

**Galena Park Independent School District**  
**Campus Improvement Plan**  
**2013-2014**

*Woodland Acres Middle School*

12947 Myrtle Lane  
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**Section 1- Introduction**

1. School: Woodland Acres Middle School
2. Location: 12947 Myrtle Lane  
Houston, TX 77015
3. Budget Manager: Lee Ramirez
4. Current School Advisory Team Members & Position:

Lee Ramirez- Principal  
Sandra Andrade- Asst. Principal  
Lucia Albano- Asst. Principal  
Tabitha Sapien- School Counselor  
Mey Hernandez- School Nurse  
Nelly Bucio- Secretary  
Shelly Paquette-Gomez- Math  
Hyrum Estupinan- Math  
Claudia Garza- Special Education  
Betty Robinson- Special Education  
Thomas Hill- Social Studies  
Greta Welch- Social Studies  
Sandra Emmert- ELA

Julie Bollich- ELA  
Lucia Traya- Science  
Katrina Johnson- Science  
Rebecca Hampton- Administration  
Gisela Lucio- Administration  
Veronica Corrigeux- Parent  
Ana Ayarzzogoita- Parent  
Joann Jensen- Business Partner (New York Life)  
Tammy Hagar- Business Partner (Joe V's)  
Les Tomlin- Community Member  
Dr. Tomlin- Community Member

5. Campus Mission/Vision Statement:

**Motto: Leading by Example**

**Mission:** The mission of Woodland Acres Middle School is to provide a well rounded educational program, which focuses on academic excellence for each student and where the curriculum and instruction provide a vehicle for their success.

Inherent in this mission statement is the belief that these educational goals can be conveyed only in conjunction with a safe environment which respects each student as an individual. We promise to teach students acceptable modes of behavior to help make them productive members of society, and provide for the cultivation of individual student's strengths.

We believe that we must incorporate fine arts and other enrichment programs to help our students to be exposed to the real world. The goal of our educational program is to prepare each student to be college ready thus giving them options for a sound future.

We believe that these goals can only be accomplished with the help of all adult members of the school community working together for the common good of the students.

It is our task as leaders of this community to ensure that all students know and believe that they can learn. It is our duty to convey and demonstrate this daily through our words and actions and in return expect only the best from them each and every day.

**Section 2 - Comprehensive Needs Assessment**

1. Where We Have Been:

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

Woodland Acres Middle School opened in 1946. It serves a very small community that includes two feeder campuses: Woodland Acres Elementary School and Pyburn Elementary. Programs that we currently have on campus include English as a Second Language, Scholars Academy, Duke Talent Search, Special Education including the PASS program for our emotional disturbed students, New Arrival Center for those students new to the US, and Two Way Immersion/ Dual Language Program. For many years we had an after school program, East Harris after school Program, which was provided through Pct 2. Harris County. Due to budget cuts, this program is no longer offered. We have numerous programs available to students that include: cheerleading, band, choir, yearbook club, UIL, science club, and various after school tutorial programs.

During the 2011-2012 school year, Woodland Acres Middle School continued to focus on high academic and behavioral expectations with no excuses. Over the past two years the school has worked very hard to improve in every content area and our scores are reflective of this. We believe in building relationships with students and staff and feel that the main reason for our continued success is our increase in parental involvement.

The last two years we implemented Thinking Maps to create a common language among all core areas. Our principal, assistant principal, Team leaders and ESL campus specialist were trained and came back to train the staff. We implemented these maps all year and worked on training with teachers throughout the year to ensure proper implementation and ensure that the students are organizing their thoughts to be able to write more effectively. We sent four teachers to Lead4ward training to ensure we are preparing effectively for the new STAAR exam.

A collaborative teaching model for the instruction of identified special education students has been incorporated into all core classes over the past four years. This teaching model helped students close academic gaps and make gains.

Remediation classes were added in math and reading in each grade level for students who failed one or both portions of the test the year before. This was to help students receive accelerated instruction suited to their needs that would lead to more success as well as to be in compliance with the requirements of the Student Success Initiative. We also added a science enrichment class for those rising 8<sup>th</sup> graders who were at risk for failure and had shown need for intervention in this content.

Saturday School was provided throughout the year as remediation to those students who failed or were at risk of failing a core subject during the previous nine weeks. These Saturday School Tutorials were created to help at risk students receive additional instruction throughout the year and obtain a passing grade. We had specialized academies for each content area on Saturdays as well and asked district wide specialists to help us create engaging lessons where students could learn outside the box and get more one on one instruction. Throughout the year we also held "barn days" where the ESL, Special Ed and at-risk 8<sup>th</sup> graders were transported to the FFA barn and district ESL, ELA and Special Ed specialists were brought to teach small groups engaging lessons in specific content areas. These have been tremendously effective in getting students engaged and interested in core content.

The campus is in its sixth year of implementing the Foundations (STING TEAM) discipline approach, which encourages positive behavior and is based on creating a safe, civil, and productive learning environment. The focus of the team this past year was on reducing tardies. The results of the program were the best we had seen. Everyone was on board and we reduced our tardies to a third of what they had been the previous year. Our foundations team has done an outstanding job of informing the staff, setting school wide expectations and the success can be felt everywhere.

In 2010-11 we were awarded a recognized status by TEA.

	Year	Campus	AA	Hispanic	White	Two or More Races	SPED	Eco. Dis.	LEP
<b>READING</b>									
Grade 6	2011	91	80	91	*	*	94	91	78
Grade 6	2010	80	83	79	*	*	90	80	64
<b>MATH</b>									
Grade 6	2011	91	60	91	*	*	94	90	80
Grade 6	2010	85	83	85	*	*	70	85	76
<b>READING</b>									
Grade 7	2011	82	99	82	*	*	99	81	60
Grade 7	2010	85	*	85	80	*	80	86	74
<b>MATH</b>									
Grade 7	2011	92	99	91	*	*	95	91	81
Grade 7	2010	93	*	93	80	*	90	93	91
<b>WRITING</b>									
Grade 7	2011	93	80	93	*	*	84	91	81
Grade 7	2010	94	*	95	80	*	90	94	92
<b>READING</b>									
Grade 8	2011	92	67	92	99	*	99	91	78
Grade 8	2010	91	*	91	99	*	90	90	79
<b>MATH</b>									
Grade 8	2011	89	67	91	60	*	88	91	78
Grade 8	2010	91	*	92	80	*	80	91	84
<b>SCIENCE</b>									
Grade 8	2011	84	67	84	99	*	94	86	65
Grade 8	2010	76	*	75	80	*	65	75	53
<b>SOCIAL STUDIES</b>									
Grade 8	2011	96	99	96	99	*	88	78	50
Grade 8	2010	96	*	95	99	*	85	70	42

**B. Attendance and Dropout data**

	<i>Attendance</i>	<i>Dropout</i>
<b>2012-2013</b>	TBD	TBD
<b>2011-2012</b>	97% (as of May 1)	0.3%
<b>2010-2011</b>	97%	0.3%
<b>2009-2010</b>	97%	1.3%
<b>2007-2008</b>	95.5%	0.3%
<b>2006-2007</b>	96.2%	0.0%

**a. AYP for 2011-2012**

Woodland Acres Middle School has met AYP for the past four years.

**b. TAKS Demographic Data for Campus and Feeder Grade**

Pyburn 5<sup>th</sup> Grade and Woodland Acres 5<sup>th</sup>

	Reading/ELA	Math	Science
<b>Pyburn</b>			
<b>209-2010</b>	97%	99%	97%
<b>Spanish</b>	99%	64%	*
<b>201-2011</b>	93%	99%	90%
<b>Spanish</b>	91%	82%	93%
<b>2011-2012</b>			
<b>Spanish</b>			
<b>2012-2013</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Woodland Acres Elem.</b>			
<b>2009-2010</b>	79%	90%	96%
<b>2010-2011</b>	84%	93%	93%
<b>2011-2012</b>			
<b>2012-2013</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**C. Where We Are Now:**

	Subject	TAKS			TAKS			STAAR		
		2010	LEP	SpEd	2011	LEP	SpEd	2012	LEP	SpEd
6	Reading	80	64	90	91	78	94	70	-	75
	Math	85	76	70	91	80	94	90	-	78
7	Reading	85	74	80	82	60	99	83	-	67
	Math	93	91	90	92	81	95	82	-	80
	Writing	94	92	90	93	81	84	70	-	60
8	Reading	91	79	90	92	78	99	76	-	67
	Math	91	84	80	89	78	88	79	-	75
	Science	76	53	65	84	65	94	89	-	79
	Social Studies	96	42	85	96	50	88	50	-	54

Woodland Acres Middle School  
Comprehensive Needs Assessment

**School Profile**

Woodland Acres Middle School (WAMS) is one of 23 campuses in Galena Park Independent School District. WAMS opened its doors in 1946 and serves predominantly Hispanic, low socio economic families. WAMS serves 485 students in grades 6 to 8<sup>th</sup>. Five years ago, 496 students were served by the campus in 2010-11, which is a decrease of 1%. We have a schedule that allows us to double block reading and math at all grade levels, and science at 7<sup>th</sup> and 8<sup>th</sup> grade. We have an alternating block schedule where one day teachers are able to plan together as departments and the other is dedicated to their grade levels.

The student population is 2.9% African-American, 2.9% Anglo, 93.1% Hispanic, and number of students with a low socioeconomic status of 86% The staff population is 24% African-American, 36% Anglo, 31% Hispanic, 29% male and 71% female with an average of 8 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 9%, with a drop-out rate of 0.3%. The average daily attendance rate for students is 98% The average daily attendance rate for staff is 97%. There is a total of number discipline referrals this year 149 (31 for 6<sup>th</sup> grade, 53 for 7<sup>th</sup> grade, and 65 for 8<sup>th</sup> grade), which is a decrease of 52% from last year.

WAMS serves 127 active English Language Learner students, with 98 students are being monitored. We 36 students in the Gifted and Talented program (42% males, 58% females, and 22% LEP), 16 students identified for 504 services, 45/9% of RTI Tier I students, 12/2.5% of Tier II students, 2 less than 1% of Tier III students, 47 students served though special education services (9%) and 8 students tested, but only 2 qualified for special education services.

**Survey Data**

Based on our Needs Assessment survey, we will conduct staff development during the 2011 – 2012 year in the following areas:

- i. School Wide Discipline
- ii. Differentiated Instruction Strategies
- iii. Instructional Intervention Strategies
- iv. Bullying
- v. Special Education IEPs, PLAFs, etc
- vi. Accommodations Strategies
- vii. Increasing Literacy
- viii. Learning a Foreign Language

## **Special Programs**

Our School-wide Title I program consists of parent involvement activities, extended day for all core areas, as well as reading, science, math and social studies professional development. We also have two instructional specialists on campus for math and science. WAMS Title I program provides for parent involvement activities, extended day tutorials in core subject areas, supplemental Saturday School Program and Saturday School Tutorials, a stipend for a PALS sponsor, and a supplemental retired-teacher for math support, and a supplemental social studies teacher. Title II provides a Secondary Instructional Math Specialist for our campus.

Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, a DAEP center, extended week for all content areas, use of Study Island for science courses as well as Odyssey for reading and math. We also continued to train our teachers and administrators in thinking maps and provided educational field trips to expose students to a variety of experiences outside of the normal school environment. We also provide services for pregnant students, and dropout prevention professional development. We house a New Arrival Center on campus to service all students newly arriving to the USA. We focus on college readiness and have created curriculum in alignment with the TEKS to promote these principals. We also took the students to college campuses to learn about the different levels of education. We provided “barn days” for our students to learn about agricultural careers while providing content focused instruction. We work on with district content specialists and work to create a fun program that will keep students engaged and learning at a higher level. An ESL teacher and classroom support is provided. Through CTE, WAMS offers our students classes in Career Portals – Human Services, Architecture and Construction, and Career Portals AV Technology, as well as Computer Applications classes.

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

#### **Comprehensive Needs Assessment Process**

The campus 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, Discipline data, TAKS/STAAR, Incentives offered to both students and adults, Attendance (students and staff), SAT, ACT, and PSAT **etc.** 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. According to benchmark data, the rigors of new STAAR aligned and formatted testing items exposed weaknesses across the board. Identified areas of urgency are Special Education math and reading, algebra, science, social studies, and LEP.

### **Student Achievement:**

*Strengths:* WAMS is currently the highest performing middle school across the board. We have worked hard to specialize ourselves to improve our ELL scores as well as Special education student achievement. Our Algebra students are passing all benchmarks at 100% and we want to continue to encourage them to be in upper level courses.

*Needs:* Students scores in science continue to increase and we need to encourage more hands on, more writing and reflection to get ELL and Special Ed students to improve in this area.

### **Instruction, Curriculum and Assessment:**

*Strengths:* Good content training, appropriate staff development opportunities outside GPISD.

*Needs:* We still need to work on science achievement in 8<sup>th</sup> grade as well as focusing on ESL students in this subject. We also need to improve our implementation of special education IEPs to ensure a safe and productive learning environment.

### **Family and Community Involvement:**

*Strengths:* We have had an increase in parental involvement each year. We offer a variety of events throughout the year where parents can attend, be involved and give input. We offer these events at a variety of times to meet everyone's needs.

*Needs:* Due to parent's requests, more meetings were conducted to inform parents about STAAR testing. Our counselor and leadership team are working to create a schedule to carry this request out early in the first semester of the school year.

### **Staff Quality:**

*Strengths:* All of our staff is 100% HQ- both professional and paraprofessional. The majority of the teachers have worked on obtaining their ESL certification and we have maintained an attendance level of 97% for both students and staff.

*Needs:* We have worked on getting teachers more qualified with Thinking Maps, with the STAAR/EOC expectations and ensuring everyone is accountable for our student results.

### **School Culture and Climate:**

*Strengths:* We have worked hard to create a team environment and culture where everyone has a role in reaching our goals and everyone wants what is best for our students. We create a variety of incentives for students and teachers in many areas to ensure climate and moral remain high. We have worked as a team to lower discipline and tardies school wide.



Needs: We will continue to create incentives to retain teachers and work at high productivity levels. When creating our discipline model, we create short term goals and once attained create new goals. We will create new goals after all data is collected for the upcoming semester.

### **School Organization:**

*Strengths:* Our school has revamped the master schedule to meet the variety of student needs, while allowing for the students to be involved in many organizations. We work with this schedule each year to take into consideration new organizations.

*Needs:* Due to having so many split positions it is hard to maintain high visibility. We will all work to be highly visible and supportive for the good of those we serve.

### **Summary of Identified Needs and Related Strategies**

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

1. *Goal 1: WAMS will provide a safe and productive learning environment for students and employees. (District Goals 1 & 9)*
2. *Goal 2: WAMS will provide opportunities and information to assist students in preparing for college and careers .We will continue a college readiness culture school wide. (District Goal 2)*
3. *Goal 3: WAMS 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. (District Goal 3)*
4. *Goal 4: WAMS will implement strategies to continue to meet Adequate Yearly Progress (AYP) standards. (District Goal 4)*
5. *Goal 5: WAMS 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 (STAAR) assessment, which includes art, music, theater, dance and physical education in conjunction with the district instructional specialists. (District Goal 5)*
6. *Goal 6: WAMS will continue to utilize the counselor to improve counseling services. (District Goal 6)*
7. *Goal 7: WAMS will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate. (District Goals 7 &10)*

8. *Goal 8: WAMS will increase parental involvement opportunities throughout the year. (District Goal 8)*
9. *Goal 9: WAMS will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions according to the TEKS and STAAR readiness models. (District Goal 11)*
10. *Goal 10: The campus will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)*
11. *Goal 11: WAMS will provide a nutritious balanced FREE breakfast in the morning for all students. Lunch will be provided at a reasonable price. Students will also be scheduled for an hour of Physical Education (P.E.) at least every other day or athletics for those students that do not have a medical restriction.*
12. *Goal 12: WAMS will Screen all 7th graders ANTES (Acanthosis Nigricans) each year in order to eliminate the risk of diabetes and heart disease. Once a student is screened positive, a Dr. appointment is recommended and lab work is drawn. Diet and exercise are recommended, along with any other interventions recommended from lab findings.*
13. *Goal 13: WAMS health clinic will provide many health related services such as hearing and vision assessments, flu vaccinations, pregnancy related services (a. referred to the counselor. Parents are called for notification and implementation c. student is then referred to see MD and must give status of a (-) or (+) pregnancy test d. if pregnancy test is positive, student is evaluated to have her placed in the best environment possible for her situation and education needs. School based clinics are also available for students who do not have medical insurance, Medicaid or CHIPS based on a sliding scale of income.*
14. *Goal 14: WAMS will provide assistance to struggling students: Numerous pullout programs with our specialists and other district personnel will be made available. These sessions are held in the morning, throughout the day. After school tutorials in all academic areas will be offered with many teachers assisting students in the mornings and afternoons.*
15. *Goal 15: WAMS will provide homeless students with assistance completing the McKinney Vento form that indicates that they are homeless and can be serviced through programs in school such as help with school supplies, uniforms, possible transportation and other needs that may arise. Additionally, WAMS will implement and carryout, through the counseling department the back pack buddy lunch system is in place to help those students whose families are struggling financially.*

- 16. Goal 16: WAMS will provide migrant students with counseling services, academic help such as tutorials and other offer other resources to help students adjust to the school environment. These students and their families will also be included in the WAMS Faculty Christmas List and receive a Thanksgiving Basket.*
- 17. Goal 17: WAMS will guarantee that all instructors teach in a classroom environment that provides appropriate learning technologies and supports a diverse range of teaching strategies.*
- 18. Goal 18: WAMS will create an enterprise-level collaborative learning environment that supports multilevel collaborations among students, instructors, and other academic partners.*
- 19. Goal 19: WAMS will track, assess, integrate, and support emerging collaborative and sharing technologies (including social software tools) to enhance the collaborative learning environment.*