

Galena Park Independent School District

Woodland Acres Elementary School

2024-2025 Campus Improvement Plan



Board Approval Date: August 12, 2024

Mission Statement

At Woodland Acres Elementary, students, families, school staff, and the community will work together to develop lifelong 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.

Campus Profile

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 (1960s-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-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. Overall, the campus has a reputation of being "Small, but Mighty," yielding high results on state assessments and winning several accolades throughout the years!

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Comprehensive Needs Assessment

Revised/Approved: June 17, 2024

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 94% Hispanic, 3% African American, 2% White, 1% Asian, and 1% of two or more races. The campus is 85% economically disadvantaged and has 52% Emergent Bilinguals. We also have close to 10% of special education students. We host the district's only Two-Way Immersion Program. Our program follows an 80/20 model starting in kindergarten, 70/30 in first grade, 60/40 in second grade and 50/50 on forward. Our former 50/50 model is followed in Grades 4-5. Due to our program, 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 12%.

The staff of Woodland Acres is 74% Hispanic, 13% White, 7% African American and 7% Asian. Most of our teachers are highly qualified with 4-year degrees and teaching certifications. In addition we strive to have all staff Bilingual or ESL certified. About 26% of our teachers possess a Master's degree. The staff consists of veteran teachers with 58% having 6-20 years of experience and the average years of experience are 12 years. We also have eight instructional aides that support PK4, K-2, 3-5 and Special Education Students. Our students have the opportunity to attend Physical Education, Music, Art, or Library once a week. We have a full time counselor and we collaborate with Community in Schools to offer an after-school program for grades 1-8.

We are moving into our seventh 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 2-5 have access to a 1:1 technology ratio. We still also have two computer labs for teachers to access.

The students at Woodland Acres Elementary have generally good attendance. For the 2023-2024 school year, the attendance average was 96%.

Demographics Strengths

The strengths of Woodland Acres Elementary are:

- Student attendance has increased
- Low staff turnover (11+ years of experience for many staff members)
- Several extracurricular opportunities for students (clubs and organizations) are available
- Variety of opportunities such as TWI, GT, Bilingual, ESL, SPED
- Variety of technology is available for students and staff to use; and
- Diversity in staffing and experiences is increasing

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs. **Root Cause:** We have a wide spectrum of students and our SPED population is growing.

Problem Statement 2 (Prioritized): Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One." **Root Cause:** We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Problem Statement 3: Create ways to build a culture of acceptance, tolerance and mentorship. **Root Cause:** Increase in special education students and programs.

Student Learning

Student Learning Summary

The collaborative efforts of all WAES stakeholders have been 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 and help propel them forward. These past three years we have incorporated data-driven instruction (DDI) in all tested subjects and grades. This past year also, teachers in grades 4 and 5 were eligible for the Teacher Incentive Allotment (TIA) money. This heavily impacted our math scores. Below you will find a brief breakdown of how we did on STAAR. These numbers are based on raw data. Official reports will be out later this year.

<u>READING</u>	Approaches	Meets	Masters
3rd grade	85%	57%	33%
4th grade	78%	43%	13%
5th grade	82%	52%	23%
Overall 2023-2024	82%	54%	23%
Overall 2022-2023	83%	56%	27%
Overall 2021-2022	82%	58%	34%

<u>MATH</u>	Approaches	Meets	Masters
3rd grade	87%	48%	12%
4th grade	86%	51%	10%
5th grade	98%	80%	23%
Overall 2023-2024	90%	60%	15%
Overall 2022-2023	85%	50%	18%
Overall 2021-2022	78%	48%	23%

<u>SCIENCE</u>	Approaches	Meets	Masters
Overall 2023-2024	58%	27%	8%
Overall 2022-2023	71%	30%	13%

<u>SCIENCE</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
Overall 2021-2022	74%	52%	25%

In comparison to the district, our 3rd grade students ranked 2nd in GPISD in Reading and Math; 4th grade ranked 12th in Reading, and 2nd in Math; and 5th grade ranked 6th in Reading, 1st in Math and 3rd in Science. We are projected to be a solid B or low A.

With our younger learners, the campus missed our Board Goals for Kindergarten Reading and 3rd grade Reading. In Math, Pre-Kindergarten missed the Math goal by 2 points.

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 teachers with planning, data driven instruction, modeling, and coaching;
- Supporting students with tutorials, interventions, and small groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs. **Root Cause:** We have a wide spectrum of students and our SPED population is growing.

Problem Statement 2 (Prioritized): We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward. **Root Cause:** Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 3 (Prioritized): Students performed better in Math than in Reading for grades 3-5. **Root Cause:** New test design incorporating reading and writing, new teachers, and new CIC.

Problem Statement 4 (Prioritized): The diagnostic math assessment (iReady) needs to be looked at, analyzed closely and intervention activities need to be used to target weak skills in Math during small group instruction. **Root Cause:** Students have gaps in Math that need to be filled in order to be successful in the future.

Problem Statement 5 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days. **Root Cause:** Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 6: Increase Tier 1 instruction to reduce students needing Tier 2 or Tier 3 interventions. **Root Cause:** Missed board goals were missed in PK and K.

Problem Statement 7: Increase hands-on lessons, activities and experiences that are Science based to increase skills and awareness. **Root Cause:** Science scores are dropping and we are losing our Science specialist.

School Processes & Programs

School Processes & Programs Summary

Based on campus surveys, stakeholders have a clear understanding of the campus vision, mission, motto, and goals.

Additionally, 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 11+ 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 by the Lead Campus Mentor. Administrators believe in building capacity and supporting individuals' goals and aspirations.

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 are also given. 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. Students at Woodland Acres Elementary can also be a part of an after school program offered by Communities in Schools.

Students are recognized on their birthday, for outstanding attendance, academics, and character traits throughout the year.

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;
- Staff feels supported with RTI, technical support, and safety updates;
- Giving staff members opportunities to contribute to the campus culture, traditions, and organizations; and
- Building capacity and developing future leaders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs. **Root Cause:** We have a wide spectrum of students and our SPED population is growing.

Problem Statement 2 (Prioritized): We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward. **Root Cause:** Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 3 (Prioritized): Students performed better in Math than in Reading for grades 3-5. **Root Cause:** New test design incorporating reading and writing, new teachers, and new CIC.

Problem Statement 4 (Prioritized): The diagnostic math assessment (iReady) needs to be looked at, analyzed closely and intervention activities need to be used to target weak skills in Math during small group instruction. **Root Cause:** Students have gaps in Math that need to be filled in order to be successful in the future.

Problem Statement 5 (Prioritized): Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One." **Root Cause:** We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Problem Statement 6 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days. **Root Cause:** Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 7: Increase hands-on lessons, activities and experiences that are Science based to increase skills and awareness. **Root Cause:** Science scores are dropping and we are losing our Science specialist.

Problem Statement 8: Create ways to build a culture of acceptance, tolerance and mentorship. **Root Cause:** Increase in special education students and programs.

Perceptions

Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We 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 and staff are overall satisfied with the campus and feel welcomed.

Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by their names
- 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 1 (Prioritized): Increase staff and student awareness with addressing students with special needs. **Root Cause:** We have a wide spectrum of students and our SPED population is growing.

Problem Statement 2 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days. **Root Cause:** Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 3 (Prioritized): Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One." **Root Cause:** We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Problem Statement 4: Create ways to build a culture of acceptance, tolerance and mentorship. **Root Cause:** Increase in special education students and programs.

Priority Problem Statements

Problem Statement 1: Increase staff and student awareness with addressing students with special needs.

Root Cause 1: We have a wide spectrum of students and our SPED population is growing.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One."

Root Cause 2: We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Problem Statement 2 Areas: Demographics - Parent and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Students performed better in Math than in Reading for grades 3-5.

Root Cause 3: New test design incorporating reading and writing, new teachers, and new CIC.

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 4: The diagnostic math assessment (iReady) needs to be looked at, analyzed closely and intervention activities need to be used to target weak skills in Math during small group instruction.

Root Cause 4: Students have gaps in Math that need to be filled in order to be successful in the future.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 5: We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward.

Root Cause 5: Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 5 Areas: Student Achievement - Parent and Community Engagement - Student Learning - School Processes & Programs

Problem Statement 6: Parents would like more opportunities to be involved on campus with flexible meeting times/days.

Root Cause 6: Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 6 Areas: Student Achievement - Parent and Community Engagement - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- Federal Report Card and accountability 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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other 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
- Male / Female performance, progress, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia 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
- T-TESS data

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

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








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
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
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><div></div>35%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				







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

Performance Objective 3: Maintain a healthy, safe, and positive environment so staff and student

Strategy 1 Details	Reviews			
Strategy 1: Develop, participate and execute events and activities that promote a healthy lifestyle such as Red Ribbon Week, SEL information, Biometric Screening, etc. 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 Staff Responsible for Monitoring: Counselor, Nurse, Coach, Social Worker, CIS worker, Teachers, Administrators, Paraprofessionals	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Foster collegiality and cooperation between all stakeholders by doing team building and fellowship events throughout the year Strategy's Expected Result/Impact: Positive school climate, Positive school culture, Low teacher turnover Staff Responsible for Monitoring: Administrators, Team Leaders, PTA board, CPAC	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: More active and healthy students Staff Responsible for Monitoring: Counselor, nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
Strategy 1: Continue with Character Education and other activities that promote social and emotional support and guidance. 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. Staff Responsible for Monitoring: Counselor, Administrators, Teachers	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Positive and healthy relationships between students and parents and parents with the school Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Student Achievement and Post-Secondary Readiness

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

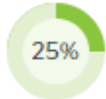





Strategy 1 Details	Reviews			
Strategy 1: Employ various measures such as tutorials, hiring extra staff, purchasing resources/material, attending/ providing staff development, providing field trips, collaborating with coaches, hosting camps/parent trainings to increase student academic performance in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

Strategy 5 Details	Reviews			
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. Strategy's Expected Result/Impact: Better performance by special populations on exams Staff Responsible for Monitoring: Administrators, DLAS, CICs, SPED dept, and all staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 6 Details	Reviews			
Strategy 6: Recognize students for academic achievements on local, district and state assessments throughout the year and at the end of year award ceremonies. Strategy's Expected Result/Impact: Improved student achievement, motivation Staff Responsible for Monitoring: All staff, CICs and Administrators	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 7 Details	Reviews			
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. Strategy's Expected Result/Impact: Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor. Staff Responsible for Monitoring: Coaches, Administrators, Team Leaders	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 8 Details	Reviews			
Strategy 8: Encourage students to enroll in our ACE after-school program for HIIT tutorials and additional academic/extracurricular experiences Strategy's Expected Result/Impact: Students in ACE will increase their academic performance. Staff Responsible for Monitoring: ACE staff	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness

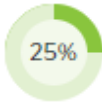




Performance Objective 2: Partner with parents and other stakeholders to increase student achievement and post-secondary readiness

Evaluation Data Sources: Attendance logs, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Hold quarterly a parent event such as Literacy Night, STEM Night, EOY expectations meeting, STAAR night, etc. Strategy's Expected Result/Impact: Increase parental involvement and increase in student achievement Staff Responsible for Monitoring: Counselor, DLAC, Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with parents to address low attendance, tardies and overall truancy issues. Strategy's Expected Result/Impact: Better attendance will yield higher achievement Staff Responsible for Monitoring: CIS, Counselor, PEIMS, Administrators, Teachers	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






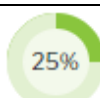
Goal 3: Wide Range of Student Opportunities

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

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

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
				



No Progress



Accomplished











Continue/Modify



Discontinue







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			
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. Strategy's Expected Result/Impact: Increased sense of belonging, retention rates will increase, reduce teacher burnout Staff Responsible for Monitoring: Administrators, CICs, Interventionists, Campus Mentor	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit highly qualified individuals by attending job fairs, hosting student teachers and interns, and following up with homegrowns Strategy's Expected Result/Impact: Excellent staff hired, strong candidates recruited that support our current campus culture Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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			
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	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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. Strategy's Expected Result/Impact: Better prepared staff, staff knowledgeable in current and relevant practices, increased student performance, increase morale. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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

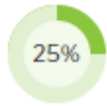






HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will evaluate staff using T-TESS and alternate appraisals and offer feedback to improve performance. (TIL Level 1) Strategy's Expected Result/Impact: Increase teacher efficacy and student performance. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will maintain a "Roles and Responsibilities" document for all the support team. Strategy's Expected Result/Impact: Transparent roles and responsibilities Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> 0% No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






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			
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. Strategy's Expected Result/Impact: Good stewardship of funds, Funds allocated and spent will impact student achievement Staff Responsible for Monitoring: Principal Secretary and Administrator	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: No procedural errors involving money handling Staff Responsible for Monitoring: Principal secretary, sponsors, principal	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: No fiscal procedure irregularities Staff Responsible for Monitoring: Administrators, Principal Secretary	Formative			Summative
	Sept	Dec	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
Strategy 1: As we move into our 6th 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. Strategy's Expected Result/Impact: Students and staff will be provided with a quality, safe learning environment. Staff Responsible for Monitoring: Head custodians, Principal Secretary, Administrators	Formative			Summative
	Sept	Dec	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

The WAE CPAC committee met on May 23, 2024 to review Campus Needs assessment survey results gathered from teachers, parent survey results and student survey results. We reviewed the previous CNA and CIP. The committee broke up into groups to generate strengths, concerns, and weaknesses. As a committee, we discussed each concern/weakness and deleted any items that were out of the campus' control, and focused on one or two that we could make our goal for 2024-2025. Each team discussed problem statements and identified root causes. Based on our CNA, our 4 areas of focus will be:

- Inclusion and acceptance for diverse populations
- Parent involvement and training
- Increase student achievement in Reading and Science

The committee members listed below were split into 4 committees and served in the CNA process:

- Sandra Rodriguez, principal
- Charlene Marsh, counselor
- Michelle White, SPED teacher
- Rosalba Norman, DLAC
- Maria T. Castro, CIC
- Kristin Dodson, PK teacher
- Jeanette Garza, PK teacher
- Jessica Solis, 2nd grade
- Christina Sebastian, 3rd grade teacher
- Jailenne Moreno, 4th grade teacher
- Adriana Lopez, 5th grade teacher
- Mayra Torres, Paraprofessional
- Jessica Martinez, parent

2.1: Campus Improvement Plan developed with appropriate stakeholders

The WAE CPAC committee met on May 15, 2023 to review Campus Needs assessment survey results and to evaluate our current CIP. The group broke up into groups to generate strengths and concerns/weaknesses. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control, and focused on one or two that we could make our goal for 2023-2024.

The committee members listed below were split into 4 committees and served in the CNA process:

- Sandra Rodriguez, principal
- Charlene Marsh, counselor
- Margarita Guzman, SPED teacher
- Rosalba Norman, DLAC
- Maria T. Castro, CIC
- Kristin Dodson, PK teacher
- Jessica Solis, 2nd grade
- Rosario Castellano, 3rd grade teacher
- Laureen Soriano-Posadas, 4th grade teacher
- Adriana Lopez, 5th grade teacher
- Redy Cruz-Montoya, Paraprofessional
- Daniel Letter, Science Lab
- Jorge Garza, Frost Bank

2.2: Regular monitoring and revision

To regularly monitor and revise our CIP, our CPAC team will meet quarterly-

- August 5, 2024
- October 15, 2024
- January 8, 2025
- March 14, 2025
- May 12, 2025

Additionally, the CIP is reviewed quarterly in Plan4Learning by campus administrators.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to parents and community members in the following locations: front office, campus website and GPISD website. The goals of the CIP are available in English and Spanish. A copy of the entire CIP is available in English and Spanish. Stakeholders will be sent information on how to access our campus CIP via our campus newsletter and through Blackboard.

2.4: Opportunities for all children to meet State standards

At Woodland Acres Elementary, we care about the whole child and each child. With that being said, there are various components to our plan that will help us support all children in meeting state standards. Some strategies to achieve this include-

1. Access to appropriate material/resources
2. Team planning/DDI meetings to ensure consistency across grade levels and within grade levels
3. Early interventions

4. Remediation such as tutorials and in-class support
5. Training and coaching for teachers

2.5: Increased learning time and well-rounded education

Our students will be taught by fully certified staff members throughout the whole year. Some points to highlight:

1. Have access to the grade level appropriate curriculum and resources
2. Be monitored and will receive feedback from their teachers.
3. Be assessed and evaluated to determine additional interventions and support.
4. Tutorials and interventions will be offered.
5. Offer a variety of extracurricular opportunities for students to participate in, including our ACE afterschool program.
6. Ensure master schedule is protected and distractions are minimized.

2.6: Address needs of all students, particularly at-risk

The needs of all students will be addressed via appropriate measures and indicators. Some examples of when students' needs will be address occur during DDI/Planning meetings, ARD/IEP meetings, 504 meetings, LPAC meetings, RTI meetings, data desegregation meetings and student conferencing. Additionally, staff will attend training throughout the year on best practices that impact our at-risk population.

3.1: Annually evaluate the schoolwide plan

This year, Woodland Acres Elementary will focus on increasing students achievement in the areas of Reading and Science. Title funds will be allocated to:

1. Purchase more, new and relevant instructional material.
2. Provide registration fees for training in the areas of reading and science.
3. Increase early interventions and tutorials.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Engagement Policy will be distributed during parent/teacher conferences, electronically via email, through our front office, monthly newsletter, and website in English and Spanish. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meetings will be offered throughout the year and include the following:

- Meet-the-Teacher August 5, 2024 (evening session)
- Annual Title I Meeting (morning session)
- Monthly PTA Meetings (evening session)
- Volunteer Meeting: September 2024 (morning/afternoon sessions)
- Parent-Teacher Conference Day in October with 1st report card (by appointment)

5.1: Determine which students will be served by following local policy

N/A: Not a targeted assistance school.