

Galena Park Independent School District Woodland Acres Middle School Campus Improvement Plan

2009 - 2010

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Section 1 - Introduction

1. **School:** Woodland Acres Middle School

2. **Location:** 12947 Myrtle Lane
Houston, TX 77015

3. **Budget Manager:** Julissa Aclantar-Martinez, Principal

4. **School Advisory Team:**

Julissa Alcantar
Estela Sanchez
Tabitha Sapien
Stephen Freeze
Stacey Smith
Thomas Hill
Myrtle Baguio
Laura Ham
Anthony White
Raff Saeed
Maria Sanchez
Juliana Mota
Claudia Garza
Jordan Slife
David Fillman

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

Motto: Believe to Achieve

Mission: Provide an educational program which focuses on the academic achievement of each student and provides a vehicle for the success of that student.

Section 2 - Needs Assessment

1. Where We Have Been:

During the 2006-2007 school year, Woodland Acres Middle School continued to focus on high academic and behavioral expectations with no excuses. The school worked to have rigor and relevance in their instruction while building relationships with students and staff. The campus was in its third year of the Technology Immersion Pilot (TIP) grant which provided a great deal of hardware and training to staff and students.

The staff implemented a collaborative teaching model for the instruction of identified special education students. The students made large academic gains while the staff learned how to further improve the delivery model.

TAKS classes were offered in math and reading in each grade level for students who failed one or both portions the year before. This was to help students move along to greater success as well as to be in compliance with the requirements of the Student Success Initiative.

Saturday School was provided to students who failed a core subject during the previous nine weeks. Regular attendance, passing Saturday School grades, and passing the current nine weeks period allowed students to replace the failed grade with the grade from Saturday School.

The counselor assisted the campus in highlighting college expectations as well as increasing parental involvement through education and participation in school-wide events.

In the third year of the 21st Century Community Learning Center (21CCLC) grant, students were provided much needed tutorials in the afternoon and had an opportunity to participate in numerous other activities, including: arts and crafts, cooking, music writing and production, money management, and more. Through this grant the school was able to address the needs of the whole child, not just academics.

The campus was in its fourth year of implementing the Foundations (STING) discipline approach, which encourages positive behavior and is based on creating a safe, civil, and productive learning environment. The focus of the team was on hallway management. The results of the program continue to be encouraging because students and staff feel safer at school and work.

The campus began to visit schools around the Houston area and Texas to learn more about the Two-Way Immersion program. Various staff members attended so they could better understand the process, expectations, and challenges to implementing a successful program.

The Texas Assessment of Knowledge and Skills and district assessment data was used to determine areas of focus for improvement. The Academic Excellence Indicator System data was also used to examine areas of strength and weakness.

HISTORY OF TAKS SCORES BY GRADE LEVEL

2005 - 2007

Grade 6 Reading

2005 80%
2006 82%
2007 80%

Grade 7 Reading

2005 77%
2006 81%
2007 76%

Grade 8 Reading

2005 82%%
2006 85%
2007 90%

Grade 6 Math

2005 87.5%
2006 91%
2007 77%

Grade 7 Math

2005 62.9%
2006 85%

2007 78%

Grade 8 Math
2005 54.3%
2006 78%
2007 90%

Grade 7 Writing
2005 91.1%
2006 95%
2007 92%

Grade 8 Social Studies
2005 83.3%
2006 88%
2007 90%

Reading, All Students
2005 80.8
2006 83%
2007 82%

Math, All Students
2005 69.4%
2006 85%
2007 81%

Writing, All Students
2005 91.1%
2006 95%
2007 92%

Social Studies, All Students
2005 83.3%
2006 88%
2007 90%

2. Where We Are Now:

In 2008-2009, Woodland Acres Middle School remained committed to excellence and raising the standards and performance once again. There were significant drops in sixth and seventh grade math, as well as seventh grade reading that needed to be addressed. The campus also put a great emphasis on science.

Several things were continued from the prior year such as technology integration with the TIP grant, SIOP lesson design and delivery, inclusion of identified special education students, 21st CCLC activities, TAKS classes, Saturday School, and our Hornet RAP period.

One of the biggest improvements was a new master schedule. It was designed to provide teams a common planning time every other day while departments were provided a conference together on the opposite days. This enabled departments to actually plan together, diagnose specific instructional and student needs, analyze data, and staff development together. The team time allowed for planning for the co-teach classes.

This year the campus converted its health teaching unit to a science unit. Health was combined with physical education. The Science double blocked eighth grade science. All eighth graders had science every day all year.

Math and science were areas of great concern for the campus. The district allowed each secondary campus to hire a math specialist and a science specialist who worked to help improve math and science instruction and performance on the campus. Under their guidance, the departments increased their collaboration, consistently analyzed data, and student performance improved.

Lastly, the campus implemented the Two-Way Immersion program in the sixth grade this year. We offered classes in Spanish in Math, Spanish Language Arts and Science.

3. Where We Are Going:

Looking toward the 2009-2010 school year, Woodland Acres Middle School is determined to give 100% plus to get our students to where they need to be. We truly believe that all students can learn and be successful in all academic endeavors by focusing on the Galena Park ISD Road Map for the Future.

Curriculum and Instruction

In order to increase the flexibility for scheduling students to meet their various educational needs, the staff voted to move to a six period alternating block schedule. This will allow eighth graders to have math, reading/language arts, science, and social studies daily. It will also facilitate the implementation of Response to Intervention (RTI) support for struggling readers. The RTI will be delivered through utilization of the research-based Read 180 program. To ensure a minimum of 90 minutes of instruction with this program, identified students will have Read 180 for two class periods in a row, every day. Staff will still be provided a common team time and common department time on alternating days. Integration of technology, collaborative teaching, and SIOP lesson delivery will be expected of all staff. The Two-Way Immersion (TWI) program will be implemented for the first time in sixth grade. Students will receive 50% of their instruction in English (six periods) and 50% of their instruction in Spanish (six periods).

TAKS

Our goal has always been to have 100% success among our student populations in all content areas. The school district expects, and we will strive to obtain, a 90% or better passing rate in all areas of the Texas Assessment of Knowledge and Skills (TAKS) test. Campus teams, departments, and administrators will analyze and utilize district assessment data to improve instruction and student success.

Staff Development

Staff will be provided the training and support necessary to reach the campus and district goals. Seventh grade teachers involved in implementing the TWI program will attend various trainings/site visits to prepare them for successful implementation in 2009-2010.

Staffing

No new positions will be added. The converted health unit will remain a science unit to facilitate the double blocking of science in eighth grade. Two special education instructional aide positions will be converted to one special education teaching unit (math) to better meet the needs of the students. As openings come available, the campus will attempt to recruit outstanding bilingual content teachers.

College and Career Prep

The campus will promote high school graduation and career exploration through various avenues. We will continue to have all eighth grade students write graduation plans. The SAT words of the week will be integrated into the school and classes.

Operations

The new construction of four classrooms and a multipurpose room should be completed. This will allow us to move all our seventh grade classes into one building as well as provide larger spaces to some other classes. Staff and student attendance will be a priority as we strive to improve each of those areas.

Section 3 - Overview of Goals and Objectives

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

Goal 1: Safety

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

- Objective 1.1:** Continue to implement the Foundations Process (STING) to provide a safe, civil, and productive learning environment as well as provide the staff development necessary for understanding of the process
- Objective 1.2:** Provide opportunities for character education and learning about acceptance of other cultures
- Objective 1.3:** Provide students strategies for managing conflict and developing healthy relationships with others
- Objective 1.4:** Students will be safe from the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control them while in a dating relationship.
- Objective 1.5:** Provide training in the Texas Behavior Support Initiative (TBSI) to identified staff

Goal 2: Destination Graduation

Woodland Acres Middle School will expose students and parents to higher education opportunities and experiences and career exploration while also creating an environment of expectation for students to graduate from high school and acquire post-secondary education/training.

- Objective 2.1:** Expose students to career exploration and continue to provide incentives to students that encourage academic achievement and appropriate behavior
- Objective 2.2:** Expose students to college information and other post-high school opportunities

Goal 3: Instruction

Woodland Acres Middle School 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, Career and Technology Education, and 504 students and demonstrate progress as defined by state, district, and campus guidelines.

- Objective 3.1:** Increase student achievement in reading/writing in all grades as measured by district assessments and TAKS to 90% or higher.
- Objective 3.2:** Increase student achievement in math in all grades as measured by district assessments and TAKS to 90% or greater
- Objective 3.3:** Increase student achievement in science in all grades as measured by district assessments and TAKS to 90% or greater
- Objective 3.4:** Increase student achievement in social studies in all grades as measured by district assessments and TAKS to 90% or greater
- Objective 3.5:** Provide a well-rounded fine arts program that will expose students to the arts, enhance their artistic talents, and positively impact academic achievement
- Objective 3.6:** Integrate technology instruction and accelerate academic achievement in all core areas.
- Objective 3.7:** Implement inclusion for identified special education students using the co-teach methodology for all core area classes.
- Objective 3.8:** Continue Implementation of Two-Way Immersion program in sixth and begin seventh grade this school year.
- Objective 3.9:** Continue to provide time for teams, departments, and campus staff to meet for staff development, plan instruction, and discuss student progress
- Objective 3.10:** 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 implementation of all programs/curriculum

Objective 3.12: Ensure low-income and minority students are not taught at higher rates by inexperienced or non-HQ staff than other student groups

Objective 3.13: Increase the percentage of core academic subject area classes taught by highly qualified teachers to meet 100% by the end of the year.

Goal 4: Student Attendance

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

Objective 4.1: Provide support services including Compensatory Education Home Instruction (CEHI) to pregnant students during the prenatal and postpartum services to help the student adjust academically, mentally, and physically and to stay in school

Objective 4.2: Provide incentives to students to promote student attendance

Objective 4.3: Monitor student attendance and develop intervention plans for chronic absenteeism

Goal 5: Staff Attendance

Woodland Acres Middle School will increase the yearly teacher attendance rate.

Objective 5.1: Continue to provide incentives and support to staff members in order to improve the school climate, strengthen instruction, and increase staff attendance

Goal 6: Counseling

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

Objective 6.1: Provide personal/social, career, and academic counseling to individuals, small groups, and classes

Goal 7: Parent/Community Involvement

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

Objective 7.1: 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 7.2: 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 7.3: Provide opportunities for parental involvement/training

Objective 7.4: Continue to maintain/acquire School-Business Partnerships that support our instructional program