Terrell Independent School District

Dr. Bruce Wood Elementary

2023-2024 Improvement Plan

Board Approval Date: November 13, 2023
Public Presentation Date: November 13, 2023

Mission Statement

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

Wood Elementary will successfully prepare all students with a hope for the future and a readiness for college, career, and personal success.

Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollmentt of 5,250 sstudents served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

Our Motto:

Expect more. Achieve more.

Our Values:

T - Treat people right

I - Inspire Tiger Pride

G - Get better every day

E - Every day, we show up and are productive

R - Reach toward our common goal as a team

S - Say what you mean; mean what you say; do what you say

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at www.terrellisd.org or the TEA website at https://tea.texas.gov. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

TERRELL ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- Continued professional development in phonemic awareness in K-2.
- Continue full and part time interventionist.
- Smaller class sizes
- Professional development around differentiation with exemplars.
- Internet safety classes for students in grades 3-5.
- Communication with parents.
- Parent volunteers.
- Bilingual support
- Focus on high need sub-populations: All, Eco Dis, EB, SpEd,
- Close the gap with African American and Hispanic students.

Demographics

Demographics Summary

Wood Elementary, a Terrell ISD campus, is a minority-majority campus with 88 percent of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and the community.

Our Vision: To become the premier elementary campus in Terrell ISD,

Our Mission: To provide a nurturing, positive sustainable culture that inspires and prepares all stakeholders to grow and reach their full potential.

Wood Elementary is represented by these student demographics: African American - 19%, Hispanic - 51%, White - 22%, Two or More - 7%. Student demographics for programs include Limited English Proficiency - 27%, Special Education - 12%, Gifted and Talented - 3%, Dyslexia - 6%, and Section 504 - 5%. Other student demographics include Economically Disadvantaged - 88%, At Risk - 62%, and Homeless - 2%.

Wood Elementary provides professional development for teachers and staff to build content and effective instruction strategies. Our campus brings multicultural awareness, bridge gaps, embrace diversity, and build a culture of trust and respect. Wood Elementary provides staff development opportunities for teachers and staff in order to increase student achievement for all students with a focus on the needs of economically disadvantaged students, EB students, and other Special Student Populations. Teachers are required to obtain their ESL certification in order to serve the needs of our ESL population. A continued effort is maintained to have staff demographics match student demographics in terms of recruitment. Student mentoring programs and social-emotional learning skills are implemented by the school counselor and teachers. A focus is made to provide parent support and training at the campus level.

To address the varied schedules of parents, Title 1 meetings will be held on multiple dates and times.

Demographics Strengths

- 95% student attendance
- Teacher attendance 92%
- 92% teaching in areas of certification
- Approximately 75% of teachers are ESL/GT trained. Non-ESL certified teachers complete required ESL TEA training.
- Student goal setting
- Student data tracking
- Teacher Accountability sheets.
- Teacher to Student data talks
- Social-emotional Learning time built into the daily schedule.
- Student recognitions
- Cultural awareness

- Campus ROAR Expectations, Class Dojo, PBIS (Wood Bucks)
- Robotics, UIL teams and GLO (Girls Leadership Organization).
- Strong PTO
- Strong Teacher - Parent communication

Student Learning

Student Learning Summary

State accountability for 2021-22 is rated "Not Rated' with a score of 68. Scores for the 2022-23 school year have not yet been released.

State accountability for 2022-23 is projected to be "Not Rated' according to preliminary data provided by OnData Suite and All Learning. STAAR Scores from the 2022-23 school year show decrease in Student Achievement in all areas tested Math, ELAR and Science. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. The Approaches, Meets and Masters levels are considered passing. The Approaches category indicates that students are likely to struggle in the next grade or course and will require targeted academic interventions to succeed. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. Wood Elementary needs to increase the number of students attaining Approaches, Meets, and Masters on state assessments. Wood Elementary is identified as a Targeted Supports & Improvement by TEA and will address the area(s) of 4th and 5th grade Reading and Math to ensure students demonstrate more than the expected yearly growth by the end of the year. We will also address the learning gaps between our ethnicity groups by ensuring our African American and Hispanic students are performing at the same level of our White students.

The need to increase growth in all subjects and sub-populations, literacy, language acquisition, digital fluency, and college & career readiness are all identified areas of need. Wood Elementary is committed to attaining the challenging HB3 goals established by the Board of Trustees.

Wood Elementary implements a curriculum that is aligned to the state standards and is accessible to all teachers. Common assessments across grade level disciplines are regularly monitored and multiple on-line tools for disaggregation of data are available. An instructional model is utilized by all educators. Professional Learning Communities provide collaborative, job-embedded, classroom-focused professional development and practice to ensure teachers are prepared to deliver effective TIER 1 instruction daily.

Wood Elementary places emphasis on supporting all student groups and addressing the needs of economically disadvantaged students, EB students, Special Education, and other special student populations. Teachers obtain ESL certification and GT certification as needed in order to address the needs of students and increase student achievement. Furthermore, efforts are made to provide parent support and training.

Consistent program monitoring for academics, behavior, attendance, and a systemic Multi-Tiered Systems of Support (MTSS) process is implemented for all students. A district Director of Multi-Tiered Systems of Support further supports the individual needs of students both academically and social/emotionally.   To provide targeted intervention, full-time and part-time Math and Reading interventionists are assigned at multiple grade levels.

Teachers and staff facilitate student awareness of academic and behavioral expectations.. Students in special education continue to under perform in comparison

to non-special education students and are commonly targeted for improvement.

Wood Elementary School is focused on increasing educational rigor and increasing student achievement by building the capacity of its employees including teachers, leaders, support staff, and ancillary staff. Wood Elementary provides ongoing professional development for administrators, teachers and staff to build content and effective instruction strategies, bridge gaps, embrace diversity, and build a culture of trust and respect. WES provides job-embedded, data-driven, and classroom-focused professional development through Professional Learning Communities (PLC's) and collaborative team meetings. PLC's assist in the development of teachers as they learn TEKS based strategies, disaggregate student data, increase the rigor and depth of knowledge in the classroom, learn effective instructional strategies, and content knowledge. It is the instructional goal that ALL students 'grow' each year and that no students regress. Based on an analysis of data, students, and specific special populations, decisions are made to address the needs and supports necessary to master the challenging State academic standards. There is also a need for professional accountability to implement learning from professional development.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of support to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address equity for all, the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction which includes, in part, TEKS Analysis, differentiated instruction, scaffolding instruction, making content comprehensible, and culturally responsive teaching.

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	91	21	1373	40.19%	56.04%	24.18%	5.49%
Economic Disadvantage	75	21	1370	39.95%	56%	24%	5.33%
Black/African American	15	20	1367	39.10%	66.67%	13.33%	6.67%
Hispanic	56	21	1371	39.80%	53.57%	23.21%	5.36%
Two or More Races	5	22	1384	41.92%	60%	40%	0%
White	15	22	1380	42.18%	53.33%	33.33%	6.67%
Currently Emergent Bilingual	32	19	1349	36.72%	43.75%	15.62%	6.25%
Special Ed Indicator	15	18	1321	33.97%	33.33%	20%	6.67%
	May 2023 STAAR Reading Language Arts, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters

May 2023 STAAR Reading Language Arts, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	98	21	1470	41.27%	66.33%	31.63%	9.18%
Economic Disadvantage	84	21	1473	41.07%	65.48%	32.14%	8.33%
American Indian/Alaskan Native	1	28	1562	53.85%	100%	100%	0%
Black/African American	13	18	1436	35.06%	61.54%	7.69%	7.69%
Hispanic	57	23	1494	44.40%	70.18%	38.60%	14.04%
Two or More Races	2	20	1448	38.46%	50%	50%	0%
White	25	19	1431	37.08%	60%	24%	0%
Currently Emergent Bilingual	34	21	1468	40.27%	61.76%	26.47%	14.71%
Special Ed Indicator	18	12	1324	22.97%	27.78%	0%	0%

May 2023 STAAR Reading Language Arts, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	114	26	1538	50.94%	69.30%	35.09%	14.04%
Economic Disadvantage	96	27	1544	51.84%	69.79%	38.54%	14.58%
American Indian/Alaskan Native	1	27	1546	51.92%	100%	0%	0%
Black/African American	28	24	1501	45.67%	57.14%	21.43%	7.14%
Hispanic	57	25	1524	48.89%	63.16%	33.33%	15.79%
Two or More Races	4	34	1629	64.42%	100%	50%	25%
White	24	31	1599	59.70%	91.67%	54.17%	16.67%
Currently Emergent Bilingual	36	24	1508	46.31%	55.56%	30.56%	16.67%
Third Year of Monitoring	1	34	1629	65.38%	100%	100%	0%
Special Ed Indicator	13	17	1413	33.28%	15.38%	7.69%	7.69%

May 2023 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	92	14	1364	38.95%	43.48%	17.39%	6.52%
Economic Disadvantage	76	14	1357	37.94%	40.79%	17.11%	6.58%

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Black/African American	16	14	1360	38.34%	37.50%	18.75%	6.25%
Hispanic	56	14	1358	38.18%	41.07%	16.07%	7.14%
Two or More Races	5	11	1313	30.81%	20%	0%	0%
White	15	17	1404	45.23%	66.67%	26.67%	6.67%
Currently Emergent Bilingual	32	13	1344	35.90%	34.38%	12.50%	6.25%
Special Ed Indicator	15	16	1393	43.24%	40%	26.67%	6.67%
May 2023 STAAR Mathematics, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	98	20	1520	49.31%	58.16%	38.78%	16.33%
Economic Disadvantage	84	19	1513	47.92%	55.95%	34.52%	14.29%
American Indian/Alaskan Native	1	13	1418	32.50%	0%	0%	0%
Black/African American	13	18	1516	45.77%	53.85%	30.77%	7.69%
Hispanic	57	20	1527	50.75%	63.16%	42.11%	17.54%
Two or More Races	2	20	1518	50%	50%	50%	0%
White	25	19	1510	48.50%	52%	36%	20%
Currently Emergent Bilingual	34	19	1512	48.16%	55.88%	38.24%	14.71%
Special Ed Indicator	18	12	1399	30%	11.11%	0%	0%
May 2023 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	114	21	1600	50.38%	76.32%	38.60%	7.89%
Economic Disadvantage	96	21	1598	50.12%	78.12%	37.50%	6.25%
American Indian/Alaskan Native	1	25	1647	59.52%	100%	100%	0%
Black/African American	28	18	1549	42.69%	57.14%	25%	0%
Hispanic	57	21	1604	50.88%	80.70%	40.35%	8.77%
Two or More Races	4	28	1695	65.48%	100%	75%	25%

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
White	24	23	1634	55.26%	83.33%	41.67%	12.50%
Currently Emergent Bilingual	36	22	1608	51.39%	86.11%	36.11%	8.33%
Third Year of Monitoring	1	18	1555	42.86%	100%	0%	0%
Special Ed Indicator	13	18	1551	42.86%	61.54%	23.08%	0%
	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
CAMPUS: Wood Elementary	114	17	3498	44.67%	48.25%	10.53%	2.63%
Economic Disadvantage	96	17	3488	44.26%	46.88%	8.33%	3.12%
American Indian/Alaskan Native	1	21	3740	53.85%	100%	0%	0%
Black/African American	28	16	3373	40.29%	39.29%	3.57%	3.57%
Hispanic	57	17	3454	42.91%	42.11%	8.77%	0%
Two or More Races	4	22	3827	57.05%	75%	50%	0%
White	24	20	3682	51.50%	66.67%	16.67%	8.33%
Currently Emergent Bilingual	36	16	3431	41.88%	36.11%	8.33%	0%
Third Year of Monitoring	1	14	3284	35.90%	0%	0%	0%
Special Ed Indicator	13	14	3235	35.11%	15.38%	7.69%	0%

Previous Years' Data

Reading	2021-2022					2020-2021					Difference			
3rd Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	76%					68%	38%	19%	42%	73%	8			
Region 10						69%	41%	21%	44%	75%				
Terrell ISD - Districtwide Scores	69%	38%	19%	42%	71%	53%	24%	9%	29%	55%	16	14	10	16%
Wood	69%	37%	19%	42%	71%	52%	22%	5%	26%	52%	17	15	14	19%
4th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	76%					63%	36%	18%	39%	69%	13			

Reading	2021-2022					2020-2021					Difference			
Region 10						64%	39%	20%	41%	71%				
Terrell ISD - Districtwide Scores	64%	37%	15%	39%	70%	45%	19%	7%	24%	50%	19	18	8	20%
Wood	67%	42%	19%	43%	72%	57%	26%	7%	30%	56%	10	16	12	16%
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	79%					72%	45%	30%	49%	81%	7			
Region 10						73%	48%	33%	51%	82%				
Terrell ISD - Districtwide Scores	67%	35%	19%	40%	71%	62%	35%	21%	39%	69%	5	*	-2	2%
Wood	70%	30%	13%	38%	65%	64%	31%	21%	39%	67%	6	-1	-8	-2%
Math	2021-2022					2020-2021					Difference			
3rd Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	69%					61%	30%	14%	35%	60%	8			
Region 10						63%	32%	16%	37%	65%				
Terrell ISD - Districtwide Scores	57%	28%	13%	33%	58%	49%	20%	8%	26%	52%	8	8	5	6%
Wood	59%	32%	13%	35%	60%	59%	14%	6%	26%	52%	--	18	7	8%
4th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	67%					58%	35%	21%	38%	67%	9			
Region 10						61%	38%	24%	41%	71%				
Terrell ISD - Districtwide Scores	56%	26%	12%	31%	56%	38%	19%	9%	22%	49%	18	7	3	7%
Wood	68%	32%	15%	38%	65%	49%	23%	13%	28%	54%	19	9	2	11%
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	74%					69%	33%	-3%	33%	58%	5			
Region 10						72%	46%	28%	49%	81%				
Terrell ISD - Districtwide Scores	57%	24%	9%	30%	56%	53%	29%	14%	32%	57%	4	-5	-5	-1%
Wood	43%	15%	5%	21%	48%	49%	21%	13%	28%	54%	-6	-6	-8	-6%
SCIENCE	2021-2022					2020-2021					Difference			
5th Grade	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	DOMAIN 1	Scaled	Approaches	Meets	Masters	Scaled
State of Texas	64%					61%	30%	12%	34%	59%	3			
Region 10						63%	32%	14%	36%	62%				
Terrell ISD - Districtwide Scores	54%	23%	11%	29%	56%	55%	24%	7%	29%	55%	-1	-1	4	1%

Student Learning Strengths

- Built in interventions/enrichment (Tiger Time) in every block to ensure students receive support in each content, Math and Reading, daily.
- Student data tracking and goal setting
- Full & Part Time Math and Reading Interventionist
- Tiger Academy (Friday)
- Teachers track student growth.
- Student recognitions (Awards/Performance)

School Processes & Programs

School Processes & Programs Summary

Wood Elementary has a targeted focus on student growth and high achievement of students which is addressed through high quality Tier 1 instruction, effective teaching, engaged learning and data driven instruction. Both campus administrators ensure that teachers receive regular observations and appropriate feedback to implement effective instruction. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The need for effective Tier 1 instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development addressed. Professional Learning Communities (PLCs) lay the framework for collaborative team meetings, job-embedded professional development, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. Learning Coordinators in ELAR, Math, and Science also provide coaching to our K-5 teachers.

Incentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions.

Wood Elementary actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed., and secondary math and science. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is well above the state average and is addressed through incentives, training, and supports.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. A Literacy Director supports the campus focus on early literacy acquisition and ensure the implementation of Fontas & Pinnell's balanced literacy program including guided reading, phonics, writing, vocabulary, and other literacy elements and Reading and Math Interventionist have been hired for each K-5 campus to support at-risk students. Per House Bill 3 (HB 3), all K-3 teachers and

principals must attend Reading Academies by the 2023-2024 school year if they have not already done so. A Director of MSST/SEL also supports Wood Elementary by focusing on the needs of students academically and social/emotionally. School psychologists and counselors are also readily available.

Wood Elementary monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of students. Common unit assessments aligned to state standards are developed, with teacher input, to measure student progress. PLCs ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Coordinators promote teaching with the end in mind, i.e. backward design. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). Wood Elementary provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: Professional Learning Communities (PLCs), vertical alignment activities, campus leadership meetings, campus site visits, and content area professional development.

Wood Elementary provides its employees with standard technology equipment including laptops, document cameras, and projectors. Students receive 1:1 technology devices. Terrell ISD provides for the continuation of digital programs including Rosetta Stone English, MAP, Reading Plus, StemScopes, Edgenuity, Go Math, Prodigy Math, Stephenson Reading, ST Math, Achieve 3000: Smarty Antz, KidBiz, and other programs to support classroom instruction. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc.   STEM opportunities are available to all students K-5 through STEM classes and Robotics programs. Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading, and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, and newcomer interventions are in place. Bilingual Instructional Director supports Wood Elementary.

Data driven decision-making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and training are provided such as Fontas & Pinnell Phonics/Classrooms, LTRS, MAPS, Writing Academy, Reading Academy, Diagnostic Reading Assessment (DRA2), Guided Reading, Eduphoria Suite, TEKS Resource System (TRS) Framework (scope and sequence), blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized.   Additionally, Blended Learning (BL), Math Innovation Zone (MIZ), Achieve3000, STMath, Stemscopes, Changemakers, SEL, 1:1 Technology, Title I Campus, Stevenson Reading, Espark, Student Incentives, Student Genius, Tiger Time, Student Data Folders, Safety Plan, TIP, master schedule, YouthTruth Survey,, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Tiger Academy, Mentor Program, New Teacher Orientation, Teacher incentives, SALT, Site Based Decision, Reading & Math Interventionists,and At Risk Counselors are supported.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principal maintains systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students.

School Processes & Programs Strengths

- Teachers:

    - Common planning/collaboration time
    - Targeted professional development
    - Campus culture tracker using Get Better Faster
    - K-5 coaching
- Students:
    - Built in interventions during the school day (Tiger Time, Math & Reading pull-out)
    - MAP Learning Continuum drives groups for intervention during Tiger Time
    - Rosetta Stone pull-out
    - Technology Applications to support the learning (Achieve 3000, Smarty Antz, ST Math, Prodigy Math and ELAR)
    - Tiger Academy

Perceptions

Perceptions Summary

Great things are happening at Wood Elementary! 88% of our students receive free meals. An After-School Care program (ACE) is provided for many students. Parent engagement opportunities are abundant. Planned opportunities for family and community involvement is determined using parental and community input from surveys, the Site Based Decision Making (SBDM) committee, and our annual Title I meetings. Campus opportunities include PTO meetings, parent training, and family nights focused on literacy, math, and multicultural celebrations. Our PTO is actively engaged and continuously seeks opportunities to support our students and staff.

Wood Elementary completes monthly safety drills, views multiple security cameras, attends district safety meetings, and completes compliance training and continuing education training.

Wood Elementary's attendance rate continues its recovery from COVID-19. For the 2022 - 23 school year attendance increased from 94% to almost 95%.

A variety of surveys are solicited during the year from staff and parents and WES utilizes the Youth Truth Survey to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity, and inclusion. This provides the campus with the information to gain insight, catalyze change, monitor improvements, and develop strategic plans to address these unique perspectives. Participation in campus site-based committees and PTO also provides parents and community/business leaders a voice at Wood Elementary. Facilitation of parent involvement nights are organized according to feedback from the parental survey. Wood Elementary utilizes a Spanish language translator for campus activities and parent communication throughout the year.

Communication and transparency are important to Wood Elementary. The campus works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student and family participation/engagement. Staff initiates positive, consistent parent contact and maintain communication logs with parents and the community. To communicate opportunities for parent engagement, Wood Elementary utilizes multiple forms of communication including social media. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. A parent app is available through the district's enhanced website.   Parent Portal, Remind messenger program, and Facebook are also utilized to communicate with the community and parents. Additionally, campus staff members make home visits to connect with parents and students. A Community Resource Guide in both English and Spanish and other "need to know" information is housed on the campus website.

In order to retain teachers, Wood Elementary implements district-provided support and are assigned a mentor teacher to provide regular and consistent support. Teacher Leadership participates in peer coaching and shares in distributive leadership at the elementary campuses.

Finally, Wood Elementary is considered one of the happiest, most inviting campuses in Terrell ISD. This is according to Youth Truth survey results and face-to-face conversations with parents, substitute teachers and other visitors. We create and environment where staff and students want to be on campus. Theme days, music and fun activities are some of the things that set us apart from other campuses and makes it a welcoming environment for all. Our students and teachers are loved, supported, and cared for.

The campus maintains the following core values and beliefs:

Expect More; Achieve More

R ise Above the Challenge, **O** wn Your Actions, **A** lways Work Together, **R** espect Self and Others

Perceptions Strengths

- Communication from the school sent in English and Spanish

- WES page on TISD website and Social Media pages

- Parent app

- Parent portal/Remind messenger.

- R.O.A.R (Rise Above the Challenge, Own Your Actions, Always Work Together, Respect Sel and Others)

- Annual Title 1 Meeting and Family Engagement Plan & Compact

- Parent-Teacher-Student Conferences
- Family Engagements Nights (Literacy, Math, Science, Fall Festival, Spring Festival, Parent Luncheon, Strong Fathers)
- Kona Ice Days, Snack Cart, Wood Store, Rocktober, 12 Days of Holiday Cheer, 10 Days of Love

Goals

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1: GRADE 3: Student achievement on the third-grade state assessments at the Meets performance level or above will increase from 34 percent to 60 percent by June 2027.

2024: 45
2025: 50
2026: 55
2027: 60

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
TAPR Report

Strategy 1 Details
Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards. **Title I:** 2.4, 2.6

Strategy 2 Details
Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. **Title I:** 2.4, 2.6 **Funding Sources:** Courageous Principal Training - Principals - 255 ESSA Title II, Part A TPTR - 255, Courageous Principal Training - APs - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - 255 ESSA Title II, Part A TPTR - 255

Strategy 3 Details

Strategy 3: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**
Funding Sources: Summer School - 211 ESSA Title I, Part A - 211, Part-Time Interventionist - 199 General Fund: SCE - ESSER, Full Time Interventionist - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - 211 ESSA Title I, Part A - 211, Salaries - Focus on Early Literacy - 211 ESSA Title I, Part A - 211, Class-size Reduction Teacher Salaries - 199 General Fund: SCE - ESSER

Strategy 4 Details

Strategy 4: RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**
Funding Sources: NWEA MAP - 211 ESSA Title I, Part A - 211, NWEA MAP - Outside Funding Source - GRANT, Eduphoria Lead4Ward Add On - 211 ESSA Title I, Part A - 211

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 2: GRADE 6: Student achievement on the sixth-grade state assessments at the Meets performance level or above will increase from 30 percent to 60 percent by June 2027.

2024: 45
2025: 50
2026: 55
2027: 60

High Priority

Evaluation Data Sources: STAAR Data
TAPR Report

Strategy 1 Details
Strategy 1: CURRICULUM -Maintain a viable curriculum aligned to state standards. **Title I:** 2.4, 2.6

Strategy 2 Details
Strategy 2: PROFESSIONAL DEVELOPMENT & COACHING - Provide job-embedded coaching opportunities to campus leaders and teachers. **Title I:** 2.4, 2.6 **Funding Sources:** Courageous Principals Training - Principals - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, Courageous Principals Training - APs - Principals - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, N2Learning AP Leadership Academy - Principals - Previously Noted - 255 ESSA Title II, Part A TPTR - 255, Cyndi Boyd Consulting - Principals - Previously Noted - 255 ESSA Title II, Part A TPTR - 255

Strategy 3 Details

Strategy 3: INTERVENTIONS & MULTI-TIERED SYSTEM OF SUPPORT - Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.

Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**
Funding Sources: Summer School Extra Duty Pay - Principals - Previously Noted - 211 ESSA Title I, Part A - 211, Part-Time Interventionist - Principals - Previously Noted - 199 General Fund: SCE - ESSER, Full-Time Interventionist - Principals - Previously Noted - 199 General Fund: SCE - ESSER, Instructional Curriculum Coaches - Principals - Previously Noted - 211 ESSA Title I, Part A - 211, Instructional Curriculum Coaches - Principals - Previously Noted - 199 General Fund: SCE - ESSER

Strategy 4 Details

Strategy 4: RESEARCH-BASED BEST PRACTICES - Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.

Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**
Funding Sources: Eduphoria Lead4Ward Add On - Principals - Previously Noted - 211 ESSA Title I, Part A - 211

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 3: CAREER EDUCATION -
Career education will be provided to expose students to knowledge, skills, and competencies necessary for a broad range of career opportunities.

    High Priority

    HB3 Goal

Strategy 1 Details

Strategy 1: COLLEGE & CAREER READINESS:
 Career education will be embedded to expose students to knowledge, skills, and competencies necessary for a broad range of career opportunities and create a college/career going culture.
 	
     Title I:
     2.5

Goal 1: STUDENT ACHIEVEMENT: Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 4: EQUITY -
By May 2024, the achievement gap among student populations will shrink by 5 percent.
[CTE, Special Education, Dyslexia, SS504, EL, GT, Economically Disadvantaged, At-Risk, and all ethnic/racial groups, etc.]

Evaluation Data Sources: STAAR Data
MAP data
CLI data

Strategy 1 Details
Strategy 1: EMERGENT BILINGUAL -   EB students will achieve proficiency in the TELPAS domains of listening, speaking, reading and writing.   **Title I:**   2.4, 2.6   - **Results Driven Accountability**

Strategy 2 Details
Strategy 2: SPECIAL EDUCATION: Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.   **Title I:**   2.4, 2.6   - **Results Driven Accountability**

Strategy 3 Details
Strategy 3: SPECIAL EDUCATION :   By 2024, RDA Domain III indicators will decrease by one designation level in the areas of STAAR pass rates, SpEd participation, representation, instructional settings, placement, and disciplinary removals.   **Title I:**   2.4, 2.6   - **Results Driven Accountability**

Strategy 4 Details

Strategy 4: PROGRESS MONITORING:
Utilize progress tracking, monitoring and intervention system on every campus.
 	
    Title I:
    2.4, 2.5, 2.6

Strategy 5 Details

Strategy 5: TEACHER QUALITY:
Identify and address any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
 	
    Title I:
    2.4, 2.6
     - **Results Driven Accountability**

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1: ATTENDANCE:

By May 2024, Student attendance will increase from 94% to 96%.

   Evaluation Data Sources: Ascender Attendance
   TAPR

Strategy 1 Details

Strategy 1: Monitor daily attendance utilizing all resources, including the district dashboard and tracker.
 	
   Title I:
   2.4, 2.6

Strategy 2 Details

Strategy 2: Conduct home visits to chronically absent students (10 or more absences).
 	
   Title I:
   2.4, 2.6

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 2: DISCIPLINE & BEHAVIOR:
By 2024, the percent of student referrals and student behaviors warranting suspension or alternate settings will decrease by 10%

    Evaluation Data Sources: Ascender & On Data Suite Discipline Data

Strategy 1 Details

Strategy 1: STUDENT PLACEMENTS:
By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 20% of the total TISD disciplinary removals/out-of-placements.
 	
    Title I:
    2.4, 2.6

Strategy 2 Details

Strategy 2: DISCIPLINE MANAGEMENT PLAN:
Utilize a discipline management plan that is effective and equitable.
 	
    Title I:
    2.4, 2.6
    Funding Sources: ASCENDER Student Information System - 199 General Fund - 199

Goal 2: SCHOOL CULTURE:
Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 3: SOCIAL, EMOTIONAL LEARNING:
By May 2024, student self-efficacy will improve from 55% to 75%.

    Evaluation Data Sources: Surveys

Strategy 1 Details

Strategy 1: TARGETED SUPPORT -
 Provide and support COUNSELING and SOCIAL SERVICES to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs. This may include targeted supports and personnel (psychologist, behavior specialists, mental health programs, specialized instructional support services, etc.) to meet student needs.
 	
     Title I:
     2.4, 2.6
     Funding Sources: Social Worker - 199 General Fund: SCE - ESSER

Strategy 2 Details

Strategy 2: ELEMENTARY GUIDANCE LESSONS and SOCIAL EMOTIONAL SUPPORTS:
 Panorama surveys will be provided beginning, middle and end of school to measure social & emotional wellness of all students.
 Weekly Momentus/Change Makers guidance lessons will be provided to elementary students.
 	
     Title I:
     2.4, 2.6
     Funding Sources: Momentus - 289 TITLE IV - 289

Strategy 3 Details

Strategy 3: PROFESSIONAL DEVELOPMENT:
 By May 2024, Counselors and all appropriate staff will receive training to ensure high performance in addressing address the needs of students, increasing staff, student and parent awareness specific to: (a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services in accordance with TEC.
 	
     Title I:
     2.4, 2.6

Strategy 4 Details
Strategy 4: ALTERNATIVE EDUCATION / AT-RISK: Provide an alternative instruction as needed to meet the needs of at-risk students.

Goal 2: SCHOOL CULTURE:

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 4: WELL-ROUNDED EDUCATION:

Increase participation in extracurricular activities and opportunities for student enrichment.

Evaluation Data Sources: Ascender Course Enrollment Report
Fine Arts Participation Tracker
Athletic Participation
Enrichment Opportunties Provided

Strategy 1 Details
Strategy 1: EXTRA-CURRICULAR ACTIVITIES: By 2024, the number of participants in Academic UIL academic activities will increase from 0 to 25 **Title I:** 2.5

Strategy 2 Details
Strategy 2: FINE ARTS: By 2024, the number of participants in UIL fine-arts extracurricular activities will increase from 5 to 10. **Title I:** 2.5

Strategy 3 Details
Strategy 3: STEM, ROBOTICS, COMPUTER SCIENCE: By 2024, STEM , Robotic, and Computer Science opportunties will be made available to students at all grade levels. **Title I:** 2.5 **Funding Sources:** STEM Teacher Salaries - 211 ESSA Title I, Part A - 211, Robotics After School Supplies - 289 TITLE IV - 289, After School Extra Duty Pay - 199 General Fund - 199

Strategy 4 Details

Strategy 4: ENRICHMENT:
By 2024, an enrichment and outside-of-school learning opportunity will be made available to each grade level.

Title I:
2.5

Strategy 5 Details

Strategy 5: ADVANCED STUDIES:
Develop system for identification of GT students, training of GT teachers, and providing services to support Gifted & Talented Programs throughout the district.

Title I:
2.4, 2.5

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 1: RECRUITMENT

Utilize recruiting strategies to hire the more effective educator in every classroom.

High Priority

Evaluation Data Sources: Decreased turnover rates
Stability in employee roster

Strategy 1 Details
Strategy 1: RECRUIT & TRAIN Recruit and train Fully Certified and Highly Qualified Principals, Teachers, and Staff   **Funding Sources:** Recruitment Fairs - 255 ESSA Title II, Part A TPTR - 255, NIET Trainings - 255 ESSA Title II, Part A TPTR - 255

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 2: RETENTION & TRAINING

Ensure employees: (1) feel valued (2) are well supported, and (3) are well trained.

Strategy 1 Details
Strategy 1: COMPLIANCE: Provide annual compliance training for teachers and other appropriate personnel
Strategy 2 Details
Strategy 2: ONBOARDING PROGRAM: Provide meaningful orientation, and specialized supports and resources for new employees, including but not limited to a new teacher Mentor Program.

Goal 3: HUMAN CAPITAL AND RESOURCES:

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 3: SAFETY

Strategy 1 Details
Strategy 1: DRILLS & COORDINATED EMERGENCY RESPONSE Conduct fire drills, evacuation drills, and reinification drills to prepare for emergencies and coordinate with district personnel.
Strategy 2 Details
Strategy 2: BULLYING PREVENTION: Campus administration and staff will use anti-bullying training and protocol
Strategy 3 Details
Strategy 3: BARK SYSTEM: By May of 2024, implement and utlilize the Bark sysytem to assist with communication and emergency management campuswide and will run a minimum of two drills through the application to practice use.

Goal 3: HUMAN CAPITAL AND RESOURCES:
Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

Performance Objective 4: STUDENT SERVICES

Strategy 1 Details

Strategy 1: COORDINATED SCHOOL HEALTH SERVICES:
Provide coordinated school health services, activities, and evaluations including required physical activities and nutritional feeding programs.
 	
    Title I:
    2.5

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 1: FINANCIAL STABILITY
Propose a budget that promotes fiscal responsibility and supports instructional growth.

Strategy 1 Details
Strategy 1: MONITOR PROGRAMS Monitor federal and special programs to ensure compliance, measurable Performance Objectives, and meaningful consultation occur.
Strategy 2 Details
Strategy 2: PEIMS: Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.
Strategy 3 Details
Strategy 3: MEANINGFUL CONSULTATION: Establish a Campus Site Based Committee and consult with them in a timely and meaningful ways.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 2: BUILDING OPERATIONS -
Maintain a safe, clean, and orderly environment

Strategy 1 Details
Strategy 1: SUPPORTS: Perform monthly walkthroughs of campuses to evaluate conditions and make recommendations as needed.

Goal 4: ORGANIZATIONAL EFFICIENCY: Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

Performance Objective 3: TECHNOLOGY -
Technology will be integrated throughout the district and infused in teaching & learning.

Evaluation Data Sources: More efficient systems. Greater learning opportunities.

Strategy 1 Details
Strategy 1: CLASSROOM DEVICES: Campus staff will ensure classroom devices are available for instructional use and procedures are in place to ensure devices. remain in the classrooms and are operational in order to deliver daily instruction

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 1: COMMUNICATION MEDIUMS -
The campus will utilize multiple mediums to ensure effective communication to all stakeholders.

Strategy 1 Details
Strategy 1: COMMUNICATION MEDIUMS: Campus will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.   **Funding Sources:** REMIND - 211 ESSA Title I, Part A - 211

Strategy 2 Details
Strategy 2: SURVEYS, ADVISORY PANELS, and COMMITTEES: Provide opportunities for parents and students to let the campus know how they view their work experiences through surveys, advisory panels, and committees.   **Funding Sources:** Youth Truth Parent Survey - 211 ESSA Title I, Part A - 211, Panorama Student & Staff Survey - 199 General Fund - 199

Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH: Elevate district pride by strengthening partnerships with families, community, and the business community.

Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT

Strategy 1 Details
Strategy 1: OUTREACH: Provide campus-wide outreach program for parents to help build connections and capacity   **Funding Sources:** Lectura Latino Family Literacy - 263 ESSA Title III, LEP - 263
Strategy 2 Details

Strategy 2: ACCESS:
Campus will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Dudes at Doors, Boys to Men, Strong Fathers, Veteran's Day, Cultural Days, Hall of Fame, etc.) .
 	
    Title I:
4.2
    Funding Sources: Strong Fathers - Parent Engagement - 211 ESSA Title I, Part A - 211

Strategy 3 Details
Strategy 3: PARENT & FAMILY ENGAGEMENT POLICY: The campus will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.   **Title I:** 4.1, 4.2

Addendums