

# **Galena Park Independent School District**

## **Dr. Shirley J. Williamson**

### **Campus Improvement Plan**

## **2013-2014**

### **Section 1- Introduction**

**1. School: Dr. Shirley J. Williamson**

**2. Location: 6720 New Forest Parkway Houston, Tx 77049**

**3. Budget Manager: Stefanie Perry**

**4. Current School Advisory Team Members & Position:**

Latasha Foster	Dawn Cazenave	Mireya Guevara
Jennifer Nemmers	Janet Pipkins	Janis Atkins
Ravonda Connor	Tannisha Sanderson	Alicia Sanchez
Stephanie Hathorn	Latosha Farley	Melissa Moon
Tina Nichols	Cathy Weigle	Elizabeth Fitlow
Wendy McGee	Kelly Hill	Danielle Bosch

Stefanie Perry- Principal  
Jose Lopez- Assistant Principal  
Sandy Matthews- ADMIN Representative  
Myra Davalos-parent  
Sara Arrelano-parent  
Murray Sepulvado-Community  
David Chandler-community  
Noe Esparza- Business  
Jeff Fitlow- Business

## **5. Campus Mission/Vision Statement:**

Motto: Building the PRIDE of the future.

Mission:

P-productive citizens

R- respectful and responsible individuals

I- independent learners

D- driven to succeed

E- educated for life

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

Our doors opened for the first time to students on August 15, 2005 as Freedom Elementary School. We welcomed over 400 students that day, and weeks later enrolled more than 50 hurricane evacuees. Freedom's first seven years have been very successful. Not only have our students excelled academically, but they have competed very well across the board gaining us ratings of Recognized (2006, 2007) and Exemplary (2008, 2009, 2010 and 2011). Over these six years, we've successfully implemented and maintained many programs for our students, including: AR, Rtl, and PAWS. Our faculty and parent support has been consistently strong.

#### **B. Attendance/Dropout/ Completion Rate, College Readiness Data**

#### **Attendance Rate according to 2010-2011 TEA School Report Card:**

2010-2011 97.1%

2009-2010: 96.4%  
 2008-09: 97.6%  
 2007-08: 96.9%  
 2006-07: 97.1%

**Retention Rates according to 2011-2012 AEIS report:**

Kindergarten	1.7%
Grade 1	1.1%
Grade 2	1.3%
Grade 3	2.3%
Grade 4	2.6%
Grade 5	0%

**C. AYP for 2010-11: Met Standard**  
**AYP for 2011-2012: Met Standard**

**D. TAKS/STAAR Demographic Data for Campus and Feeder Grade**

Data	Reading 10-11	Reading 11-12	Writing 10-11	Writing 11-12	Math 10-11	Math 11-12	Science 10-11	Science 11-12
All Students	98	95	96	68	98	97	95	77
African American	97	92	93	59	96	96	92	70
Hispanic	99	99	>99	86	99	96	97	84
White		94		60		100		
Eco. Disadvantaged	95	91	95	57	97	94	95	51
LEP	99	92	>99	80	>99	97	>99	86
Special Ed.	95	97	>99	0	>99	96	80	43

**2. Where We Are Now:**

# Dr. Shirley J. Williamson

## Comprehensive Needs Assessment

### **School Profile**

Dr. Shirley J. Williamson is one of 15 elementary campuses in Galena Park Independent School District. Williamson opened its doors in 2005 and serves predominantly middle class families. SJW serves over 600 students in grades PPCD/PK to 5<sup>th</sup> grade. Six years ago, 498 students were served by the campus, which in an increase of over 10%. SJW believes in self containing classes in PK-2 grade and departmentalizing and block scheduling in grades 3-5. We serve a variety of programs including PPCD, LS, GT, PASS and BIL/ESL.

The student population is 52.2% African-American, 6.7% Anglo, 6.3% Asian, 33.3% Hispanic, 53.7% male and 46.3% female with a low socioeconomic status of 60.1%. The staff population is 38.2% African-American, 40.6% Anglo, 2.4% Asian, 18.8% Hispanic, 7.2% male and 92.8% female with an average of 1-5 years of experience. SJW has 100 % Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 18.1%. The average daily attendance rate for students is 97.1%

overall. By grade level: Kindergarten- 93.67%, First Grade- 95.58%, Second Grade- 96.67%, Third Grade- 97.17%, Fourth Grade- 97.42%, and Fifth Grade- 97.50%. The average daily attendance rate for staff is 96%. There are a total of 137 discipline referrals this year, which is a decrease from last year.

**Discipline Referral History according to SKYWARD:**

Grade	Number of Referrals for 2011-2012	Number of Referrals for 2012-2013	Decrease or Increase
Kindergarten	24	12	-12
Grade 1	18	19	+1
Grade 2	24	19	-5
Grade 3	28	14	-14
Grade 4	30	13	-17
Grade 5	39	60	+21

As of May 10, 2013, Williamson serves 116 English Language Learner students, 63 students in the Gifted and Talented program, 55.2 % males, 44.8% females, 43 students identified for 504 services, 120 Rtl Tier I students, 127 Rtl Tier II students, 69 students served through special education services and 1 student tested, but not qualified for special education services.

**Survey Data from Williamson Teachers- May 2013**

In the area of School Wide Discipline/Classroom Discipline- 91% of our teachers believe we need to continue to focus on school wide

discipline while 91% believe we should also continue to focus on classroom discipline.

In the area of safe learning and working environment- 54.7% of teachers believe we should continue to focus on our school wide discipline.

In the area of college and career prep and graduation- 27.27% of teachers agree that we should continue career education. 27.27% of teachers agree that we need to focus on reducing drop outs.

In the area of tested foundation curriculum- 34.78% of teachers believe the campus should focus on co-teach, 21.74% of teachers believe the campus should continue to focus on English language arts and 17.39% believe we should continue to focus on ESL learners.

In the area of enrichment and extracurricular activities- 66.67% of teachers agree that we should focus on student involvement in extracurricular activities and 12.5% of teacher agree we should focus on fine arts.

In the area of attendance: More emphasis needs to be placed on promoting student and staff attendance.

In the area of counseling: 58.33% of teachers believe that we should focus on social counseling for students and 29.17% agree that we should increase parental involvement.

In the area of staff development: 11.96% of teachers would like to see more opportunities to learn about differentiated instruction strategies.

## **Special Programs**

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math, reading and science, professional development activities, and specialists focused on meeting students' needs (dyslexia, early intervention, reading, and math). Our Title I program also consists of one Campus Instructional Specialist that facilitates and monitors academics and At-Risk students as well as one Early Intervention Specialist that services the primary grades in reading acquisition. Our bilingual/ESL program is a transitional program that strives to successfully transition students before sixth grade. Our State Compensatory Programs (SCE) consists of one Instructional Coach training teachers in the best practices in the area of math and the sharing of two Technology Instructional Specialists that support our campus and students.

Williamson developed and implemented the following programs to enrich students' elementary experience.

PAWS- featuring Dance, Boxing, Outdoor Sports, Singing

Hands and Movie Maker

Honor Choir

Recorder Ensemble

### **3. Where We Are Going:**

#### **A. Comprehensive Needs Assessment Process**

The campus/district needs assessment process is described below.

The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data:

Benchmarks, TAKS/STAAR, Attendance (students and staff), and discipline referrals. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The charts below each heading indicate common areas that the site-based decision making team discussed.

Student Achievement:

Strengths	Response to Intervention[RTI], Tutorials, PAWS
Needs	Math Problem Solving tools

Instruction, Curriculum and Assessment:

Strengths	RTI, Tutorial program, Accessible Campus Specialists, Available technology
Needs	Professional development to teach skills without depending on worksheets, Professional development for ongoing vertical alignment throughout the year, Math Problem Solving, Read Alouds, Guided Reading/Math Instruction

Family and Community Involvement:

Strengths	PTA programs highlighting grade levels, Book Fairs, Weekly Assemblies, PAWS, Career Day, Nutrition Night
Needs	Family education, Parent volunteers

Staff Quality:

Strengths	Affirmations, Specialists
Needs	Accountability for duties, Improved Staff Attendance

School Culture and Climate:

Strengths	Kid-friendly, Welcoming, Student Safety Patrol, Monthly College Days
Needs	Anti-bullying program

School Organization:

Strengths	Honor Choir, Cafeteria Reward, PAWS,
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	Career Day, Attendance Incentive Reward
Needs	More tangible school wide discipline plan and incentive program

## Summary of Identified Needs and Related Strategies

**Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:**

**1: The campus will provide a safe and productive learning environment for students and employees. (District Goals 1 & 9)**

**Objective 1.1:** Make students aware of and involved in the appreciation and respect of the social and cultural norms of their peers.

**Objective 1.2:** Prevention of unwanted physical or verbal aggression, sexual harassment, and bullying will be integrated into the Champs behavior management program.

**Objective 1.3:** Maintain a safe, healthy, and orderly environment (CATCH)

**Objective 1.4:** Provide TBSI training for campus instructional staff (Core Team).

**Objective 1.5:** Maintain and consistently enforce a campus-wide discipline plan that focuses on safety and positive self-esteem using the Foundations Program.

**Objective 1.6:** Develop a Crisis Management team that will conduct table top discussions to ensure a safe learning environment.

**2: The campus will provide opportunities and information to assist students in preparing for college and careers.**

**(District Goal 2)**

**Objective 2.1:** Increase involvement in activities and programs that build character and leadership through instruction, modeling, and the arts in preparation for higher education.

**Objective 2.2:** To offer opportunities to explore options for higher education and training.

**3: The campus will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/ Language Arts and Instructional Technology and report results to the BOT annually.**

**(District Goal 3)**

**Objective 3.1:** All students groups will meet (including Special Education, 504, At-Risk, and Dyslexia) will achieve mastery on appropriate assessments through the utilization of effective instructional/programs designated to meet their academic and social needs.

**Objective 3.2:** Ensure smooth transitions of students from Pre-K to Kindergarten and fifth grade to sixth grade.

**Objective 3.3:** Improve student's achievement and decrease retention through the use of several intensive accelerated instructional programs.

**Objective 3.4:** Students will be provided opportunities to interact with current technology to enhance learning.

**Objective 3.5:** Use district assessment and RTI data to monitor student progress.

**Objective 3.6:** Provide timely assistance to struggling students and decrease retention through the use of accelerated instruction programs and Response to Intervention.

**4: The campus will implement strategies to meet Adequate Yearly Progress (AYP) standards. (District Goal 4)**

**Objective 4.1:** To meet or exceed state and district goals for the third, fourth, and fifth graders in every sub-population on all sections of the STARR test.

**Objective 4.2:** Ensure correct placement and programming for all students (including LEP, Bilingual, Special Education, Early Childhood, Gifted and Talented, AT-Risk, Migrant, Homeless).

**5: The campus will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness assessment, which includes art, music, theater, dance and physical education and report results to the BOT annually. (District Goal 5)**

**Objective 5.1:** All students will have the opportunity to participate in cultural and enrichment activities.

**Objective 5.2:** Define and implement measures by which students success can be determined for enrichment and extracurricular areas not tested by STAAR which include which include art, music, and theater, dance and physical education and report results as appropriate.

**6: The campus will improve counseling services.**

**(District Goal 6)**

**Objective 6.1:** To develop and implement a counseling program which addresses self esteem, anger management, bullying, character education and family issues.

**Objective 6.2:** Provide services for homeless and migrant students.

**7: The campus will have a 96.5% or higher student attendance rate.**

**(District Goals 7 &10)**

**Objective 7.1:** Provide incentives for perfect attendance each nine weeks (Field trips, Park, Skating, Movie, Dance, and Lunch Crew).

**Objective 7.2:** Implement preventive measures to deter excessive absences (phone calls, parent conferences, written communication).

**8: The campus will increase parental involvement opportunities.**

**(District Goal 8)**

**Objective 8.1:** Provide a consistent and informative communication network that will inform and encourage parental involvement. (Parent Education Program)

**9: The campus will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions.**

**(District Goal 11)**

**Objective 9.1:** To offer training and staff development to improve and enhance teacher's knowledge and skill base and retention to offer student successes.

**Objective 9.2** Provide high-quality; on going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards.

**10:**

**The campus will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)**

**Objective 10.1:** Continue to use various incentives to increase staff retention, morale, and attendance.