

Galena Park Independent School District
Woodland Acres Elementary School
2022-2023 Campus Improvement Plan



Board Approval Date: August 8, 2022

Mission Statement

At Woodland Acres Elementary, students, family, school staff, and community will work together to develop life-long learners and productive citizens.

Vision

At Woodland Acres Elementary, we believe that our children are our future. Therefore, we will strive to do all we can to create a school that is highly regarded for its academic excellence and for its contribution to actively serving and improving the Woodland Acres Community.

Core Beliefs

Woodland Acres Elementary, named after the Woodland Acres community, opened in 1954 with Felix Klein as principal. Since that time, Woodland Acres Elementary has been the hub of the community. It has been led by Huey Cook (1960's-1988), Francis Ramsey (1988-1997), Orphalinda Bazán (1997-2005), Michelle Chae (2005-2007), Joanne Garza (2007-2009), Gloria Vásquez (2009-2012), Julissa Alcantar-Martinez (2012-2013), Bianca B. Shaughnessy (2013- 2017), and now currently, Sandra A. Rodriguez (2017-Present).

In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK (3 years old)-5th grade. Rebuilding WAES was one of four campuses that were approved with the 2016 bond of \$290 million dollars.

Currently, our campus serves approximately 450 students in various programs such as Dual Language/Two-Way Immersion, One-Way Dual Language, ESL, Gifted and Talented, and Special Education/Resource. Overall, the campus has a reputation of being "Small, but Mighty," yielding high results on state assessments and winning several accolades throughout the years!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
 - Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff 14
 - Goal 2: Student Achievement and Post-Secondary Readiness 17
 - Goal 3: Wide Range of Student Opportunities 20
 - Goal 4: High Quality Staff 22
 - Goal 5: Excellent Operational and Fiscal Support and Responsibility 27
- Campus Funding Summary 29

Comprehensive Needs Assessment

Revised/Approved: June 16, 2022

Demographics

Demographics Summary

Woodland Acres Elementary is the smallest elementary campus in Galena Park ISD. We are located on the south side of the district and serve students from PK to 5th grade. Our student body is approximately 450 students, comprised of 93% Hispanic, 2% African American, 2% White, 1% Asian, and 1% of two or more races. The campus is 81% economically disadvantaged and has 61% English Learners. We host the district's only Two-Way Dual Language program that follows an 80/20 model in kindergarten and first grade. Grades 2-5 have a 50/50 model. Due to this, we have a large group of students that transfer into our school with many being employee children looking to acquire Spanish as a second language. Additionally, we have one of the largest Gifted and Talented populations in the district with 13%.

The staff of Woodland Acres is 80% Hispanic, 13.3% White, and 6.7% Asian. All of our teachers are highly qualified with 4-year degrees and teaching certifications. In addition, all staff is Bilingual or ESL certified. The staff consists of veteran teachers with 70% having 6-20 years and the average years of experience are 11.7 years. We also have four instructional aides that support PK4, K-2, and 3-5. Our students have the opportunity to attend Physical Education, Music, Art, or Library once a week.

We are moving into our fifth year in our new facility. This has allowed our campus to have state-of-the-art technology such as two computer labs, interactive panels in every classroom, LightSpeed systems in every room, and classroom computers. Students in grades 1-5 are 1:1 with Chromebooks provided to every student.

The students at Woodland Acres Elementary have generally good attendance. For the 2021-2022 school year, the attendance average was 96%.

Demographics Strengths

The strengths of Woodland Acres Elementary are:

- Great student attendance
- Low staff turnover rate (11+ years of experience for many staff members)
- Several extracurricular opportunities for students
- Variety of opportunities such as TWI, GT, Bilingual, ESL
- Accessible technology (All classrooms have interactive panels, LightSpeed System, a document camera, a camera, and multiple screens/monitors. Students have access to iPads, Chromebooks, and computer labs, in addition to robots.)
- Diversity in staffing and experiences is increasing

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at Woodland Acres Elementary need greater exposure to Social Emotional Learning and Character Education. **Root Cause:** Due to the pandemic and societal pressures, students need strategies to cope with their emotions and feelings.

Problem Statement 2: Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

Problem Statement 3: The demographics of WAES indicate a large Hispanic population, but within that there are differences in Latin/Central American cultures and traditions that students need to understand to make them global citizens and gain appreciation to all cultures. **Root Cause:** The lack of diversity of our campus and the need to teach students awareness, tolerance, and cultural sensitivity.

Problem Statement 4: Increase staff awareness and skills with addressing students with individualized education plans and accommodations through SPED, 504, EB, etc. **Root Cause:** The SPED population significantly increased the past two years as heightened by the pandemic. More classrooms have students now identified as SPED or 504 in addition to being EBs.

Problem Statement 5: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

Student Learning

Student Learning Summary

The collaborative efforts of all stakeholders at WAES are tremendous! Retired teachers, college tutors, homegrown students, designated subs, plus our regular faculty and staff worked before, during, and after school to help students close gaps created by COVID during the past two years. During this year, we will incorporate data-driven instruction (DDI) in all tested subjects and grades. We will also continue with team planning, and extended planning during those days provided by the district calendar. We will continue to build capacity in each other as we navigate through the upcoming year.

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

STAAR Reading:

Approaches: 82% (2019: 81% and 2021: 70%)

Meets: 57% (2019: 51% and 2021: 39%)

Masters: 34% (2019: 21% and 2021: 20%)

STAAR Math:

Approaches: 78% (2019: 84% and 2021: 62%)

Meets: 48% (2019: 57% and 2021: 32%)

Masters: 23% (2019: 32% and 2021: 20%)

STAAR Science:

Approaches: 72% (2019: 84% and 2021: 62%)

Meets: 51% (2019: 57% and 2021: 32%)

Masters: 25% (2019: 32% and 2021: 20%)

Student Learning Strengths

At Woodland Acres Elementary, we do well with:

- Student progressing and increasing STAAR passing rate from 3rd to 4th and from 4th to 5th
- Supporting students with tutorials, interventions, and small groups
- Conducting common team planning (on Tuesdays)
- Collaborating during DDI/TIL in reading and math during 21-22 (3rd and 4th grade)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students at Woodland Acres Elementary need greater exposure to Social Emotional Learning and Character Education. **Root Cause:** Due to the pandemic and societal pressures, students need strategies to cope with their emotions and feelings.

Problem Statement 2: The demographics of WAES indicate a large Hispanic population, but within that there are differences in Latin/Central American cultures and traditions that students need to understand to make them global citizens and gain appreciation to all cultures. **Root Cause:** The lack of diversity of our campus and the need to teach students awareness, tolerance, and cultural sensitivity.

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Problem Statement 4: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

Problem Statement 5: We need to ensure parents understand grade level expectations at the beginning of the year. **Root Cause:** Due to the pandemic, parents lost touch with coming to school activities and/or school expectations.

School Processes & Programs

School Processes & Programs Summary

Based on campus surveys, stakeholders describe Woodland Acres Elementary as a safe and respectful establishment. The small campus exhibits a family-oriented atmosphere where visitors feel "at home." The campus aims to deliver top-rated customer service by having a bilingual office staff. In addition, communication to parents such as electronic flyers and newsletters, call-outs, marquee announcements, text messages, emails, etc. are offered and presented in English and Spanish. We have become proficient in using School Status and Blackboard to send mass communications to parents and families.

Woodland Acres Elementary is also successful in maintaining a low teacher turnover. The majority of the staff has 10+ years of experience, which indicates staff feels supported and content. Highly qualified professionals are recruited and acquired through internships, substituting, or recommendations. Teachers work in teams and collaboration is fostered through weekly team planning meetings. CICs provide assistance during these planning meetings, as well as push-ins/pull-outs, and modeling/coaching. We offer a variety of leadership opportunities such as the Campus Leadership Team, club sponsorship, participation in committees, and the district's Aspiring Academies. New teachers are mentored and checked in monthly.

Students at Woodland Acres Elementary feel safe on campus and there are few discipline referrals. During daily announcements, positive affirmations are shared and wise words of wisdom too. We add character education and SEL moments during announcements each day.

At Woodland Acres Elementary, students have the opportunity to take part in a variety of extracurricular activities. Students can attend tutorials/office hours, Makerspace Club, Robotics Club, Honor Choir, Girls Club, Boys Club, Honor Society, and Student Council.

School Processes & Programs Strengths

At Woodland Acres Elementary, we do well with:

- Keeping open lines of communication between all stakeholders through district-provided platforms
- Maintaining teacher retention at a high rate
- Infusing teamwork and fostering collaboration between faculty and staff
- Hiring ESL and Bilingual certified staff
- Giving staff members opportunities to be involved in committees and/or extracurricular events such as PTA

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

Problem Statement 4: Increase staff awareness and skills with addressing students with individualized education plans and accommodations through SPED, 504, EB, etc. **Root Cause:** The SPED population significantly increased the past two years as heightened by the pandemic. More classrooms have students now identified as SPED or 504 in addition to being EBs.

Problem Statement 5: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

Problem Statement 6: We need to ensure parents understand grade level expectations at the beginning of the year. **Root Cause:** Due to the pandemic, parents lost touch with coming to school activities and/or school expectations.

Problem Statement 7: More students are experiencing pauses or regression in their learning mentally, socially, and academically. **Root Cause:** Due to COVID, students lost instructional time and became unfamiliar with school routines and expectations.

Problem Statement 8: Due to our number of emerging bilinguals in one-way and two-way dual language, we need to support second language acquisition practices and educators. **Root Cause:** Students need to show progress in English and/or Spanish as they move through our bilingual programs.

Perceptions

Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We valued and embrace the size of our campus and believe we are "small but mighty!" Our students participate and excel in academics as well as extracurricular activities. Our staff stays relevant and current with best teaching practices as led by our Campus Instructional Coaches and Interventionists. The staff also engages in staff development to stay abreast of new teaching practices. Several staff members have completed or are in the process of continuing their education with master's degrees or additional certifications.

Students at Woodland Acres Elementary demonstrate hard work and perseverance. Our data shows we are able to significantly improve a student's academic performance from the beginning to the end of the year. This is done by students staying on task, having great attendance, and having minimal office referrals.

Our parents are overall satisfied with the campus and are ready to be back physically on campus.

Our teachers are also overall satisfied with the campus, yet feel the national concerns related to the economy/inflation, teacher pay, and the value of educators.

Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by the name
- Parents feel respected and welcomed
- Bilingual staff that can communicate in English/Spanish
- Consistency with administrators and staff
- Deliver positive customer service
- Value teacher planning time
- Allow for staff development and professional growth

Problem Statements Identifying Perceptions Needs

Problem Statement 2: Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

Problem Statement 3: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

Problem Statement 4: Parents are desiring to be more involved and present on campus. **Root Cause:** Due to COVID, we were unable to allow volunteers or outside visitors.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 16, 2022










Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff, including parents, guests and substitute teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff and students will be trained in safety practice and protocol such as Foundations, safety drills, internet safety, etc.</p> <p>Strategy's Expected Result/Impact: Consistency with expectations, increased attendance, less accidents/incidents, Increased safety, minimal to no student injuries</p> <p>Staff Responsible for Monitoring: All Staff, Foundations Committee, Counselor, Nurse, Administrators, Emergency Management Team</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Implement an effective student discipline management plan (CHAMPS/Foundations) to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
Strategy 1: Have teams create school discipline plans outlining rules, consequences, and rewards.	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Reward and recognize students with good citizenship (Example: Character Trait of the Month) and behavior quarterly (Example: Super Wildcat Award)	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, participate and execute events and activities that promote a healthy lifestyle such as Red Ribbon Week, Brighter Bites, SEL information, Biometric Screening, etc.</p> <p>Strategy's Expected Result/Impact: Healthy staff and students, content and mentally stable staff and students, a support system/infrastructure for staff and students to rely on</p> <p>Staff Responsible for Monitoring: Counselor, Nurse, Coach, Social Worker, CIS worker, Teachers, Administrators, Paraprofessionals</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Foster collegiality and cooperation between all stakeholders by doing team building and fellowship events throughout the year</p> <p>Strategy's Expected Result/Impact: Positive school climate, Positive school culture, Low teacher turnover</p> <p>Staff Responsible for Monitoring: Administrators, Team Leaders, PTA board, CPAC</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote activities for students in and outside of school that lead to healthy lifestyles such as sports clubs, organizations, See to Succeed, Dental Health Awareness, etc.</p> <p>Strategy's Expected Result/Impact: More active and healthy students</p> <p>Staff Responsible for Monitoring: Counselor, nurse</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				












Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff





Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue with Character Education, Character Strong, No Place for Hate, and other activities that promote social and emotional support and guidance.</p> <p>Strategy's Expected Result/Impact: Staff and students struggling with social or emotional issues feel supported and know that the school/district has avenues for them and parents.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Work on creating a mental break room or space for students in need of de-escalation.</p> <p>Strategy's Expected Result/Impact: Able to redirect behavior</p> <p>Staff Responsible for Monitoring: Counselor and SPED dept.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote counselor meetings and events between students and parents such as Boo-hoo breakfast, Father's Take Your Child to School, Sweets with someone special, etc.</p> <p>Strategy's Expected Result/Impact: Positive and healthy relationships between students and parents and parents with the school</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students passing state assessments and reaching grade level standards

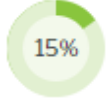






Strategy 1 Details	Reviews			
<p>Strategy 1: Employ various measures such as tutorials, hiring extra staff (retired teachers/college tutors), purchasing resources/material, attending/providing staff development, providing field trips, collaborating with coaches, hosting camps/parent trainings to increase student academic performance in all content areas.</p> <p>Strategy's Expected Result/Impact: Increased student academic performances, Closing achievement gaps, Increased number of students college-ready, Increase promotion percentages and reduce retentions</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: - 199 - Bilingual - \$8,100, - 199-30 - SCE - \$7,360, - 199-23 - Special Education - \$1,887</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Extend TIL/DDI planning through all STAAR grades and content areas (Reading, Math and Science)</p> <p>Strategy's Expected Result/Impact: Increased student achievement, better understanding of data analysis, Streamlining expectations as artifacts are gathered</p> <p>Staff Responsible for Monitoring: Administrators, CICs, and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will participate in hands-on activities and experiences (such as the Science Lab, Robotics, UIL, Starbase) that impact student achievement.</p> <p>Strategy's Expected Result/Impact: Increased Science awareness and understanding, increase assessment scores</p> <p>Staff Responsible for Monitoring: Science Lab teacher, CICs, Staff and Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Technology training, programs, resources and/or material will be provided to increase parent, teacher and students' ease, familiarity and skills.</p> <p>Strategy's Expected Result/Impact: Better scores with online testers, Teachers feel they have the digital resources needed to teach</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, DLAC</p>	Formative			Summative
	Sept	Dec	Feb	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase teacher awareness and skills with understanding student disabilities, accommodations, modifications, scaffolding, co-teaching, and RTI to support special populations such as SPEP, 504, EL, At-Risk, etc.</p> <p>Strategy's Expected Result/Impact: Better performance by special populations on exams</p> <p>Staff Responsible for Monitoring: Administrators, DLAS, CICs, SPED dept, and all staff</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	100%	100%	100%	
Strategy 6 Details	Reviews			
<p>Strategy 6: Recognize students for academic achievements on local, district and state assessments throughout the year and at the end of year award ceremonies.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, motivation</p> <p>Staff Responsible for Monitoring: All staff, CICs and Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
	35%	40%		
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p> <p>Strategy's Expected Result/Impact: Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.</p> <p>Staff Responsible for Monitoring: Coaches, Administrators, Team Leaders</p>	Formative			Summative
	Sept	Dec	Feb	May
	40%	50%		
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Goal 2: Student Achievement and Post-Secondary Readiness








Performance Objective 2: Partner with parents and other stakeholders to increase student achievement and post-secondary readiness

Evaluation Data Sources: Attendance logs, meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold quarterly a parent event such as Literacy Night, STEM Night, EOY expectations meeting, STAAR night, etc.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and increase in student achievement</p> <p>Staff Responsible for Monitoring: Counselor, DLAC, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				














Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities that support academics and healthy habits

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer a variety of extracurricular activities and student clubs to students throughout the year such as Student Council, Honor Society, Girls Club, Boys Club, Honor Choir, Robotics Club, and/or Athletic Clubs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and improve school climate</p> <p>Staff Responsible for Monitoring: All Staff and Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in various contests in technology, music, art, theatre and dance

Strategy 1 Details	Reviews			
Strategy 1: Allow students to participate in art and music weekly Strategy's Expected Result/Impact: Increase in student achievement and appreciation of the arts Staff Responsible for Monitoring: Art Teacher, Music Teacher, Administrators	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Allow the students opportunities to participate in contest such as drawing, Prose and Poetry, performances, etc. Strategy's Expected Result/Impact: Increased student achievement and motivation Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Allow students to engage in field trips, performances, and/or other opportunities that will increase their exposure/awareness of the arts. Strategy's Expected Result/Impact: Increase exposure/awareness of the arts. Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: Encourage students to participate in technology events such as Robotics Ecobot Challenge, Multimedia festival, Classlink contest, i-Ready challenges, etc. Strategy's Expected Result/Impact: Students increase awareness of technology and various applications and program Staff Responsible for Monitoring: DLAC ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for new staff members to assimilate to the expectations of the district and campus by offering an onboarding process, assigning a campus mentor, linking them to district staff development department for support and guidance, and having them monitored by CICs.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging, retention rates will increase, reduce teacher burnout</p> <p>Staff Responsible for Monitoring: Administrators, CICs, Interventionists, Campus Mentor</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit highly qualified individuals by attending job fairs, hosting student teachers and interns, and following up with homegrowns</p> <p>Strategy's Expected Result/Impact: Excellent staff hired, strong candidates recruited that support our current campus culture</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

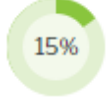





Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct surveys to gather input and feedback from staff to impact future campus planning Strategy's Expected Result/Impact: Increased morale Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Build a common understanding of the campus mission, vision, and values and explain how they are present in the daily life at school. (TIL Lever 3) Strategy's Expected Result/Impact: Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies affect them. Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
<p>Strategy 1: Grow staff members professionally by conducting staff development, allowing staff to attend training, offering extended planning time, sharing advanced degree opportunities, supporting leadership development, etc.</p> <p>Strategy's Expected Result/Impact: Better prepared staff, staff knowledgeable in current and relevant practices, increased student performance, increase morale.</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Conduct the annual needs assessment survey to staff Strategy's Expected Result/Impact: increased morale, increase professional growth, increased student achievement Staff Responsible for Monitoring: Administrator	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				











Goal 4: High Quality Staff

Performance Objective 5: Campus leaders have a clear and written document that details transparent roles.

High Priority

HB3 Goal

Evaluation Data Sources: -WAES Roles and Responsibilities Spreadsheet
 -T-TESS documentation
 -WAES Handbook

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will evaluate staff using T-TESS and alternate appraisals and offer feedback to improve performance. (TIL Level 1)</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy and student performance.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will maintain a "Roles and Responsibilities" document for all the support team.</p> <p>Strategy's Expected Result/Impact: Transparent roles and responsibilities</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will meet with budget clerk/principal secretary regularly and will ensure funds are allocated properly to reflect campus instructional needs as outlined and described in this CIP.</p> <p>Strategy's Expected Result/Impact: Good stewardship of funds, Funds allocated and spent will impact student achievement</p> <p>Staff Responsible for Monitoring: Principal Secretary and Administrator</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Designated personnel will be trained on money handling, fund-raising processes and/or management of activity accounts. All fiduciary activities will be approved by the Principal and monitored by administrators.</p> <p>Strategy's Expected Result/Impact: No procedural errors involving money handling</p> <p>Staff Responsible for Monitoring: Principal secretary, sponsors, principal</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: We will maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse such as verifying principal's secretary or an administrator, secured, and deposited monies daily.</p> <p>Strategy's Expected Result/Impact: No fiscal procedure irregularities</p> <p>Staff Responsible for Monitoring: Administrators, Principal Secretary</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
<p>Strategy 1: As we move into our 5th year into our new building, we will conduct needs assessments, walkthroughs and/or observations to evaluate current assets to identify areas/items needing repair, replacement, or general maintenance.</p> <p>Strategy's Expected Result/Impact: Students and staff will be provided with a quality, safe learning environment.</p> <p>Staff Responsible for Monitoring: Head custodians, Principal Secretary, Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,887.00
Sub-Total					\$1,887.00
Budgeted Fund Source Amount					\$1,887.00
+/- Difference					\$0.00
199-24 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$592.00
+/- Difference					\$592.00
199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$7,360.00
Sub-Total					\$7,360.00
Budgeted Fund Source Amount					\$7,360.00
+/- Difference					\$0.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$8,100.00
Sub-Total					\$8,100.00
Budgeted Fund Source Amount					\$8,100.00
+/- Difference					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$44,733.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$44,733.00
				Grand Total Budgeted	\$62,672.00
				Grand Total Spent	\$17,347.00
				+/- Difference	\$45,325.00