores -Amanda Valdez -Nora Gallegos -Karyann Valentin -Teachers | |
| | | Quarterly KPIs | Q1 - 90% attendance rate Q2 - 92% attendance rate Q3 - 94% attendance rate Q4 - 96% attendance rate | | |
| DE-2 | 1,4 | By the end of the year, 75% of at risk students will show 15% growth in math and 15% in reading. Demographics 2 | At risk students will be monitored to ensure they are given the opportunity to demonstrate their abilities in classroom work, using a variety of activities, and exposed to academic vocabulary and structures for each content area, while utilizing students' background knowledge to increase comprehension. Interventions will be provided for students needing to close instructional gaps. | -Teachers -Admin Team -Support staff | |
| | | Quarterly KPIs | Q1 - At-risk students will demonstrate 3.75% growth in math and reading Q2 - At-risk students will demonstrate 7.5% growth in math and reading Q3 - At-risk students will demonstrate 11.25% growth in math and reading Q4 - At-risk students will demonstrate 15% growth in math and reading | | |

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|--|---|--|------------------------|
| DE-3 | 1,3 | By the end of the year, students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations on district and state assessments at 20% in reading and math. Demographics 3 | Students receiving SPED, Section 504 and Dyslexia services will be monitored to ensure they are given the opportunity to demonstrate their abilities in classroom work, using a variety of activities, and exposed to academic vocabulary and structures for each content area, while utilizing students' background knowledge to increase comprehension. Interventions will be provided for students needing to close instructional gaps. | -Teachers - Admin team - Support staff | |
| | | Quarterly KPIs | Q1 - 5% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading Q2 - 10% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading Q3 - 15% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading Q4 - 20% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|--|------------|--|---|--|--|
| The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| SL-1 | 1 | Increase reading scores from 23% to 29% at meets grade level status, increase math scores from 17% to 25% at meets grade level status and increase science scores from 14% to 22% for all students at the end of school year. Student Learning 1 | Provide comprehensive reading and math instruction/processes that demonstrate intense teaching and learning with tailor-made reading, math and science interventions for small groups - before school, after school or Saturday school; hold “state of the classroom” conferences at the beginning, middle and end of the year to formulate student progress, action plans and interventions. | -Teachers -Admin team -Support staff | 211/Instructional Coach/\$89,133.00 211/Library Assistant/\$37,822.00 |
| | | Quarterly KPIs | Q1 - Reading at 24.5%, math at 19% and science at 16% Q2 - Reading at 26%, math at 21% and science at 18% Q3 - Reading at 27.5%, math at 23% and science at 20% Q4 - Reading at 29%, math at 25% and science at 22% | | |
| SL-2 | 1,4 | Increase reading scores from 23% to 29% at meets grade level status, increase math scores from 17% to 25% at meets grade level status and increase science scores from 14% to 22% at meets grade level status for all students at the end of school year. Student Learning 2 | Provide comprehensive writing, reading, math and science instruction/processes in conjunction with all subject areas (implementation of IB units and ATL skills, integrate writing in all subject areas, prepare all students with technology skills); create vertical alignment process/system in the area of writing | -Teachers -Admin team -Support staff | |
| | | Quarterly KPIs | Q1 - Reading at 24.5%, math at 19% and science at 16% Q2 - Reading at 26%, math at 21% and science at 18% Q3 - Reading at 27.5%, math at 23% and science at 20% Q4 - Reading at 29%, math at 25% and science at 22% | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|--|------------|--|--|---|------------------------|
| The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| PP-1 | 1 | Increase alignment in math, reading, science and social studies from 50% to 100% by the end of the year in all areas aforementioned during lesson plan checks as well as in learning walk/walk-through observations. | Conduct professional development on alignment - consisting on “backwards planning” focus; ensuring teachers are able to articulate the final outcome and construct/plan lessons that are aligned specifically to the standard; solicit different assessment questions/ways of testing and use them to guide instruction, guided practice, student task during independent practice and assessment; calibration within administrative team; instructional rounds conducted in the fall then again in the spring | -Teachers -Admin team -Support staff -C & I department | |
| | | Processes and Programs 1 | | | |
| | | Quarterly KPIs | Q1 - Alignment at 50% Q2 - Alignment at 65% Q3 - Alignment at 80% Q4 - Alignment at 100% | | |
| PP-2 | 1,4 | By the end of the year, increase IB unit plan implementation and connections from 50% to 100%. | Unit strands disbursement will be vertically aligned instead of lottery-driven; professional development for IB unit implementation and connections as a refresher and intense IB unit writing during planning time; professional development for inquiry, ATL skills and learner profile will take place during the year for connections to unit plans | -Admin team -Support team -Teachers - TCIS | |
| | | Processes and Programs 2 | | | |
| | | Quarterly KPIs | Q1 - IB unit plan implementation and connections at 50% Q2 - IB unit plan implementation and connections at 65% Q3 - IB unit plan implementation and connections at 80% Q4 - IB unit plan implementation and connections at 100% | | |

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes and Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|--|---|------------------------|
| PP-3 | 1, 3, 4 | Increase intervention systems implementation from 50% to 100%. Processes and Programs 3 | Conduct professional development on intervention implementation- consisting of identification, intervention resources, implementation, monitoring system, assessment and sustainability; ensuring teachers are able to articulate the intervention process from start to finish; provide “quarterly check-ins” with teachers to ensure all students are included in the identification process | -Teachers -Admin team -Support staff -C & I department | |
| | | Quarterly KPIs | Q1 - Intervention system at 50% Q2 - Intervention system at 65% Q3 - Intervention system at 80% Q4 - Intervention system at 100% | | |

| 2.1 - Campus Improvement Plan (CIP) | | | | | |
|---|------------|---|---|---|------------------------|
| The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes | | | | | |
| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| PE-1 | 1,4 | By the end of the year, our parent involvement will increase in attendance of monthly Principal's Meriendas from 5% to 30%. Perceptions 1 | We will schedule grade level teacher-led performances (one grade level per meeting) so parents can gain information for the month and watch their child perform; we will integrate special events such as Meet the Teacher, Open House, IB University, Dia de los Muertos festival, Holiday Extravaganzas, Passion Project night, Exhibition night and Parents/Community members as teachers night to some of our monthly meetings. | -Admin team -Support staff -Teachers | |
| | | Quarterly KPIs | Q1 - Parent attendance at monthly Principal's Meriendas will reach 5%. Q2 - Parent attendance at monthly Principal's Meriendas will reach 15%. Q3 - Parent attendance at monthly Principal's Meriendas will reach 20%. Q4 - Parent attendance at monthly Principal's Meriendas will reach 30% | | |
| PE-2 | 1,4 | By the end of the year, we will have a parent volunteer program that will have 20% of parents engaged in school activities and support. Perceptions 2 | We will establish a point of contact (campus clerk) to schedule school volunteer training, sign-in sheets and schedule for parent volunteers to assist with school activities and provide support. | -Admin team -Campus clerk -Support staff -Teachers | |
| | | Quarterly KPIs | Q1 - 5% of parents have been engaged as parent volunteers to assist and support the campus. Q2 - 10% of parents have been engaged as parent volunteers to assist and support the campus. Q3 - 15% of parents have been engaged as parent volunteers to assist and support the campus. Q4 - 20% of parents have been engaged as parent volunteers to assist and support the campus. | | |
| PE-3 | 1,4 | By the end of the year, we will decrease the number of counselor referrals to 10% to ensure increased academic performance in all students. Perceptions 3 | Social-Emotional professional development will be established in the beginning of the year; Rhithm app will be reviewed and monitored with 2-week check-ins, Harmony curriculum will be reviewed with teachers and feedback will be collected to ensure fidelity; calming corners will be at 100% at the end of the year. | -Admin team -Support staff -Teachers | |
| | | Quarterly KPIs | Q1 - Counselor's referrals at 20% Q2 - Counselor's referrals at 15% Q3 - Counselor's referrals at 12% Q4 - Counselor's referrals at 10% | | |

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

| # | Board Goal | Performance Objective and Problem Statement | Strategy | Monitor(s) | Fund /Purchase/ Amount |
|------|------------|---|---|---|------------------------|
| PE-4 | 1,4 | By the end of the year, our number of extracurricular activities/clubs will increase by 25% to increase student enrichment. Perceptions 4 | Student enrichment will increase as we increase the percentage of extracurricular activities/clubs; extracurricular activities/clubs that already exist at WHE are the following - PALs, choir, rondalla, running club, patrols, knitting club; examples of extracurricular activities/clubs that we can grow at WHE are the following: Story Spinners (Library), student council (leadership), Green Team (gardening), Trojan Times (newspaper); we will reach out to staff at the beginning of the year and ask for volunteers to sponsor one of these activities/clubs or one of their own choosing that will increase student enrichment. | -Teachers -Admin team -Support staff -Sponsors | |
| | | Quarterly KPIs | Q1 - Extracurricular activities/clubs will increase by 5%. Q2 - Extracurricular activities/clubs will increase by 15%. Q3 - Extracurricular activities/clubs will increase by 20%. Q4 - Extracurricular activities/clubs will increase by 25%. | | |

2.2 – First Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

| GPS | Quarter 1 KPI | Q1 Rating | Findings / Next Steps |
|-------|--|-----------|--|
| DE-1 | By the end of quarter 1, our campus will have reached 90% attendance rate. | MT | Continue with the incentives for the students, possible a once a month incentive for families |
| DE-2 | By the end of quarter 1, 75% of at-risk students will demonstrate 3.75% growth in math and reading | NR | Waiting for Interims scores |
| DE-3 | By the end of quarter 1, 5% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | NR | Reading - although SPED students grew from 19% to 33% in reading, none met grade level expectation in Fall Interims; 504/Dys students grew from 27% to 43% meeting grade level expectation Math - |
| SL -1 | By the end of quarter 1, students will meet grade level expectations in reading at 24.5%, math at 19% and science at 16% | NR | Waiting for Interims scores |
| SL-2 | By the end of quarter 1, students will meet grade level expectations in reading at 24.5%, math at 19% and science at 16% | NR | Waiting for Interims scores |
| PP-1 | By the end of quarter 1, teaching/learning alignment will have reached 50%. | MT | Lesson plan reviews and snapshots and walkthroughs |
| PP-2 | By the end of quarter 1, IB unit plan implementation and connections will reach 50%. | NR | Waiting for Interims scores |
| PP-3 | By the end of quarter 1, intervention system will be implemented at 50%. | MT | Branching minds intervention groups |
| PE-1 | By the end of quarter 1, our parent attendance at monthly Principal’s Meriendas will have reached 5%. | MT | Sign in sheets, adding kids performances to the merienda agenda, month could be grade level specific - 7% |
| PE-2 | By the end of quarter 1, our campus will have 5% of parents engaged as parent volunteers to assist and support the campus. | NP | Have volunteers, just need to know when they can begin, what capacity and how to use them |
| PE-3 | By the end of quarter 1, we will decrease the number of counselor referrals to 20%. | MT | IB profiles implementation, PBIS incentives, and guidance classes |
| PE-4 | By the end of quarter 1, our number of extracurricular activities/clubs will increase by 5%. | MT | Student and family contributions, along with contributions to colleagues has contributed to the growth in clubs and activities after school |

2.2 – Second Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

| GPS | Quarter 2 KPI | Q2 Rating | Findings / Next Steps |
|------|---|-----------|---|
| DE-1 | By the end of quarter 2, our campus will have reached 92% attendance rate. | MT | We reached 92% attendance rate for the 2nd quarter; home visits and attendance committee action plan has assisted in the improvement |
| DE-2 | By the end of quarter 2, 75% of at-risk students will demonstrate 7.5% growth in math and reading | SP | Our At-Risk students are demonstrating growth at 6.8% in math and 7.2% in reading |
| DE-3 | By the end of quarter 2, 10% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | GP | We are seeing students in SPED, Section 504 and Dyslexia increasing their math to 7.9% and reading to 8.2% |
| SL-1 | By the end of quarter 2, students will meet grade level expectations in Reading at 26% and math at 21% | GP | At the end of quarter 2, students at meets level are at 17% in reading and 12% in math |
| SL-2 | By the end of quarter 2, students will meet grade level expectations in Reading at 26% and math at 21% | GP | We have students at meets level in Reading at 18% and Math at 17% |
| PP-1 | By the end of quarter 2, teaching/learning alignment will have reached 65%. | MT | Lesson plan checks |
| PP-2 | By the end of quarter 2, IB unit plan implementation and connections will reach 65%. | MT | IB unit plan implementation and connections are at 68% as teachers are ensuring IB knowledge is evident in classroom walkthroughs and student products. |
| PP-3 | By the end of quarter 2, intervention system will be implemented at 65%. | MT | Small group interventions are occurring in the classrooms |
| PE-1 | By the end of quarter 2, our parent attendance at monthly Principal's Meriendas will have reached 15%. | SP | Parent attendance at Principal's Meriendas - included grade level performances - 12% |
| PE-2 | By the end of quarter 2, our campus will have 10% of parents engaged as parent volunteers to assist and support the campus. | NP | Parents have been filled out a survey to provide us with information on days that they are available to volunteer as well as the various ways to assist |
| PE-3 | By the end of quarter 2, we will decrease the number of counselor referrals to 15%. | NR | |
| PE-4 | By the end of quarter 2, our number of extracurricular activities/clubs will increase by 15%. | GP | We are increasing our number of extracurricular activities/clubs by 10% - cheer - we're looking at adding soccer next |

2.2 – Third Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

| GPS | Quarter 3 KPI | Q3 Rating | Findings / Next Steps |
|------|---|-----------|-----------------------|
| DE-1 | By the end of quarter 3, our campus will have reached 94% attendance rate. | | |
| DE-2 | By the end of quarter 3, 75% of at-risk students will demonstrate 11.25% growth in math and reading | | |
| DE-3 | By the end of quarter 3, 15% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | | |
| SL-1 | By the end of quarter 3, students will meet grade level expectations in Reading at 27.5% and math at 23% | | |
| SL-2 | By the end of quarter 3, students will meet grade level expectations in Reading at 27.5% and math at 23% | | |
| PP-1 | By the end of quarter 3, teaching/learning alignment will have reached 80%. | | |
| PP-2 | By the end of quarter 3, IB unit plan implementation and connections will reach 80%. | | |
| PP-3 | By the end of quarter 3, intervention system will be implemented at 80%. | | |
| PE-1 | By the end of quarter 3, our parent attendance at monthly Principal’s Meriendas will have reached 20%. | | |
| PE-2 | By the end of quarter 3, our campus will have 15% of parents engaged as parent volunteers to assist and support the campus. | | |
| PE-3 | By the end of quarter 3, we will decrease the number of counselor referrals to 12%. | | |
| PE-4 | By the end of quarter 3, our number of extracurricular activities/clubs will increase by 20%. | | |

2.2 – Fourth Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

| GPS | Quarter 4 KPI | Q4 Rating | Findings / Next Steps |
|------|---|-----------|-----------------------|
| DE-1 | By the end of quarter 4, our campus will have reached 96% attendance rate | | |
| DE-2 | By the end of quarter 4, 75% of at-risk students will demonstrate 15% growth in math and reading | | |
| DE-3 | By the end of quarter 4, 20% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | | |
| SL-1 | By the end of quarter 4, students will meet grade level expectations in Reading at 29% and math at 25% | | |
| SL-2 | By the end of quarter 4, students will meet grade level expectations in Reading at 29% and math at 25% | | |
| PP-1 | By the end of quarter 4, teaching/learning alignment will have reached 100%. | | |
| PP-2 | By the end of quarter 4, IB unit plan implementation and connections will reach 100%. | | |
| PP-3 | By the end of quarter 4, intervention system will be implemented at 100%. | | |
| PE-1 | By the end of quarter 4, our parent attendance at monthly Principal’s Meriendas will have reached 30%. | | |
| PE-2 | By the end of quarter 4, our campus will have 20% of parents engaged as parent volunteers to assist and support the campus. | | |
| PE-3 | By the end of quarter 4, we will decrease the number of counselor referrals to 10%. | | |
| PE-4 | By the end of quarter 4, our number of extracurricular activities/clubs will increase by 25%. | | |

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

| Performance Objective | Q4 Rating | Findings / Next Steps |
|--|-----------|-----------------------|
| Demographics 1 - By the end of the year, cumulative ADA will be 96%. | | |
| Demographics 2 - By the end of the year, 75% of at risk students will show 15% growth in math and in reading. | | |
| Demographics 3 - 20% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations in district and state assessments in math and reading | | |
| Student Learning 1 - By the end of the year, students will meet grade level expectations in Reading at 29% and math at 25% | | |
| Student Learning 2 - By the end of the year, students will meet grade level expectations in Reading at 29% and math at 25% | | |
| Processes and Programs 1 - By the end of the year, alignment in math, reading, science and social studies will have increased from 50% to 100% in all areas aforementioned during lesson plan checks as well as in learning walk/walk-through observations. | | |
| Processes and Programs 2 - By the end of the year, IB unit plan implementation and connections will increase from 50% to 100%. | | |
| Processes and Programs 3 - By the end of the year, intervention systems implementation will increase from 50% to 100%. | | |
| Perceptions 1 - By the end of the year, our parent attendance at monthly Principal's Meriendas will increase from 5% to 30%. | | |
| Perceptions 2 - By the end of the year, our campus will have 20% of parents engaged as parent volunteers to assist and support the campus. | | |
| Perceptions 3 - By the end of the year, we will decrease the number of counselor referrals to 10%. | | |
| Perceptions 4 - By the end of the year, our number of extracurricular activities/clubs will increase by 25%. | | |
| | | |
| | | |

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

| Name | Role | Name | Role |
|---------------------|-------------------------------------|-----------------------------------|--------------------------|
| Flores, Genevieve | Pre-K Teacher | Martinez-Flores (silva), Martha L | Principal |
| Fonseca, Brittany | Kindergarten Teacher | | |
| Medellin, Nadia | 1st Grade Teacher | Alvarado, Guadalupe | IB Coordinator/Coach |
| Salgado, Crystal | 2nd Grade Teacher | Lopez-Zamora, Yazmin | ELAR/SLAR Coach |
| Arevalos, Taryn | 3rd/4th Grade Teacher | Isabella Rodriguez | Student |
| | | Gilbert Gonzalez | Student |
| Valdivia, Raquel | 4th Grade Teacher | Julian De Leon | Student |
| | Dual Language Campus Representative | Mr. Casasola | Parent |
| Zulaica, Angie | 5th Grade Teacher | Ms. Machado | Parent |
| | | Ms. Vallejo | Parent |
| Alvarez, Gwyneth | Inclusion and Resource Teacher | Joann Baeza | Community Representative |
| Duran, Irina | Music Teacher | Isabel Dever | District Representative |
| Rodriguez, Jennifer | Campus Operations Clerk | | |
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Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

| Campus Name | Campus Number |
|-----------------------------------|-----------------------------------|
| Woodlawn Hills Elementary | 015907- 176 |
| Superintendent | Assistant Superintendent |
| Dr. Jaime Aquino | Matt Weber |
| Principal | SAISD Board Approval Date |
| Martha Martinez- Flores (silva) | |
| Date #1 Presented to Stakeholders | Date #2 Presented to Stakeholders |
| September 21, 2023 | September 27, 2023 |

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

| Always Learning GPS | | Problem Statement & Root Cause | | | |
|---------------------|------------|--------------------------------|----------|------------|------------------------|
| # | Board Goal | Performance Objective | Strategy | Monitor(s) | Fund /Purchase/ Amount |
| | | | | | |

| Campus Improvement Plan Quality Checklist | | | | | | | | |
|---|-------------------------|----------------------------------|---|---|---|---------------------------------|---|---|
| Comprehensive Needs Assessment - Problem Statements and Root Causes | | | | | | | | |
| All are based on the analysis of data and we have listed all sources. | | | | Y | All are based on the success criteria of the ESF. | | | Y |
| All are based on issues that the campus can control and improve on. | | | | Y | All talk to adult systems and behaviors. | | | Y |
| Improvement Plan – Performance Objectives | | | | | | | | |
| All are in SMART format | | | | Y | All are tied to at least one problem statement. | | | Y |
| All are measured by a data source. | | | | Y | | | | |
| Improvement Plan – Strategies | | | | | | | | |
| All are in BEST format. | | | | Y | All strategies are targeted to eliminate at least one root cause. | | | Y |
| All are measured by quarterly KPI outcomes. | | | | Y | Entire plan has been checked for spelling and grammar. | | | Y |
| Federally Required Strategies – Do we have strategies that address - | | | | | | | | |
| Accelerated Learning | Y | Support for Special Populations | Y | Parent & Family Engagement | Y | Students Not On Grade Level | Y | |
| Recruiting/Retaining Teachers | Y | Violence Prevention/Intervention | | Professional Development | Y | Dropout Prevention / Enrollment | Y | |
| Physical Activity | | Social and Emotional Support | Y | Student Attendance | Y | Transition PK to Elementary | | |
| Quality of Learning Environment | | CCMR - Secondary | | MTSS – Behavioral Interventions | Y | | | |
| Equitable Availability of the Campus Improvement Plan to Parents | | | | Equitable Availability of the School-Parent Compact to Parents | | | | |
| Physical Locations of the Plan | Copy in the main office | | | Physical Locations of the Plan | Copy in the main office | | | |
| Languages Available | English and Spanish | | | Languages Available | English and Spanish | | | |
| URL to Online Version | Campus Webpage | | | URL to Online Version | Campus Webpage | | | |
| Equitable Availability of Parent-Family Engagement Policy to Parents | | | | | | | | |
| Physical Locations of the Policy | Copy in the main office | | | How and When was the PFE Policy Distributed | | | | |
| Languages Available | English and Spanish | | | Parent-Teacher Conferences - Oct 2023 | | | | |
| URL to Online Version | Campus Webpage | | | | | | | |

| Title I Compliance Documentation and Submissions | | | |
|--|--|--------------------------------|------|
| Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1) | | | |
| Action | Documentation | CIP Location / Upload Location | Done |
| Comprehensive Needs Assessment | Description of the CNA process, data sources used, and outcomes from the Summative Evaluation | CIP - CNA Process | |
| | Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Campus Improvement Plan | Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| | The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | CIP - Quality Checklist | Y |
| | Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan | Google Shared Folder | Y |
| Quarterly Reviews | Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Summative Review | Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued. | CIP - Summative Review | |
| | Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting | Google Shared Folder | |
| | All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures | | |
| Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2) | | | |
| PFE Policy | A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “Woodlawn Hills Parent and Family Engagement Policy” with current school year, the revision date April 5. 2023, and has the principal’s initials or signature | Google Shared Folder | Y |
| PFE Policy Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |

| Title I Compliance Documentation and Submissions | | | |
|---|--|--------------------------------|------|
| Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2) | | | |
| Documentation | Description | CIP Location / Upload Location | Done |
| PFE Distribution | Answered how and when was your PFE Policy distributed | CIP - Quality Checklist | Y |
| PFE Availability | PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | | |
| PFE Meetings | Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times | Google Shared Folder | |
| School-Parent-Compact (ESSA Sec. 1116(d)) | | | |
| School-Parent Compact | A copy of the Compact in English and Spanish, the title on PFE Policy states “Woodlawn Hills Parent and Family Engagement Policy” with current school year, the revision date April 5,2023, has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification | Google Shared Folder | |
| | PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website | CIP - Quality Checklist | |
| School-Parent Compact Review & Revise Meeting | Dated invitation(s)/notice(s) of meeting(s) | Google Shared Folder | |
| | Dated agenda and minutes from the meeting documenting discussion and decisions | | |
| | All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |
| Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3)) | | | |
| Title I Meetings | Dated invitations/notices of a minimum of 2 meetings | Google Shared Folder | |
| | Presentation/Slide Deck and agendas for both meetings | | |
| | CIP was presented to parents & families during Title I meeting presentation as noted on agenda | | |
| | Campus Parents Right to Know information was included in Title I meeting presentation/slide deck | | |
| | Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings | | |
| Staff Training: Value & Utility of Parents | Presentation/Slide Deck and agenda | | |
| | All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures | | |

