

# **Galena Park Independent School District Woodland Acres Elementary Campus Improvement Plan**

**2009 - 2010**

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## Section 1 - Introduction

1. **School:** Woodland Acres Elementary

2. **Location:** 12936 Sarah's Lane  
Houston, TX 77015

3. **Budget Manager:** Gloria R. Vasquez, Principal

4. **School Advisory Team:**

Gloria R. Vasquez  
Kelly Rivera  
Veronica Martinez  
Juan Perez  
Janet Griffith  
Terra Alms  
Christina Bohanon  
Alaide Zavala  
Rosario Castellano  
Noelia Vargas

Linda Suarez

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

**Motto:** Our Children, Our Future  
Nuestros Ninos, Nuestro Futuro

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

## Section 2 - Needs Assessment

### 1. Where We Have Been:

The faculty and staff of Woodland Acres Elementary took a proactive stand and made sound decisions based on the goals and needs of the campus. We made a paradigm shift based on our experiences and assessment results from previous years. Student success became the responsibility of the entire campus. Bi-Weekly grade level meetings were held to review and monitor progress. Administrators were in classrooms a large percentage of their time to ensure consistent implementation of the campus TAKS plan.

Woodland Acres Elementary was a "Recognized" campus in 2003 and 2004. In 2005, the campus dropped to "Academically Acceptable". One of our 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 still had the same areas of concern. In 2007, the campus dropped back down to "Acceptable" status. The area of concern became science.

The SBDM Team identified ESL strategies, vocabulary building, problem-solving strategies, hands-on science experiences, and whole-child development as areas of need. As a result, word walls were displayed and utilized in all classrooms from PK - 5th. Writing and math camps were conducted for students with assistance from the district instructional specialists in each area. A Guided Reading Library was organized to facilitate the developmentally appropriate instruction for each student. Science was taught in each grade level for at least 30 minutes a day. Fifth grade students attended Science lab at least two times a week and received 90 minutes of Science each day.

Accelerated Reading Instruction Program (ARIP) monies were allocated to increase the number of leveled books, as well as provide additional, small group, reading instruction to students who were below level. The ARIP initiative was designed by the state to accelerate students' reading to be on grade level. This program facilitated the success of students on the third grade TAKS reading test, which was first administered in March of 2003.

The campus continued to seek and implement top-notch programs and opportunities for our varied population. A Bilingual Instructional Specialist was added in 2001-2002 to support our bilingual students and to oversee the planning and implementation of our Two-Way Immersion (TWI) program. This included site visits, curriculum writing and team building. Our focus on parent involvement was maintained through numerous parent sessions that included topics such as parenting, ways for parents to help their children, and training in technology.

By implementing the items listed above, we hoped to accomplish the following things:

1. Improve TAKS scores in all grade levels in reading, math, and science
2. Reduce the number of students being retained
3. Train staff in the use of technology so that it becomes an integral part of the curriculum
4. Improve our school climate
5. Help parents take a more active role in their children's education
6. Create an atmosphere that is safe and conducive to learning

#### HISTORY OF TAKS SCORES BY GRADE LEVEL English/Spanish 2004-2007

##### 3rd Grade Reading

2004 76%/97%  
2005 90%/96.9%  
2006 83%/97%  
2007 87%/82%

##### 3rd Grade Math

2004 96%/99%  
2005 80%/97.0%  
2006 54%/92%  
2007 83%/76%

##### 4th Grade Reading

2004 81%/79%  
2005 57%/61.1%  
2006 81%/75%  
2007 70%/83%

##### 4th Grade Writing

2004 86%/100%  
2005 63%/100%  
2006 96%/90%

2007 79%/99%

4th Grade Math  
 2004 77.8%/100%  
 2005 71%/71%  
 2006 88%/70%  
 2007 81%/80%

5th Grade Reading  
 2004 79%/100%  
 2005 83.3%/70%  
 2006 92%/73%  
 2007 70%/94%

5th Grade Math  
 2004 88%/99%  
 2005 94.7%/80%  
 2006 94%/42%  
 2007 84%/60%

5th Grade Science  
 2004 93%/70%  
 2005 55.8%/10%  
 2006 83%/10%  
 2007 55%

#### ALL STUDENTS

Reading  
 2004 88%  
 2005 76%  
 2006 88%  
 2007 81%

Writing  
 2004 95%  
 2005 74%  
 2006 95%  
 2007 99%

Math  
 2004 88%  
 2005 84%  
 2006 83%  
 2007 77%

Science  
 2004 88%  
 2005 48%  
 2006 72%  
 2007 55%

## 2. Where We Are Now:

Based on the standards set by the district and state, Woodland Acres Elementary continues to exert every effort to reach and exceed the 90th percentile for the 2009-2010 school year. We continuously strive for improvement in the subject areas of reading, writing, mathematics, and science in all grade levels.

This was the principal's first year with the campus and a the second year for the assistant principal. This was also the first year of a split between the elementary and middle school campus. The campus leadership team consisted of two instructional specialists and a math/science specialist. Instructional time in the core content areas was strictly protected. Grades kinder through five were provided a 45 minute period for "Destination Graduation" that was utilized for intervention and enrichment. All the specialists joined the grade levels to divide the students into smaller, targeted groups. This was a big change that some grade levels were very comfortable with, while others were not as comfortable with due to the format/structure. The campus continued to utilize the Early Intervention Teacher who taught identified students discrete skills to fill in their learning gaps.

Based on where we were, we continued to empower our teachers to focus on good instruction and to set high expectations for ALL students. The Two-Way Immersion program utilizing a 50-50 model is part of every grade level. Students were successful in acquiring their native language as well as beginning to learn a second language. The

science lab was continued and positively impacted student achievement.

As a campus, we are in our fifth year of implementation of the Foundations process by Randy Sprick to increase the safety, civility, and productivity of the school. Our PAWS (Positive Attitudes With Students) team, was trained in June of 2003 and returned to train the staff and begin the process of school-wide implementation. Beginning 2003 through this current school year, the staff has continued to increase student safety by implementing a revised morning arrival and afternoon dismissal procedure. The staff, students, and parents continued to focus on our "PAWSitive Path" which names five traits needed for success in life. We began a "PAWS Store" where students could purchase items with their PAWS bucks (earned by displaying PAWSitive Path traits).

Our 21 Century Community Learning Center/East Harris County Program was including 1st-5th grade students. Students were provided much needed tutorials in the afternoon, as well as the opportunity to participate in numerous other activities, including: dance, arts and crafts, soccer, cooking, and more. Through this grant we were able to address the needs of the whole child, not just academics.

### 3. Where We Are Going:

To ensure excellence in student performance, Woodland Acres Elementary will access the achievement of students using the Academic Excellence Indicators System (AEIS). The campus will continue to take an aggressive stand. A variety of programs and strategies have been implemented in order to reach our goal. A science lab for all grade levels will continue to be an integral part of our schedule to enhance science instruction and increase achievement. An updated technology lab will continue to be utilized by all grade levels for a variety of programs, not only for the enhancement of computer skills, but also to supplement TAKS skills through tutorial programs. Our specialist roles will shift from pull-out teachers to teacher support. In our efforts to produce well-rounded students, our art program will continue, along with our 21st Century after school program, to support the creative and academic needs of our children. Our expectations are that student performance will reach and/or exceed the 90th percentile in reading, math, writing, and science. Science, as well as writing, will be stressed at all grade levels.

The components of Balanced Literacy (guided reading, shared reading, etc.) will be utilized to build all our students' literacy skills. Student progress will be monitored through the Accelerated Reading Instruction Program (ARIP) in grades K-5.

Math will be a major focus for the campus in order to improve math literacy. A portion of staff development funds will be targeted for math training. TEXTeams activities will be utilized across grade levels with an emphasis on the transfer from concrete to abstract application. Problem solving will also be integral. Student progress in mathematics will be monitored through the Accelerated Math Instruction Program (AMI) in third through fifth grades.

This year transitioning students from Bilingual classes will be priority. The bilingual teacher and the regular teacher in each grade level will team teach science in English to ensure that students are receiving the appropriate amount of the English language as well as the other parts of the ESL component that has been severely lacking.

As we face the rigorous TAKS test and prepare students for college preparatory tests they will face in high school, we will support and emphasize the seven target areas included in Galena Park ISD's Road Map for the Future.

Galena Park ISD  
Seven Targeted Areas

- Curriculum and Instruction
- TAKS
- Staff Development
- SAT/PSAT/ACT - College Prep
- Staffing
- Physical Plant

- Research and Development

To continue to increase the safety, civility, and productivity of the campus, we will reassess the priorities in these areas and work as a team to design procedures to meet those needs.

## Section 3 - Overview of Goals and Objectives

The goals for Woodland Acres Elementary for the 2009 - 2010 school year are as follows:

### **Goal 1: Safety**

Woodland Acres Elementary School will provide a safe learning and working environment for students and staff.

- Objective 1.1:** Continue to implement the Foundations Process (PAWS) to provide a safe, civil, and productive learning environment.
- Objective 1.2:** Continue to provide staff development to enhance the understanding and implementation of the Foundations (PAWS) process as well as bullying prevention
- Objective 1.3:** Provide opportunities for character education and learning about acceptance of other cultures.
- Objective 1.4:** Provide students strategies for managing conflict and developing healthy relationships with others.

### **Goal 2: Destination Graduation**

Woodland Acres Elementary will create an environment of expectation for students to graduate from high school and go to college or prepare for a career.

- 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: Instruction**

Woodland Acres Elementary will provide a well-balanced instructional program by highly qualified teachers in the foundation and enrichment curriculum that meets the needs of all populations including Title I, Special Education, English Language Learners, Dyslexic, and 504 students and demonstrate progress as defined by state, district, and campus guidelines.

- Objective 3.1:** Increase student achievement in reading/writing in grades K-5 as measured by TPRI/Tejas Lee (grades K-2) and TAKS (grades 3-5) to 90% or greater
- Objective 3.2:** Increase student achievement in mathematics in all grades as measured by district assessments (grade 2) and TAKS (grades 3-5) to 90% or greater
- Objective 3.3:** Increase student achievement in science in all grades as measured by district assessments (grades 2-4) and TAKS (grade 5) to 90% or greater
- Objective 3.4:** Continue to provide an art program that will expose our students to the arts, enhance their artistic talents, and positively impact academic achievement
- Objective 3.5:** 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 3.6:** Continue to provide interventions to students that encourage academic achievement
- Objective 3.7:** Continue to provide time for grade levels, vertical teams, and campus staff to meet for staff development, plan instruction, and discuss student progress
- Objective 3.8:** 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 3.9:** Continue to purchase/acquire materials in English and Spanish in all grade levels and content areas
- Objective 3.10:** Implement inclusion for identified special education students
- Objective 3.11:** 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 3.12:** 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

implementation of all programs/curriculum

#### **Goal 4: Student Attendance**

Woodland Acres Elementary will aggressively seek to have a 96% or higher student attendance rate.

**Objective 4.1:** Continue to provide incentives to students to promote attendance

#### **Goal 5: Staff Attendance**

Woodland Acres Elementary will increase the yearly teacher attendance rate. Continue to provide incentives and support to staff members in order to improve the school climate, strengthen the instructional program, and promote staff attendance.

**Objective 5.1:** Provide incentives that promote staff attendance

#### **Goal 6: Counseling**

Woodland Acres Elementary will continue to provide high-quality counseling services to all students.

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

#### **Goal 7: Parent/Community Involvement**

Woodland Acres Elementary will provide various opportunities to increase parental/community involvement in the school's educational program.

**Objective 7.1:** Continue to maintain/acquire School-Business Partnerships that support our instructional program

**Objective 7.2:** 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 7.3:** 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 7.4:** Provide opportunities for parental involvement/training