

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

2011-12

Section 1- Introduction

1. **School:** Woodland Acres Middle
2. **Location:** 12947 Myrtle Ln
Houston, TX 77015
3. **Budget Manager:** Julissa Alcantar-Martinez, Principal
4. **Current School Advisory Team Members:**

Julissa Alcantar	Lee Ramirez
Tabitha Sapien	Nelly Bucio
Angela Williams	Carolina Uranga
Noe Vela	Claudia Garza
Raff Saeed	Greta Welch
Sandra Emmert	Vanessa Rios
Alberto Moreno	Lucia Traya
Rebecca Hampton	Gisela Lucio
Elsa Ledesma	Alciai Jimenez
Joann Jensen	Laquenten Jenkins
Les Tomlin	Dr. Tomlin

5. Campus Mission/Vision Statement:

Motto: *Make a goal...*

Mission: The mission of Woodland Acres Middle School is to provide a well rounded educational program, which focuses on academic excellence for each student, 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 1951. 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 Program. We also have an after school program, East Harris after school Program, which is provided through Pct 2. Harris County. We have numerous programs available to students that include: cheerleading, band, choir, art club, UIL, science club, and various after school tutorial programs.

During the 2010-2011 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.

During this school year we implemented Thinking Maps to create a common language among all core areas. Our principal and assistant principal 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, ensure that the students are organizing their thoughts to be able to write more effectively. We sent two teachers to Six Traits training to ensure ESL students are understanding and able to effectively communicate in writing at the seventh grade level and for this specific test.

A collaborative teaching model for the instruction of identified special education students was incorporated into all core classes. 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 8th graders who were at risk for failure and had shown need for intervention in this content.

Saturday School was provided throughout the year 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. Saturday academies were created to help at risk students receive additional instruction throughout the year. 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 8th 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 was 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 was on hallway management. The results of the program continue to be encouraging because students and staff feel safer at school and work.

B. Attendance and Dropout Rates

	Attendance	Dropout
2010-2011	97%	0.3%
2009-2010	97%	0.3%
2007-2008	95.5%	0.3%
2006-2007	96.2%	0.0%

C. AYP for 2009-10

We have met AYP for the past three years.

D. TAKS Demographic Data for Campus

	Reading	Writing	Math	Science	Social Studies
2011	90%	93%	93%	84%	96%
2010	86%	94%	91%	77%	97%
2009	87%	93%	95%	66%	93%
2008	89%	88%	92%	62%	88%

TAKS and TAKS Accommodated Data for Reading /ELA 2010:

Student group	# tested	# passed	% Pass	# commended	% commended
All students	496	446	90%	161	32%
African American	16	15	94%	4	25%
Hispanic	464	415	89%	153	33%
White	12	12	100%	3	25%
Econ. Disadv.	425	379	89%	139	33%

TAKS and TAKS Accommodated Data for Math 2010:

Student group	# tested	# passed	% Pass	# commended	% commended
All students	496	460	93%	155	31%
African American	16	14	88%	1	6%
Hispanic	464	431	93%	149	32%
White	12	11	92%	4	33%
Econ. Disadv.	425	393	92%	131	31%

TAKS and TAKS Accommodated Data for Writing 2010:

Student group	# tested	# passed	% Pass	# commended	% commended
All students	156	145	93%	46	29%
African American	5	4	80%	3	60%
Hispanic	146	136	93%	39	27%
White	3	*	*	*	*
Econ. Disadv.	127	116	91%	36	28%

TAKS and TAKS Accommodated Data for Social Studies 2010:

Student group	# tested	# passed	% Pass	# commended	% commended
All students	177	170	96%	51	29%
African American	6	6	100%	0	0%
Hispanic	166	159	96%	48	29%
White	5	5	100%	3	60%
Econ. Disadv.	150	145	97%	44	29%

TAKS and TAKS Accommodated Data for Science 2010:

Student group	# tested	# passed	% Pass	# commended	% commended
All students	176	148	84%	53	30%
African American	6	4	67%	0	0%
Hispanic	165	139	84%	50	30%
White	5	5	100%	3	60%
Econ. Disadv.	149	128	86%	45	30%

E. Feeder Campus TAKS Break Down

Pyburn- 5th grade ELA Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	95	92	97%	29	31%

Pyburn 5th grade Math Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	95	95	100%	48	51%

Pyburn 5th grade Science Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	94	85	90%	34	36%

Woodland Acres Elementary 5th grade ELA Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	57	48	84%	7	12%

Woodland Acres Elementary 5th grade Math Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	57	57	100%	23	40%

Woodland Acres Elementary 5th grade Science Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	57	53	93%	26	46%

TAKS and TAKS Accommodated Data for Reading ELA 2010:

2. Where We Are Now:

In 2010-2011, we received a Recognized rating from TEA without the use of TPM. We had gains in almost every content area and increases in our commended numbers.

The administration team, along with the rest of the WAMS staff, remains committed to excellence and raising the standards of the students' academic performance. The campus goal continues to be raising the TAKS Reading and

Science scores. With this in mind, reading and math are still double blocked for all students and science is double blocked for seventh and eighth grade students.

We plan to continue using Thinking Maps with a specific focus on English language learners. We sent three teachers to TOT training for this school year to bring a commonality to the vocabulary we are using with our students, to help them grow with their language acquisition. These three teachers will be working to train our teachers at the beginning of the year and then again in November to ensure fidelity to the program, to give them extensions in their class content and to ensure they are using thinking maps in their content. We expect teachers to react positively to one of their peers training them. We also expect students

We will continue using SLOP lesson design and delivery, inclusion of identified special education students into co-teaching classes, remediation classes, Saturday School, Saturday academies, the Two-Way Immersion program, the STING Team, Read 180 classes, and the Hornet Read period.

A. Student Demographic Data

	6 th Grade	7 th Grade	8 th Grade	Campus
# of Students	180	176	188	512
African American	7	9	2	18
Hispanic	160	174	140	474
White	7	5	6	18
	6 th Grade	7 th Grade	8 th Grade	Campus
American Indian	1	0	0	1
Asian	1	0	0	1
Economically Disadvantaged	80%	87%	88%	85%
Limited English Proficient	38%	40%	32%	37%

At-Risk	52%	55%	55%	54%
Special Education	12%	11%	15%	12.5%

We coordinate services with the district to service the needs of homeless and migrant students. At the present we only have 2 migrant students and four homeless students.

B. Highly Qualified Data

All teachers are Highly Qualified

C. Survey Data

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

- School Wide Discipline and Classroom Management Strategies including returning phone calls in a timely manner
- Differentiated Instruction Strategies and Increasing Literacy via writing
- Thinking Maps for all learners with a focus on ELL and special ed students
- Training for teachers with less than 5 yrs experience
- Instructional Intervention Strategies focused on Accommodations/ Inclusion Strategies
- High school Credit for Foreign Language, Algebra and Touch Data Systems in 8th grade
- Improving communication from teachers

3. Where We Are Going:

Looking toward the 2011-2012 school year, Woodland Acres Middle School is determined to give 100% plus to get our students to where they need to be. The state will be implementing the STAAR test and we must change our approach to teaching to bring students to a higher level of thinking and analyzing. We truly believe that all students can learn and be successful in all academic endeavors. Our goal is to have 100% of students succeed on district and state assessments 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 STAAR test. As we are embarking on a new state assessment, we will be working to adjust and adapt the current curriculum, create lessons to meet these needs and create assessments to meet these new needs.

We are also in our second year of the College Readiness Grant and we will continue to partner with Surescore. We will focus on using their STAR and MARS programs, which focus on Reading and Math skills. We also use their PSAT/ACT prep programs for our students to prepare them for the DUKE Talent Search, as well as the Explore test they take in 7th and 8th grade respectively. We will also use this program to help with study skills by using the Advancements program during the summer program and using the PSAT/SAT prep program to prepare the students for the Pre-Ap students. Lastly, we will continue to enhance the TWI program, by opening it to students from Pyburn who are bilingual and want to improve their skills.

Students will continue to take the ACT in 7th grade and the Explore ACT in 8th grade. We will work with students to prepare them for these exams and the district has supported our campus to pay for these exams and the preparation by providing prep classes on Saturdays, lunch and transportation. The district has also partnered with John Hopkins to provide financial aide to those students taking the SAT in 8th grade. We have used Surescore to provide teachers training in preparation for these tests.

A. Needs Survey

After completing a needs survey with our parents and teachers, the results showed that our parents are very receptive to our parent meetings, but would like more communication from teachers. Parents expressed that they liked the 8th grade planning meetings with the counselor to plan for high school. Therefore, we are planning to do more events where parents can come to learn about high school, college, Duke Talent Search and things they can do to help their children be successful in high school and college.

The teachers are concerned with student success especially with the new STAAR test. Therefore we have planned to use time in the classroom to teach vocabulary deeper and to get students to work on grade level. To improve student behavior and discipline we plan to have our foundations team conduct numerous campus planning sessions to work on a campus wide approach to dealing with specific campus problems that we can approach as grade levels, hallways, and teams.

We work hard to provide timely assistance to those students struggling with school by providing tutorials before and after school, pullouts during the day and Saturday school to help them be successful. We offer multiple opportunities to help them be successful and when possible take advantage of district tutorials when offered.

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

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 to provide a safe, civil, and productive learning environment.

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: College and Career Prep

Woodland Acres Middle School will expose students 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

Objective 2.3:

Use Surescore as per our college readiness grant to enhance our SAT/ACT prep programs

GOAL 3: Student Success

Woodland Acres Middle School will provide a well-balanced instructional program by highly qualified teachers in the foundation curriculum areas of mathematics, social studies, science, and English/language arts 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 STAAR to 90% or higher.

OBJECTIVE 3.2:

Increase student achievement in math in all grades as measured by district assessments and STAAR to 90% or greater

OBJECTIVE 3.3:

Increase student achievement in science in all grades as measured by district assessments and STAAR to 90% or greater

OBJECTIVE 3.4:

Increase student achievement in social studies in all grades as measured by district assessments and STAAR to 90% or greater

OBJECTIVE 3.5:

Implement inclusion for identified special education students using the co-teach methodology for all core area classes.

OBJECTIVE 3.6:

Continue to provide time for teams, departments, and campus staff to meet for staff development, plan instruction, and discuss student progress

OBJECTIVE 3.7:

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 3.8:

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

GOAL 4: Enrichment and Extracurricular Areas

Woodland Acres Middle School will provide a well-balanced enrichment and extracurricular program which will include Two-Way Immersion, art, music, band, physical education, foreign language acquisition, technology applications, skills for living, sports, and other school clubs or organizations.

OBJECTIVE 4.1:

Provide a well-rounded fine arts program that will expose students to the arts, enhance their artistic talents, and positively impact academic achievement

OBJECTIVE 4.2:

Integrate technology instruction and accelerate academic achievement in all core areas

OBJECTIVE 4.3:

Continue Implementation of Two-Way Immersion program in sixth and seventh grade.

OBJECTIVE 4.4:

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 4.5

All students will participate in the district's adopted (CATCH Program) Coordinated Approach to Child Health Program.

GOAL 5: Student and Staff Attendance

Woodland Acres Middle School will aggressively seek to have a 97% or higher student attendance rate and a 97% or higher teacher attendance rate.

OBJECTIVE 5.1:

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 5.2:

Provide incentives to students to promote student attendance

OBJECTIVE 5.3:

Monitor student attendance and develop intervention plans for chronic absenteeism

OBJECTIVE 5.4:

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