

Judson Independent School District
Wortham Oaks Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Elementary Universal Screeners
- Pre-k4 CIRCLE, Kinder-TX-KEA, 1st M-Class Amplify/IDEL, Amplify Reading, Imagine Math, and HMH Growth Measure.

Student Data: Student Groups

- Section 504 data
- STEM/STEAM data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Demographics

Demographics Summary

Wortham Oaks has approximately 738 students; 10% African American, 58% Hispanic, 22% White, 5% Asian; and 5% two or more races. Economically disadvantaged students comprise about 48.77% of the population, 14% ELL students, 48% at-risk students, and 13% of the students are Special Education students. WOW does not have migrant students currently. 1% of students are recent immigrants. WOW has 10 homeless students-1.4%. The Wortham Oaks mobility rate is at 6.4%. Wortham has a diverse population. Wortham Oaks is growing, many students enrolling on a daily basis

Demographics Strengths

Wortham Oaks has a diverse student population. Student to teacher ratios are reasonable and manageable allowing for more effective instructional opportunities. Wortham Oaks parental and community involvement are strong. The Police Department and Fire Department, North East Rotary will volunteer hours and resources to the campus. Several community agencies around San Antonio send presenters to educate students in Science. The plan is to have several community events that include but isn't limited to Science Day, Science Family Night, and Science Camp, Literacy Night, and Career Day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wortham Oaks has a diverse population and it is very fluid due to our continued growth. **Root Cause:** New School

Student Learning

Student Learning Summary

Wortham Oaks 2020 STAAR scores at the “approaches grade level” were above 92% in reading and mathematics in grades 3-5; writing 88%; science 86%. Wortham Oaks has once classroom of sixth grade students- STAAR 2020 data at the "approaches grade-level" were 96% in math; 74% in reading.

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Also, distinction designations were not awarded in 2020. 2019 TEA Accountability Rating Report indicated that Wortham Oaks Elementary is an A campus. In 2019 Wortham Oaks earned five of the six Distinction Designations-Reading/ELA, Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

Further disaggregation of data has defined some specific areas to consider. Since science and writing had the lowest passing rates in grades 3-5, they will be the primary focus for the 2021-2022 academic school year. Sixth grade reading and math will be the focus aswell.

Results of spring surveys of staff, students, and parents indicate that over 90% of students feel safe at school; we will focus on fostering a positive learning environment at Wortham Oaks.

Wortham Oaks -STAAR 2020 scores at the approaches level were all above 90% in reading for grades 3-5. 3rd 90%; 4th- 93%; 5th- 98%. STAAR scores at the approaches level for grades 3-5 in mathematics were all at or above 87%. 3rd 87%; 4th- 96%; 5th 91%. STAAR 2020 scores at the approaches level in Writing -88%; Science-86%. Meets or Masters level scores in math and reading have increased but continue to be an area of need. STAAR 2020 scores for 6th grade are 96% math; 74% reading. STAAR 2020 Data:3rd Grade Math-53% Meets and 25% Masters. 3rd Grade Reading-66% Meets and 31% Masters. 4th Grade Math -61% Meets and 34% Masters. 4th Grade Reading-71% Meets and 32% Masters.

STAAR 2020 performance data demonstrates a critical need to increase student achievement in writing and science as well as reading in 6th grade.

Student Learning Strengths

Wortham Oaks percentage scores at the Approaches, Meets and Masters grade are significantly above district and state level except for those in SCIENCE.

3rd Grade Math-53% Meets and 25% Masters.

3rd Grade Reading-66% Meets and 31% Masters.

4th Grade Math -61% Meets and 34% Masters.

4th Grade Reading-71% Meets and 32% Masters.

4th Grade Writing-63% Meets and 19% Masters.

5th Grade Science-86% Approaches; 38% Meets and 26% Masters.

In 2019 Wortham oaks earns five Distinction Designations from TEA. Academic Achievement in ELAR, Reading and Mathematics. Top 25 percent Comparative Academic Growth, Closing Performance Gaps, and Post Secondary Readiness. Wortham Oaks is missing the Academic Achievement Distinction for Science. STAAR scores were all above district and state averages. Vertical Alignment needs to become evident across all grade levels and student sub-groups across all content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Wortham Oaks data at the Meets or Masters level scores in math and reading continue to be an area of need. **Root Cause:** Virtual learning and student/ staff absences left students with various levels of learning needs and gaps.

School Processes & Programs

School Processes & Programs Summary

Most staff members at Wortham Oaks are veteran teachers with more the 5 years of experience. The majority of our faculty and staff including teachers all taught at JISD prior to a position at Wortham Oaks. Our school community continues to grow. 100% of our staff is highly qualified.

School Processes & Programs Strengths

Teachers at Wortham Oaks have the flexibility to be creative, grade level teams collaborate well together, and 100% of the staff indicated collaboration between staff and administrators was strong. Monthly pot-luck lunches will be attended by staff, and the staff social committee plans activities often to treat teachers. WOW PTO is active, they are doing an amazing job. 100% of staff members are highly qualified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Insert new data: Only 79% of parents feel that the school website is informative **Root Cause:** There is a need to improve parent communication so that all stakeholders can feel a part of the school community and included in their child education.

Perceptions

Perceptions Summary

Wortham Oaks is the newest elementary campus in Judson ISD . The community appears excited, everyone is working together to establish new traditions. The Wortham Oaks motto was created by the community. The students recite the pledge/creed on the morning announcements everyday. Wildcat Pride!

As **Wortham Oaks Wildcats**,

We are responsible and contribute as good citizens.

We listen, problem-solve and improve.

We encourage and value one another.

We are humble; we are friends; we are the Wortham Oaks Family.

Wortham Oaks Wildcats Motto

Dream big! Aim high! Make a difference!

Perceptions Strengths

Needs Update: On staff, student and parent surveys, more than 90% stated they feel welcome and appreciated; 95% of students feel safe at school; more than 90% of parents are satisfied with our school;95% feel their child receives a quality education and their child is motivated to do their best and 100% of staff feel strong collaboration exists between administrators and teachers.

Priority Problem Statements







Goals







Goal 1: Effective instruction: Judson ISD students will meet or exceed grade level expectations and will be college, career, or military ready.




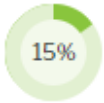







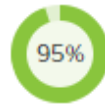
Performance Objective 1: Improve, sustain, and support academic growth in the four core areas at or above grade level.




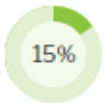






Evaluation Data Sources: Circle, TX-KEA, Amplify, Imagine Math, Mock STAAR, STAAR, Unique, and Frog Street,

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze Universal Screen, Mock STAAR, and STAAR data to identify strengths and weaknesses to determine professional development needs and student needs</p> <p>Strategy's Expected Result/Impact: Mock STAAR and STAAR scores above district and state averages, universal screen results throughout the year</p> <p>Staff Responsible for Monitoring: Administrators, Classroom teachers, RTI teachers, SPED teachers, Interventionist to include Dyslexia Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Adjust the gifted and talented identification process to better reflect the overall talent and ability of students by using a more holistic identification process, incorporating both quantitative and qualitative measures.</p> <p>Strategy's Expected Result/Impact: TAG and Enrichment rosters</p> <p>Staff Responsible for Monitoring: Enrichment teacher and classroom teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use SCE and Title I funds as well as other funds, to purchase/maintain materials, equipment and supplies to enhance learning of all students (Pre-K3-6th grade) and at-risk students throughout the school year and for any summer programs. Use monies to send, bring in, or provide professional development opportunities for staff.</p> <p>Strategy's Expected Result/Impact: Purchase orders, Imagine Math/Amplify reports, increased Mock STAAR scores, STAAR scores, and universal screen growth. Attend conference and trainings.</p> <p>Staff Responsible for Monitoring: Campus administrators; RTI teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Comprehensive Support Strategy</p> <p>Funding Sources: Bilingual/Dual ELAR & Math Supports, FF - 171 State Comp Ed - \$230, Alpha Arc and letters - 211 Title I - \$309.38, Region IV CTD Math - 171 State Comp Ed - 171-11-6399-00-124-30-00-C - \$2,193, Forde-Ferrier - 171 State Comp Ed - 171-11-6399-00-124-30-00-C - \$690.90, William MacGill - 171 State Comp Ed - 171-11-6399-00-124-30-00-C - \$771.28, Lakeshore Learning - 171 State Comp Ed - 171-11-6399-00-124-30 - \$283.59, Carolina Biological Supply - 211 Title I - 211-11-6399-00-124-30-00-T - \$950.07, Lakeshore Learning - 171 State Comp Ed - 171-11-6399--00-124-30- - \$387.44, Lakeshore Learning - 171 State Comp Ed - 171-11-6399-00-124-30-00 - \$681.88, Tools4Reading - 211 Title I - 211-11-6399-00-124-30-00-T - \$660, MathWarm-Ups - 211 Title I - 211-11-6399-00-124-30-00 - \$990, PDG Alamo Classroom Solutions - 211 Title I - 211-11-6399-00-124-30-0 - \$5,433.55, Custom ID - 211 Title I - 211-11-6399-00-124-30-0 - \$2,520.80, Lakeshore Learning - 211 Title I - \$1,249.11, Office Depot - 211 Title I - \$986.06</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for targeted staff development to support teachers with implementation of strategies such as Science of Reading, Blending Routine, Balanced Literacy, Phonics, supplemental aids (math/science), etc. to build teachers' capacity to explicitly teach reading, math, writing, and science standards with rigor through PD offered by JISD curriculum specialists, campus administrators, and/ or our own campus RTI staff.</p> <p>Strategy's Expected Result/Impact: Evidence of strategies utilized in classroom instruction, journals, mock assessments, Imagine Math, Amplify, universal screen, writing diagnostic and STAAR results</p> <p>Staff Responsible for Monitoring: District personnel and campus administrator(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Region IV Math - 171 State Comp Ed - 171-11-6399-00-124-30-00-C - \$2,193</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use Title 1 monies to purchase and maintain instructional materials/equipment to implement the Science of Reading initiative: Blending Boards, and Sound Walls for K-3.</p> <p>Strategy's Expected Result/Impact: Evidence of strategies utilized in classroom instruction and Amplify and Dibels Data Reports</p> <p>Staff Responsible for Monitoring: K-3 teachers, RtI teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Tools4Reading - 211 Title I - 211-11-6399-00-124-30-00-T - \$440</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide enhanced opportunities for hands-on science and journaling through Science Camp for 5th & 6th grade students, Science Day Event for PK-6, and Science Mini-Camps 3-5th grade.</p> <p>Strategy's Expected Result/Impact: Mock data and STAAR results</p> <p>Staff Responsible for Monitoring: Campus administrators, RtI teachers, classroom teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue growing the Wortham Oaks Robotics Program/Club</p> <p>Strategy's Expected Result/Impact: Robotics Showcase 2021-2022 participation</p> <p>Staff Responsible for Monitoring: Teachers, Robotics Sponsor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue the implementation of Leader In Me, a systematic approach to student discipline; provide additional resources and support Leader In Me habits to reinforce positive student discipline; train staff on strategies obtained from The Leader in Me book study/philosophy.</p> <p>Strategy's Expected Result/Impact: Number of referrals Leader In Me Award recipients Leader In Me student work samples</p> <p>Staff Responsible for Monitoring: Campus administrators, 5 staff trainers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			




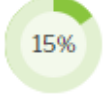






Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Integrate technology across all content areas (reading, math, science, writing, and social studies) curriculum using iPads, Chromebooks etc.</p> <p>Strategy's Expected Result/Impact: Student products, Imagine Math, Amplify and Dibels data, fluency scores, Mock STAAR scores and STAAR scores</p> <p>Staff Responsible for Monitoring: Classroom teachers, technology aide</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide intensified tutoring to students struggling with mathematics, reading/writing, and science during the school day and after school</p> <p>Strategy's Expected Result/Impact: STAAR scores, promotion/retention numbers, Imagine Math and Amplify/Dibels scores, benchmark scores</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers, RtI specialists (SCE 2 FTEs)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutoring Teacher Salaries - 171 State Comp Ed - 171-6118 - \$13,230</p>	Formative		
	Nov	Feb	May
			
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Goal 2: Involving families and communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 1: By June 2022, all students will participate in guidance and counseling activities to promote proper behavior, increase attendance and improve academic achievement as measured by 2022 STAAR results.

Evaluation Data Sources: Frontlines Discipline Data, Counseling Logs, RtI Data, attendance data, academic success as measured by 2022 STAAR results




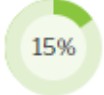





Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate, develop, and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals</p> <p>Strategy's Expected Result/Impact: Frontline/Interventions to track discipline data and analyze the data for trends and patterns. Decrease number of students on RtI behavior tiers, evidence of ongoing review of classroom/campus procedures.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, and Discipline Committee Members</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using discipline data, individual classroom data, and counseling logs to implement Leader In Me, strategies/practices (PreK-6th grades) to promote positive practices/ interactions between students and staff.</p> <p>Strategy's Expected Result/Impact: Decrease of discipline referrals, increase in student attendance, and discipline contract agreements created and posted in classrooms.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, RtI Facilitator and WOE teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Involving families and communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 2: Evaluate, develop, and implement Pk-6th grades counseling and social assistance program that meet state guidelines and results in creating a positive learning environment that is physically and emotionally safe

Evaluation Data Sources: Frontline Discipline Data, Counseling Logs, Parent Involvement Activities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Guidance Lessons: Implement regular guidance lessons using Second Step Curriculum, Kimochies, Class Catalyst, Second Step Bullying Kit, Small Groups , and Nearpod</p> <p>Strategy's Expected Result/Impact: Monthly documentation and/or calendar.</p> <p>Staff Responsible for Monitoring: Administrator and/or Counselor</p> <p>Funding Sources: Lakeshore Learning - 211 Title I - \$709.41</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Initiate Leader In Me-character recognition program and award assembly that recognizes several students from each classroom every 9 weeks.</p> <p>Strategy's Expected Result/Impact: Character Certificates, decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns.</p> <p>Staff Responsible for Monitoring: Administrators and Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement award ceremonies that recognize high progress, performance, and high levels of student achievement. To include, A-Honor Roll, AB- Honor Roll, as well as completion of Pre-K and Kindergarten.</p> <p>Strategy's Expected Result/Impact: Student Data-Mock STAAR & STAAR, Imagine Math, Amplify, TELPAS etc. Progress Reports 9wk Report Cards</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, classroom teachers, PEIMS clerk</p> <p>Funding Sources: Positive Promotions - 211 Title I - 211-11-6399 - \$190.65</p>	Formative		
	Nov	Feb	May
			









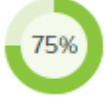




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement: National Elementary Honor Society (NEHS) on campus. A nation's premier student recognition organization that promotes student excellence</p> <p>Strategy's Expected Result/Impact: Agenda, Sign In Sheets, Meeting Minutes, number of students inducted into NEHS, Service Project</p> <p>Staff Responsible for Monitoring: Administrator and/or Counselor, Organization sponsor(s)</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Involving families and communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 3: To develop a safe, drug and bully free environment.

Evaluation Data Sources: Parent and student surveys, counseling logs

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue with Bully Awareness and Bully prevention activities, provide students with experiences that connect to the "real world," Red Ribbon Week, Toys for Tots, food Drives etc. Strategy's Expected Result/Impact: EOY parent and student surveys Staff Responsible for Monitoring: Counselor & Admin Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement PK-6 counseling and social assistance programs that meet district and state guidelines, including eliciting parent/guardian input. Strategy's Expected Result/Impact: Discipline referral numbers, bullying referral numbers, and classroom guidance schedules Staff Responsible for Monitoring: School Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify, serve and collaborate with school mandated Threat Assessment Team to identify individuals who may pose a threat and provide interventions before a violent incident occurs. Strategy's Expected Result/Impact: Complete training provided by TxSSC Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Involving families and communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 4: Increase the average daily attendance to 97%.

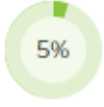





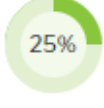





Evaluation Data Sources: Frontline Attendance data and attendance letters








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase student attendance by 1%-provide individual, class, and campus incentives Strategy's Expected Result/Impact: PEIMS Frontline Data, Increase in student attendance rate Staff Responsible for Monitoring: Campus administrators, Counselor, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Share information with parents concerning Compulsory Attendance. Provide incentives such as trophies, incentives and certificates to students with excellent attendance. Strategy's Expected Result/Impact: PEIMS Frontline Data, Increase in student attendance rate Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Perfect Attendance Reception for students and families achieving 100% attendance for the year Strategy's Expected Result/Impact: Number of students with 100% attendance, flyer and sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Positive school culture: Judson families and community members will be involved in Judson ISD.

Performance Objective 1: Increase parent and community involvement in the school

Evaluation Data Sources: Critical dates on calendar; parent surveys; Sign In Sheets; Parent Self Serve participation reports; Broken Arrow reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide transition for parents of students from PK to Kindergarten. Parents will tour the campus and classrooms . Parents will be provided with instructional resources to use to prepare students for kindergarten.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and packets of materials given to parents</p> <p>Staff Responsible for Monitoring: PK and Kinder teachers and campus administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Convene annual school accountability meetings (virtual meetings when appropriate).</p> <p>Strategy's Expected Result/Impact: Copies of letters sent home, campus report card and sign-in for attendance at meetings.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review current Parent Involvement plan for campus-wide/community-wide involvement, including Literacy Night, Science Night, Grade Level Programs, parent volunteer programs, Field Day, Award Assemblies, Carnival, Bicycle Rodeo, Science Day, Reading Cafe, Math Marathon, PK Transition, and parent involvement at home etc. Virtual Nights can be an options for some of these events.</p> <p>Strategy's Expected Result/Impact: Participation rates and survey results</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Scholastic Books for Reading Restaurant - 211 Title I - 211-61-6329-00-124-30-00-T - \$146.79, HEB supplies for Reading Restaurant (Snacks) - 211 Title I - 211-61-6499 - \$150, HEB supplies for Reading Restaurant (Decorations) - 211 Title I - 211-61-6399 - \$150</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to grow the Watch DOGS (Dads of Great Students) program at WOW-because of COVID this may look a bit different.</p> <p>Strategy's Expected Result/Impact: Number of DOGS on campus or Virtual participation and frequency of their presence.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Administrators and teachers will increase communication to parents using Remind app, phone calls will be made, letters and postcards will be mailed to parents at different stages concerning important dates, individual students with attendance problems, discipline issues, counseling concerns, grade alerts, etc. Home visits will be made by principal, counselor, and teacher or staff member to alert parents and instill the importance of communication.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate, increase parent involvement and communication</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Funding Sources: Remind Hub - 211 Title I - \$2,700</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Leadership: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable rock solid leadership system

Evaluation Data Sources: Teacher and staff retention numbers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees</p> <p>Strategy's Expected Result/Impact: Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2021-2022</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create opportunities to celebrate successes. Such as but not limited to Recognizing the Educators of the 9 weeks; Distinguished Educator; Novice Teacher of the Year; Spirit of Judson; Continuous recognition during faculty mtgs/PLCs when caught doing something awesome. Showcase teachers on WOW Facebook/Webpage/WOW, Weekly Newsletter, and Newspaper Roar</p> <p>Strategy's Expected Result/Impact: Teacher retention rates 2021-2022</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide excellent mentoring of new teachers; continue weekly grade level and faculty meetings as well as PLCs and monthly pot luck lunches; maintain open door policy for all constructive conversations</p> <p>Strategy's Expected Result/Impact: Staff surveys 2021-2022 and teacher retention rates 2021-2022</p> <p>Staff Responsible for Monitoring: Campus administrators, Lead Mentor Teacher</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure 100% staff are highly qualified</p> <p>Strategy's Expected Result/Impact: Report from HR showing 100% highly qualified for their positions</p> <p>Staff Responsible for Monitoring: JISD HR and campus administrators</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: Customer Service: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Performance Objective 1: To develop a safe, drug and bully free environment.

Evaluation Data Sources: Parent and student surveys, counseling logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure critical information is communicated on the campus and on district calendars, in the Wildcat Roar, Weekly Newsletter , and campus website, individual teacher websites and WOW Facebook page in English and Spanish</p> <p>Strategy's Expected Result/Impact: Increased numbers of participation in school activities. calendars, end-of-year parent surveys.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide support to students and families identified through the McKinney Vento program</p> <p>Strategy's Expected Result/Impact: PEIMS Frontline Data, Counselor documentation of parent meetings</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students to improve academic progress, and attendance</p> <p>Strategy's Expected Result/Impact: Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review</p> <p>Staff Responsible for Monitoring: Homeless liaison, counselor, administrators</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

State Compensatory

Budget for Wortham Oaks Elementary

Total SCE Funds: \$24,880.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Wortham Oaks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Sandoval	RTI Teacher	0.5
Paula (Shelly) Eddy	RTI Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Sandoval	RTI Teacher		50%
Sandra Solis	RTI Teacher		100%

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Alma Neira	Principal
Assistant Principal	Laura Garza	AP
Paraprofessional	Jocelyn Clark	Secretary
Classroom Teacher	Sandra Solis	RTI Teacher
Classroom Teacher	Robin Ratliff	SpEd Teacher
Classroom Teacher	Elizabeth Sandoval	RTI Teacher
Librarian	April Schweizerhof	Librarian
Counselor	Kirsten Hume	Counselor
Parent	Crystal Smith	Parent
Parent	Claudia San Miguel	Parent
Classroom Teacher	Georgia Ashinhurst	SpEd Teacher

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alma Neira	Principal
Paraprofessional	Jocelyn Clark	Secretary
Classroom Teacher	Marah Keller	4th Gr Teacher
Classroom Teacher	Lindsay Jaramillo	ECSE Teacher
Classroom Teacher	Patricia Ramos	Dual Language Teacher
Paraprofessional	Betty Ortiz	PEIMS Clerk
District-level Professional	Rebecca Defenbaugh	Director, SIS
Business Representative	Christine Diehl	Realtor
Business Representative	Tasha Tuch	Petco
Community Representative	Crystal Smith	2nd Gr Parent
Community Representative	Angel Catlin	1st grade parent

Discipline Committee

Committee Role	Name	Position
Assistant Principal	Laura Garza	
Paraprofessional	Betty Ortiz	Data Clerk
Classroom Teacher	Erika Diaz	
Classroom Teacher	Courtney Bonn	

Attendance Committee

Committee Role	Name	Position
Assistant Principal	Laura Garza	
Paraprofessional	Betty Ortiz	Data Clerk
Classroom Teacher	Courtney Bonn	
Classroom Teacher	Carol Estrada	

Hospitality

Committee Role	Name	Position
Campus Secretary	Jocelyn Clark	
Classroom Teacher	Christina Bone	
Classroom Teacher	Sarai Cain	
Classroom Teacher	Rose Rodriguez	
Classroom Teacher	Ingrid Gonzalez	
Classroom Teacher	Raquel Martinez	
Classroom Teacher	Kelly Carreon	
Classroom Teacher	Patricia Ramos	
Classroom Teacher	Marah Keller	
Classroom Teacher	Rosa Turk	
Classroom Teacher	Laura Estrada	
Classroom Teacher	Erika Diaz	