

Galena Park Independent School District
Woodland Acres Elementary
Campus Improvement Plan

2011 - 2012

Section 1- Introduction

- 1. School: Woodland Acres Elementary**
- 2. Location: 12936 Sarah's Lane
Houston, Texas 77015**
- 3. Budget Manager: Gloria R. Vásquez**
- 4. Current School Advisory Team Members:**

Gloria R. Vasquez, Principal
Bianca Benavides, Assistant Principal
Sandra Arredondo, Campus Instructional Specialist
Tabitha Sapien, Counselor/Parent Facilitator
Maria T. Castro, PK/K/1st Grade Teacher
Melissa Russi, 2nd Grade Teacher
Jessica Izaguirre, 3rd Grade Teacher
Rosalinda Ortiz, 4th Grade Teacher
Christina Bohanon, 5th Grade Teacher
Raymar Ramirez, Primary Teacher At-Large
Sandra Arredondo, Intermediate Teacher At-Large
Rosario Castellano, TWI/Bilingual Specialist
Loretta Flores, Special Education
Adela Herrera, Principal Secretary/Paraprofessional
Sergio Galván, Community Member
Demetrio Valdez, Business Member
Veronica Corriguex, Parent
Aurelia Zapata, Parent
Veronica Martinez, Administration

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. 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.

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

Woodland Acres Elementary ADA has remained steady between 97% - 98%. Our enrollment has remained consistent between 460 to 470 students.

C. AYP for 2010 – 2011

Woodland Acres Elementary met AYP for the 2010 – 2011 school year.

2. AYP Historical Data

| | | <i>Reading</i> | <i>Math</i> | <i>Writing</i> | <i>Social Studies</i> | <i>Science</i> | <i>Rating</i> |
|----------------|--------------------|----------------|-------------|----------------|-----------------------|----------------|---------------|
| <i>2004-05</i> | | 76% | 84% | 74% | ----- | 48% | Acceptable |
| <i>2005-06</i> | | 88% | 83% | 95% | ----- | 71% | Recognized |
| <i>2006-07</i> | | 85% | 83% | 89% | ----- | 55% | Acceptable |
| <i>2007-08</i> | | 90% | 86% | 100% | ----- | 85% | Recognized |
| <i>2009-10</i> | <i>Without TPM</i> | 84% | 90% | 84% | ----- | 96% | Recognized |
| | <i>With TPM</i> | 93% | 94% | 98% | ----- | 98% | Exemplary |
| <i>2010-11</i> | | 85% | 91% | 99% | ----- | 93% | Recognized |

D. TAKS Demographic Data for Campus and Feeder Grade

| 2010 (With TPM) | |
|----------------------------|-----|
| Reading | |
| All Students | 93% |
| African American | -- |
| Hispanic | 92% |
| White | -- |
| Economically Disadvantaged | 92% |
| Mathematics | |
| All Students | 94% |
| African American | -- |
| Hispanic | 93% |
| White | -- |
| Economically Disadvantaged | 93% |
| Writing | |
| All Students | 98% |
| African American | -- |
| Hispanic | 98% |
| White | -- |
| Economically Disadvantaged | 98% |
| Science | |
| All Students | 98% |
| African American | -- |
| Hispanic | 98% |
| White | -- |
| Economically Disadvantaged | 98% |

| 2011 | |
|----------------------------|-----|
| Reading | |
| All Students | 85% |
| African American | -- |
| Hispanic | 86% |
| White | -- |
| Economically Disadvantaged | 84% |
| Mathematics | |
| All Students | 91% |
| African American | -- |
| Hispanic | 91% |
| White | -- |
| Economically Disadvantaged | 90% |
| Writing | |
| All Students | 99% |
| African American | -- |
| Hispanic | 98% |
| White | -- |
| Economically Disadvantaged | 98% |
| Science | |
| All Students | 93% |
| African American | -- |
| Hispanic | 94% |
| White | -- |
| Economically Disadvantaged | 92% |

Where We Are Now: This year, under the new leadership team, Woodland Acres Elementary implemented The POWER of W.A.E.S. philosophy:

Wellness:

Implement WAES (Wildcats' Attitudes Exemplify Success) Essential 30 Rules for strong character education

Maintain strong counseling program

Reward excellent teacher and student attendance

Reward excellent student conduct

Recognize staff accomplishments

Implement mentoring system for teachers, students, and parents

Foster strong school-community relations

Maintain strong parental involvement

Build positive teacher morale

Academics:*Curriculum and Instruction*

Coach teachers through Instructional Framework
Provide extended planning time for all grade levels
Schedule vertical team planning meetings by PLCs
Provide teachers with effective and constructive feedback

Assessments

Maximize data analysis by assessing, diagnosing, and prescribing
Set clear and high expectations for student success through TAKS Goal Setting
Facilitate and monitor individual teacher and student goals

Promote professional development with all staff members

Raise college preparation and career awareness

Counseling Resources

Strengthen TWI program for biliterate and bilingual student success
Solidify the transitional bilingual program for successful English transition

Second Language Acquisition PLC

Promote effective use of technology tools by students and teachers

Extracurricular:

Foster extracurricular experiences through WAMS partnership

Provide opportunities for intramural sports

Soccer (with WAMS)

Enhance cultural capital through fine arts and field trips

After-school clubs to enhance social skills and build support systems

*Student Council**Art Club**Honor Choir**Reading Club*

Participate in community service projects

*Late Night at the Library***Service:**

Provide exemplary customer service

Build relationships

Maintain collegiality and professionalism at all times

Maintain school building and grounds clean and safe

Keep student and staff safety #1 priority

Maintain an open door policy

Keep lines of communication open with parents and community members

Update and maintain school website

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 passing as well as exceed 25% commended scores in all areas for the 2011 - 2012 school year. We continue to strive for improvement in the subject areas of reading, writing, mathematics, and science in all grade levels.

Based on where we were, we continue to empower our teachers to focus on good instruction and to set high expectations for ALL students. The Two-Way Immersion program utilizes a 50-50 model as part of every grade level.

Students have been successful in acquiring their native language as well as mastering the learning of a second language.

Science continues to be a focus, as both fourth and fifth grades to visit the lab twice a week and received vivid, hands-on lab experiences. This has strengthened students' concrete experiences with science and has proven to be an effective and powerful tool to drive science interventions as students prepared for the science TAKS test.

Campus PLCs (Professional Learning Communities) are actively in place in order to target key content areas and focus on teacher staff development, vertical instructional alignment, and specialized instruction. Each PLC is represented with at least one teacher from each grade level and core specialist areas. PLCs meet once a month. Specific agenda items are discussed and specialized planning continues to take place.

1. Reading PLC
2. Math PLC
3. Science PLC
4. Foundations PLC
5. Second Language Acquisition PLC

Second-language acquisition continues to be a focus this year, utilizing the Second Language Acquisition PLC to build relationships among the bilingual team of teachers. Students in grades PK-3 benefit from a consistent exposure to effective ESL strategies. Bilingual students in grade 4 have transitioned this year into all-English subject areas and most students tested in English in all areas of the TAKS test for the first time.

The bilingual teacher and ESL teacher in fourth grade have utilized a team-teaching approach in order to target effective instruction in their specialized subject areas. This provided intense intervention for the second-language learners in this group of first-year transition students.

3. Demographic Data

| <i>White</i> | <i>Hispanic</i> | <i>Black</i> | <i>Asian</i> | <i>Total Students:</i> |
|--------------|-----------------|--------------|--------------|------------------------|
| 14 | 404 | 20 | 6 | 455 |
| 3.2% | 91% | 4.5% | 1.4% | |

| <i>Economically Disadvantaged</i> | <i>LEP</i> | <i>At- Risk</i> | <i>Special Education</i> | <i>Migrant</i> |
|-----------------------------------|------------|-----------------|--------------------------|----------------|
| 86% | 66% | 80.2% | 2.9% | 13.7% |

4. Highly Qualified Data

100% of Woodland Acres Elementary teachers are highly qualified.

5. Survey Data

Based on our Needs Assessment survey, the SBDM approved the following staff development goals for the 2011 – 2012 year::

- Time Management Strategies
- Increasing Literacy
- Vocabulary Strategies
- Behavioral Intervention Strategies
- Needs of Students from Poverty

6. Where We Are Going:

WAES will continue to exemplify the POWER of W.A.E.S. philosophy throughout the school year:

- ◆ Wellness
- ◆ Academics
- ◆ Extracurricular
- ◆ Service

A. The following goals and objectives have been approved by our Campus Site-Based Committee for the following year.

Goal 1: Safety

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

Objective 1.1: The campus will utilize a campus Foundations Team to meet campus safety and discipline needs.

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.

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 90% 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 90% 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 90% 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: 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, music, theater, dance and physical education

Objective 4.1: Continue to provide an art program that will expose our students to the arts, enhance their artistic talents, and positively impact academic achievement

Goal 5: 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 5.1: Continue to provide incentives to students to promote attendance

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: Parent/Community Involvement

Woodland Acres Elementary will 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