

Galena Park Independent School District

Woodland Acres Elementary

Campus Improvement Plan

2013-2014

Section 1- Introduction

- 1. School:** Woodland Acres Elementary
- 2. Location:** 12936 Sarah's Lane
Houston, Texas 77015
- 3. Budget Manager:** Bianca Benavides
- 4. Current School Advisory Team Members & Position:**
 - Fabiola Perez-Moran – Pre-Kindergarten/ Kindergarten
 - Amanda LeGalley – 1st Grade
 - Melissa Russi – 2nd Grade
 - Jessica Izaguirre – 3rd Grade
 - Rosalinda Ortiz-Gomez – 4th Grade
 - Malory Sanchez – 5th Grade
 - Raymar Ramirez – Teacher Member At-Large (Primary)
 - María Castro – Teacher Member At-Large (Primary)
 - Sandra Arredondo – Teacher Member At-Large (Intermediate)
 - Gady Velázquez – Bilingual/ESL
 - Karen Bernal – Two-Way Immersion
 - Rosario Castellano – Gifted and Talented Education
 - Loretta Flores – Special Education
 - Alaide Zavala – Science
 - Lidia Garza – Reading/Writing
 - Christina Sebastian – Math
 - Tabitha Sapien – Support Staff/Parent Facilitator
 - Adela Herrera – Paraprofessional/Secretary
 - Sergio Galván – Community Member
 - Jennifer Ledwith – Business Member
 - Elsa Ledezma – Parent
 - Jaime Rocha – Administration
 - Maria J. Garza – Administration
 - Sandra Arredondo – Assistant Principal
 - Bianca Benavides – Principal

5. Campus Mission/Vision Statement:

Motto:

Our Children, Our Future
Nuestros Niños, Nuestro Futuro

Mission:

The students, family, school staff, and community will work together to develop life-long learners and productive citizens.

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Woodland Acres Elementary opened in 1954 with Felix Klein as principal. Since that time, Woodland Acres Elementary has been led by Huey Cook (1960's – 1988), Francis Ramsey (1988 – 1997), Orphalinda Bazán (1997 – 2005), Michelle Chae (2005 – 2007), Johann Garza (2007 – 2009), Gloria Vásquez (2009 – 2012) and Julissa Alcantar-Martinez (2012-2013). It was named after the Woodland Acres community and serves students in pre-kindergarten through fifth grade.

Woodland Acres was a "Recognized" campus in 2003 and 2004. In 2005, the campus dropped to "Academically Acceptable". One of the concerns was the number of LEP students in each grade who tested for the first time in English. Another concern was science achievement in fifth grade. In 2006, the campus regained its "Recognized" status. The campus continued to have the same areas of concern. In 2007, the campus dropped back down to "Acceptable" status and regained the "Recognized" rating in 2008 and 2009. In 2010, our campus earned the "Exemplary" rating by the Texas Education Agency. This year, Woodland Acres was rated "Recognized"; however, it is important to note that our scores reflected and steady improvement from the previous year scores, without the TPM calculation.

A. Attendance

| | |
|-------------|-------|
| 2009 – 2010 | 97.1% |
| 2010 – 2011 | 97.3% |

B. AYP for 2011-12

Woodland Acres Elementary met AYP for the 2011 – 2012 school year.

C. TAKS/STAAR Demographic Data

| | | Reading | Math | Writing | Social Studies | Science | Rating |
|------------------------|-------------|-----------------|------|---------|----------------|---------|------------|
| 2006-07 (TAKS) | | 85% | 83% | 89% | ----- | 55% | Acceptable |
| 2007-08 (TAKS) | | 90% | 86% | 100% | ----- | 85% | Recognized |
| 2009-10 (TAKS) | Without TPM | 84% | 90% | 84% | ----- | 96% | Recognized |
| | With TPM | 93% | 94% | 98% | ----- | 98% | Exemplary |
| 2010-11 (TAKS) | | 85% | 91% | 99% | ----- | 93% | Recognized |
| 2011-12 (STAAR) | | 74% | 74% | 66% | ----- | 74% | No Rating |
| 2012 - 13 | | Pending Results | | | | | |

| 2012 | |
|----------------------------|-----|
| Reading | |
| All Students | 74% |
| African American | -- |
| Hispanic | 74% |
| White | -- |
| Economically Disadvantaged | 74% |
| Mathematics | |
| All Students | 74% |
| African American | -- |
| Hispanic | 74% |
| White | -- |
| Economically Disadvantaged | 74% |
| Writing | |
| All Students | 66% |
| African American | -- |
| Hispanic | 66% |
| White | -- |
| Economically Disadvantaged | 66% |
| Science | |
| All Students | 74% |
| African American | -- |
| Hispanic | 74% |
| White | -- |
| Economically Disadvantaged | 74% |

2. Where We Are Now:

Woodland Acres Elementary Comprehensive Needs Assessment

School Profile

Woodland Acres Elementary is one of fifteen campuses in Galena Park Independent School District. Woodland Acres Elementary opened its doors in 1954 and serves predominantly low income class families. Woodland Acres Elementary serves 424 students in grades pre-kindergarten to fifth grade. Woodland Acres Elementary is organized by teams comprised of Two-Way Immersion teachers, bilingual and ESL teachers.

The student population is 3% African-American, 3% Anglo, 1% Asian, 91% Hispanic, 52% male and 48% female with a low socioeconomic status of 84%. The staff population is 0% African-American, 18 % Anglo, 0% Asian, 82% Hispanic, 6% male and 94% female with an average of 7 years of experience, 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 12%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 97%.

Woodland Acres Elementary serves 342 English Language Learner students, 58 students in the Gifted and Talented program (55% males, 44% females, and 53% LEP), 17 students identified for 504 services, 4% of RtI Tier I students, 12% of Tier II students, 3% of Tier III students, 23 students served through special education services (5%) and 1 student tested, but not qualified for special education services.

Survey Data

Based on our Needs Assessment survey, we will conduct staff development during the 2013 – 2014 school year in the following areas:

- Guided Reading
- Foundations (school-wide discipline)
- Higher-Order Thinking

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day (tutorials) for math and reading, second-language acquisition and transitional professional development, Two-Way Immersion bilingual program, transitional bilingual program, ESL, and three coaches (one for math, one for reading, and one for science). Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, tutorials for math and reading.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The Woodland Acres Elementary 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: District Assessments, DRA, STAAR, and Attendance (students and staff). 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 data showed:

Student Achievement:

Strengths:

- RtI (Response to Intervention)
- Pull-out groups
- Tutorials

Needs:

- STAAR Resources
- Technology
- Early Literacy

Instruction, Curriculum and Assessment:

Strengths:

- Science
- Math

Needs:

- Guided Reading
- Two-Way Immersion (TWI) re-alignment
- STAAR staff development

Family and Community Involvement:

Strengths:

- Late Nights at the Library
- Coffee with the Principals

Needs:

- Parent trainings
- Parent liaison

Staff Quality:

Strengths:

- 100% Highly Qualified Staff

Needs:

- STAAR staff development
- TWI staff development

School Culture and Climate:

Strengths:

- Honor Choir
- Late Nights at the Library

Needs:

- Teacher attendance incentives
- Student attendance (tardies) plan
- Teacher/parent communication turn-around

School Organization:

Strengths:

- Safety Patrol
- Student Council

Needs:

- Foundations (School-wide discipline)
- Extra-curricular activities

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

Goal 1: Safety

Woodland Acres Elementary School will provide a safe learning and working environment for students, employees, and parents

Objective 1.1: Maintain and consistently enforce a campus-wide discipline plan that focuses on safety and positive self-esteem using the Foundations Program.

Objective 1.2: Make students aware of and involved in the appreciation and respect of the social and cultural norms of their peers.

Goal 2: College Preparation

Woodland Acres Elementary will provide opportunities and information to assist students in preparing for college and careers.

Objective 2.1: Expose students to career exploration and college awareness; continue to provide incentives to students that encourage academic achievement and appropriate behavior

Goal 3: Curriculum and Instruction

Woodland Acres Elementary will implement measures by which student success can be determined, relative to the tested foundation curriculum areas of mathematics, social studies, science, English Language Arts, Think Through Math, IStation.

Objective 3.1: Increase student achievement in reading/writing in grades K-5 as measured by DRA2 (grades K-2) and STAAR (grades 3-5) to 80% or greater.

Objective 3.2: Increase student achievement in mathematics in all grades as measured by district assessments (grade 2) and STAAR (grades 3-5) to 80% or greater.

Objective 3.3: Increase student achievement in science in all grades as measured by district assessments (grades 2-4) and STAAR (grade 5) to 80% or greater.

Objective 3.4: Continue to implement a two-way immersion program using a 50/50 model that will produce bilingual, biliterate, and bicultural students as stated in the district's graduate profile.

Objective 3.5: Continue to provide interventions to students that encourage academic achievement.

Objective 3.6: Continue to provide time for grade levels, vertical teams, and campus staff to meet for staff development, plan instruction, and discuss student progress.

Objective 3.7: Continue to acquire updated technology, both hardware and software, for all grade levels PK-5th and to provide the necessary training for all staff members and students.

Objective 3.8: Continue to purchase/acquire materials in English and Spanish in all grade levels and content areas.

Objective 3.9: Implement inclusion for identified special education students.

Objective 3.10: Utilize CATCH components to encourage a healthy, drug-free lifestyle as well as healthy eating and physical activity in order to reduce drug use, childhood obesity and to prepare students to become healthy, productive, lifelong learners.

Objective 3.11: Provide high quality, on-going staff development to maintain/retain 100% of classes taught by highly qualified teachers in the core academic subject areas and to ensure student success and successful.

Objective 3.12: Ensure that students identified as At-Risk, Dyslexic, Special Education, Limited English Proficient, Migrant, Homeless, and Section 504 are appropriately served to meet their individual academic needs, with timely additional assistance to those struggling, and maintain or exceed the state percentage of these students passing STAAR in all content areas.

Objective 3.13: Provide pre-school transitions for all incoming students.

Goal 4: Adequate Yearly Progress

Woodland Acres Elementary will implement strategies to meet Adequate Yearly Progress (AYP) standards.

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).

Goal 5: Extracurricular

Woodland Acres Elementary will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by STAAR which include art, art club, music, honor choir, theater, poetry & prose, dance, physical education, Student Council and UIL.

Objective 5.1: Continue to provide an art program that will expose our students to the arts, enhance their artistic talents, and positively impact academic achievement.

Goal 6: Counseling

Woodland Acres Elementary will aggressively seek to improve counseling services

Objective 6.1: Continue to provide individual, group, and class counseling as needed.

Goal 7: Student and Staff Attendance

Woodland Acres Elementary will aggressively seek a 97% or higher yearly teacher attendance rate and 95.9% or higher student attendance rate

Objective 7.1: Continue to provide incentives to students to promote attendance.

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

Goal 8: Parent/Community Involvement

Woodland Acres Elementary will increase parental/community involvement in the school's educational program

Objective 8.1: Continue to involve parents and community members from the Site-Based Decision Making (SBDM) team in providing input concerning staff development, budget, and programmatic decisions for the campus.

Objective 8.2: Communicate with parents/community members in English and Spanish regarding student progress/performance, upcoming events, and other school issues on a regularly scheduled basis.

Objective 8.3: Provide opportunities for parental involvement/training
WATCO donation towards school furniture.

Goal 9: Professional Development

Woodland Acres Elementary will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions.

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.

Goal 10: Staff Morale

Woodland Acres Elementary will implement measures to maintain high morale and low teacher turnover rate.

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

Goal 11: Extended School Year

Summer Enrichment and Spanish Enrichment for TWI.