

Galena Park Independent School District

Woodland Acres Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Public Presentation Date: September 19, 2018

Mission Statement

WAMS' MISSION

To belong to a school where my current and future success is assured because the academic, social, and emotional needs of all students and staff are met regardless of their skill level.

ONE SCHOOL, ONE TEAM, ONE DREAM

Vision

Our vision statement is, "One School, One Team, One Dream"

Core Beliefs

History of Campus and Important Changes

Woodland Acres Middle School opened in 1946. Our school began serving a small community that includes two feeder campuses: Woodland Acres Elementary and Pyburn Elementary. We currently serve 534 students in grades 6th, 7th, and 8th grade.

Student programs that we currently have on campus include: English as a Second Language; Special Education including the Life Skills Program for our special needs students; PASS; New Arrival Center for those students new to the United States. Other activities available for our students include: cheerleading, dance, band, choir, yearbook club, UIL, Boys Club, and an all girls STEM club. This year, NJHS and Student Council will be

implemented.

Subject	STAAR			STAAR (Not including Modified)									2018		
	2014	LEP	SpEd	2015	LEP	SpEd	2016	LEP	SpEd	2017	LEP	SpEd	LEP	SPE	
Reading	81%	68%	64%	77%	41%	33%	69%	49%	20%	64%	11%	7%	62%	56%	41%
Math	89%	82%	82%	100%	100%	100%	71%	61%	20%	77%	58%	36%	52%	51%	32%
Reading	85%	69%	91%	80%	44%	0%	69%	37%	22%	74%	46%	12%	66%	48%	37%
Math	80%	77%	100%	100%	100%	100%	64%	61%	38%	71%	54%	53%	44%	40%	30%
Writing	74%	59%	100%	76%	38.00%	0%	72%	47%	11%	78%	48%	12%	63%	48%	32%
Reading	89%	68%	86%	81%	53%	0%	90.41%	52%	27%	73%	26%	25%	64%	50%	40%
Math	94%	88%	94%	100%	100%	100%	91.76%	64%	40%	90%	77%	75%	84%	71%	37%
Science	84%	62%	88%	82%	62%	0%	87%	73%	80%	78%	27%	33%	64%	50%	40%
Social Studies	65%	35%	71%	66%	31%	0%	50%	29%	17%	57%	15%	0%	47%	36%	31%

Attendance and Dropout Data

Year	Attendance	Dropout
2017-2018	98.4	0%
2016-2017	97.4	0%
2015-2016	97.48	0%
2014-2015	98.5	0%
2013-2014	97%	0%

STAAR Demographic Data for Campus and Feeder Grade

	Reading/ELA	Writing	Math	Science
Pyburn Elementary				
STAAR				
2014-2015	88%	88%	N/A	91%
STAAR				
2015-2016	76%	76%	82%	90%
STAAR				
2016-2017	77%	65%	80%	76%
STAAR				
2017-2018	49%		49%	72%
Woodland Acres Elementary				
STAAR				
2014-2015	86%	73%	N/A	80%
STAAR				
2015-2016	81%	80%	83%	87%
STAAR				
2016-2017	92%	72%	95%	89%
STAAR				
2017-2018	51%		48%	68%

Last year WAMS focused on meeting and implementing district initiatives. Teachers were continually exposed to Fundamental Five practices through department meetings, Faculty PLCs, and in "The Buzz", a weekly newsletter. Each week an instructional strategy was shared to promote small groups purposeful talk and critical writing. These were the two areas of the Fundamental Five that needed continuous reinforcement from department chairs, Specialists, and administrators. We also sent teachers to the Lead4ward staff development seminar to ensure we take a proactive approach and effectively prepare for the STAAR state assessments. We believe in building relationships with students, staff, and parents. We believe that our continued success can be attributed to our increase in parental involvement.

To address the needs of special education students, our campus implemented a collaborative teaching model (co-teaching) which has been incorporated into all core classes during the past four years. This teaching model has helped students close academic gaps and make adequate academic gains.

Supplemental support classes, known as Math Plus, Science Plus, and Reading Plus will be added to the master schedule to assist 8th graders as we prepare them for 5 STAAR assessments in May 2019. The purpose of these classes is to help students receive accelerated instruction in the areas of need thus resulting in academic success.

We provided Saturday school tutorials during the Spring semester as remediation and enrichment for students at various academic levels.

The campus is in its 9th year of implementing the Foundations discipline approach, which encourages positive behavior and is based on creating a safe, civil, and productive learning environment. Last year, the “STING Team” focused on reducing tardiness. This year, while we continue to focus on “tardies”, we have also implemented the district-wide “character education initiative” highlighting topics such as respect and personal goals. Additionally, the STING team encourages positive student behavior that entails taking pride in keeping and maintaining a clean and litter free campus. Because the positive results of the program were significant, the success of this program can be felt throughout the school.

Woodland Acres Middle School

Comprehensive Needs Assessment

Where We Are Now:

Woodland Acres Middle School (WAMS) is one of twenty-four campuses in Galena Park Independent School District.

Based on the Campus Needs Assessment, the following items were rated as the top five areas for providing **improvement** for the 2018-2019 school year:

1. Reading Comprehension improvement
2. Writing Across the Curriculum
3. CHAMPS, FUNDAMENTAL FIVE
4. Consistency with discipline
5. Provide incentives to staff/students for attendance

For the 2018-2019 school year at WAMS we are going to continue to implement the Fundamental Five. All on-campus staff development will be provided to the teachers and staff based on the Fundamental Five. WAMS is going to become a learning community by providing time for teachers to observe other teachers. The focus will be for a teacher to observe one of the Fundamental Five's categories, then the teacher will reflect on what he or she observed during the lesson. The goal of implementing the Fundamental Five is to provide teachers a chance to learn new strategies and teaching methods to take back to their classroom. The department chairs and specialist will be responsible for providing training to teachers on the Fundamental Five. This will address our focus area for the top five areas of Foundation Curriculum.

Our school wide Title I program covers several areas: Coffee with the Counselor, the Annual Drug Free March, after school tutorials and Saturday tutorials.

Our State Compensatory Program includes Disciplinary Alternative Education Programs (DAEP) center and the option for teachers to use for science courses as well as Compass and Achieve 3000 for reading and math. We also continue to provide educational field trips to expose students to a variety of experiences outside of the normal school environment. Appropriate district referrals for pregnant students are made, and we participate in the annual dropout recovery walk. We house a New Arrival Center on campus to service all students newly arriving in the United States. We promote college readiness and have created curriculum in alignment with the TEKS to promote rigor and relevance. We also took the students to college campuses to learn about the different levels of education. We work closely with district content specialists to maximize student success by teaching at a higher cognitive level through differentiated instruction. ESL classes are provided for all LEP students. We offer many courses to obtain high school credit: Algebra I, Spanish 1, Spanish 2, Spanish for Native Speakers, Digital Art, and Touch Data.

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Comprehensive Needs Assessment

Revised/Approved: September 26, 2018

Demographics

Demographics Summary

Woodland Acres Middle School (WAMS) is one of twenty-four campuses in Galena Park Independent School District. Woodland Acres has a total of 534 students this school year. We have 59 staff members to meet the needs of the students. Our schedule is built around an 8 period day.

Our student population is as follows:

	School Population (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Count Percent	
Administration (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Student Total	<u>534</u>	100%
	6th Grade	<u>164</u>	30.71%
	7th Grade	<u>176</u>	32.96%
	8th Grade	<u>194</u>	36.33%

**Student Demographics (2017 - 2018 Fall
PEIMS file loaded 04/28/2018)**

Count Percent

Gender

Female	<u>261</u>	48.88%
Male	<u>273</u>	51.12%

Ethnicity

Hispanic-Latino	<u>488</u>	91.39%
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Race

American Indian - Alaskan Native	<u>4</u>	0.75%
Asian	<u>4</u>	0.75%
Black - African American	<u>24</u>	4.49%
Native Hawaiian - Pacific Islander	<u>0</u>	0.00%
White	<u>12</u>	2.25%
Two-or-More		

**Student by Program (2017 - 2018 Fall PEIMS file
loaded 04/28/2018)**

Count Percent

Bilingual	<u>0</u>	0.00%
English as a Second Language (ESL)	<u>149</u>	27.90%
Career and Technical Education (CTE)	<u>72</u>	13.48%
Free Lunch Participation	<u>393</u>	73.60%
Reduced Lunch Participation	<u>41</u>	7.68%
Other Economically Disadvantaged	<u>0</u>	0.00%
Gifted & Talented	<u>38</u>	7.12%
Special Education (SPED)	<u>51</u>	9.55%
Title 1 Participation	<u>534</u>	100.00%
Dyslexia	<u>13</u>	2.43%
Homeless Statuses		

Homeless Status Total	<u>15</u>	2.81%
Shelter	0	%
Doubled Up	<u>13</u>	2.43%
Unsheltered	<u>1</u>	0.19%
Hotel/Motel	<u>1</u>	0.19%

Demographics Strengths

WAMS is the smallest middle school in the district, and we work hard to maintain a positive community environment. The administrators maintain an open door policy for all staff, students, and parents. We welcome parents to visit the campus and to attend events such as; Coffee with the Counselor. WAMS provides many after school activities and clubs such as; tutorial programs, National Junior Honor Society, Student Council, choir solo practices, and band solo practices. When it comes to building relationships, WAMS will incorporate strategies to become more familiar with both faculty and students' background in order to form a more cohesive school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students need time during the school day for academic intervention. **Root Cause:** Many of our students can not attend morning or after school tutorials because they are involved in extracurricular activities.

Problem Statement 2: Create a time during the day to provide students with knowledge about college/careers. **Root Cause:** Students do not understand why it is important for them to do well and how their success will help them as young adults.

Problem Statement 3: Provide parents the opportunity to engage in campus-wide academic activities. **Root Cause:** Parents are not aware of the academic demands our state curriculum requires to be successful on STAAR.

Problem Statement 4: Increase student/staff school spirit. **Root Cause:** We need more teacher /parent involvement in school events.

Problem Statement 5: Students/parents/teachers will be exposed to healthy living choices. **Root Cause:** Lack of healthy living choice information to teachers/parents/students is directly related to low attendance and academics.

Student Achievement

Student Achievement Summary

2017-2018	Grade 6 Math			
	# stds	Approaches	Meets	Masters
WAMS	162	77%	37%	10%
DISTRICT	1640	76%	42%	15%

	Grade 6 Reading			
	# stds	Approaches	Meets	Masters
WAMS	162	61%	22%	8%
DISTRICT	1641	64%	29%	12%

	Grade 7 Reading			
	# stds	Approaches	Meets	Masters
WAMS	167	72%	46%	28%
DISTRICT	1628	70%	40%	21%

	Grade 7 Math			
	# stds	Approaches	Meets	Masters
WAMS	114	63%	10%	0%
DISTRICT	1248	63%	18%	2%

	Grade 7 Writing			
	# stds	Approaches	Meets	Masters
WAMS	169	70%	44%	17%
DISTRICT	1630	63%	35%	8%

Grade 8 Reading

	# stds	Approaches	Meets	Masters
WAMS	187	80%	35%	16%
DISTRICT	1733	79%	39%	19%

Grade 8 Math

Cumulative summary of first two administrations

	# stds	Approaches	Meets	Masters
WAMS	194	91%	56%	20%
DISTRICT	1760	90%	57%	16%

Grade 8 Science

	# stds	Approaches	Meets	Masters
WAMS	183	72%	43%	19%
DISTRICT	1716	73%	44%	20%

Grade 8 Social Studies

	# stds	Approaches	Meets	Masters
WAMS	183	42%	16%	7%
DISTRICT	1721	48%	22%	13%

Strengths

2017 - 2018 School Year

17-18	Math	79%
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17-18	Reading	72%
17-18	Science	73%
17-18	Social Studies	42%
17-18	Writing	71%

Student Achievement Strengths

2017-18 results

Reading

6th grade - percentages increase in Meets and Masters

7th grade writing - percentages increase in Meets and Masters

Math

6th grade - Increases in all grades and performance levels

7th grade - increase in the number of students at Approaches

8th grade - Meets and Masters percentages increased

WAMS promotes providing lessons and assessments that are rigorous and aligned with the state TEKS to our students. Our teachers receive in-district and out of district trainings to provide our students with rigorous lessons and activities. Students in PreAP courses are performing higher than other students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to encourage parent participation in students' academics during the school day. **Root Cause:** Communication with parents regarding their student's academic progress is limited to report cards and or phone calls.

Problem Statement 2: We need to increase reading comprehension and campus literacy for all special population groups. **Root Cause:** SPED & ELL students have scored low on STAAR assessments.

Problem Statement 3: We need to increase student/teacher morale by systematically recognizing students/staff for perfect attendance and academics. **Root Cause:** Staff/students have low attendance to school and to extracurricular activities which is affecting academic growth for all students.

Problem Statement 4: We will maintain 21st century technology and resources by implementing a plan for replacing items, training teachers, and providing students up-to-date learning opportunities have to be managed. **Root Cause:** Technology and its uses are not updated or replaced on a regular basis.

Problem Statement 5: Create smaller co-teach classes with a maximum of 8 co-teach students/LEP students per section. **Root Cause:** We only have one co-teach section per grade level.

School Culture and Climate

School Culture and Climate Summary

WAMS has created a family-oriented environment, positively welcomes parents/community members at school, and assists with meeting student/family needs. We need to make a concerted effort to show we care, whether it is about the school, each other, or our students. This can be done a multitude of ways.

We believe we need a campus vision/mission (kid-friendly, community friendly) with a focus on safety/discipline. "One School, One Team, One Dream" vision statement has been adopted. Our mission statement will derive from our faculty and staff defining what our "dream" is for our students. Our EOY survey indicated a lack of consistency with discipline. For 2018-2019, WAMS will implement CHAMPS campus-wide to decrease student discipline referrals. In addition, Restorative discipline will be implemented by administrators.

School Culture and Climate Strengths

WAMS has a population of students who are engaged in their education, faculty and staff have a positive rapport with students, and most importantly, we feel teachers are at WAMS because they want to do what is best for students.

Administrators are clear with the expectations and how we will be measured (TTESS). The master schedule maximizes the amount of time spent in instruction.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Celebrate the positives with faculty, staff, and students. **Root Cause:** We have only reward students for perfect attendance and A/B Honor roll.

Problem Statement 2: Create a vision and mission statement to focus on a high level of education, safety, and discipline. **Root Cause:** Not all faculty and staff support WAMS expectations.

Problem Statement 3: Create more student educational experiences off campus. **Root Cause:** Due to our communities' low socioeconomic levels, they do not have many educational experiences

Problem Statement 4: Review campus expectations regularly during the school year to increase consistency among faculty, staff, and administrators. **Root Cause:** Campus expectations for academics, attendance, and discipline are not followed all school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WAMS only hires highly qualified teachers, the campus has had the highest STAAR scores in the district as compared to the other middle schools.

Staff Quality, Recruitment, and Retention Strengths

Administrators support teachers seeking or needing additional professional development. Last year, teachers from each core tested area attended the Lead4ward Rockin Review sessions to gain ideas for STAAR review.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Implement a mentoring model for all new teachers to WAMs. **Root Cause:** Because each school year begins with new teachers to the campus, the consistency of expectations and systems in place are not consistent.

Problem Statement 2: Provide a review of campus expectations in August, December, and as needed for faculty and staff to maintain consistency and accountability. **Root Cause:** The implementation of campus expectations are not consistent throughout the school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For the 2018-2019 school year, we are going to continue to implement the Fundamental Five. All on-campus staff development will be provided to teachers and staff based on the Fundamental Five framework. Teachers and staff will also keep participating in Personalized Professional Learning. This gives teachers opportunities to reflect on areas where growth is needed and create targeted plans (including activities and artifacts) to improve their instruction. Teachers are receptive to professional development that will assist them in improving student success.

New teachers to education and new teachers to WAMS will attend monthly mentor meetings so that they become acclimated to the "WAMS Way".

Curriculum, Instruction, and Assessment Strengths

Each core area department meets weekly to plan and collaborate in a Professional Learning Community (PLC). Our Faculty PLCs offer teachers instructional ideas/strategies that can be implemented in the classroom. Specialists meet with teachers on a regular basis during the school day as well as after school.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Provide additional academic support to students in sub-populations during the school day. **Root Cause:** At-risk students do not attend before/after school tutorials.

Problem Statement 2: Teachers will track and monitor student academic progress. **Root Cause:** Academic progress is not known until after an assessment. Co-teachers do not have access to Eduphoria.

Problem Statement 3: Create a second co-teach class per grade level to provide better one-on-one instruction. **Root Cause:** Co-teachers have many students in one class which does not allow for individual or small group intervention.

Problem Statement 4: Reading and math co-teachers will only work with their specific content. **Root Cause:** Co-teachers are unable to master one content area because they are assigned to multiple contents.

Problem Statement 5: Create common planning periods for reading and math teachers. **Root Cause:** Teachers need more time to communicate and collaborate on a regular basis during the school day.

Parent and Community Engagement

Parent and Community Engagement Summary

WAMS has created a family-oriented environment, positively welcomes parents/community members at school, and assists with meeting student/family needs.

We hold monthly parent meetings (Coffee with the Counselor), specific topics of interest are discussed, the meetings are in English/Spanish, family events are held after school to increase parental involvement, and the counselor schedules individual parent conferences as needed.

WAMS promotes family and community involvement within our school. We hold many events throughout the year that are communicated through the marquee, monthly newsletters, call-out system and the WAMS website. Our school maintains an open door policy where parents and students may meet with the counselor or administrators at any time. We encourage parents to volunteer for events, activities, and field trips.

Parent and Community Engagement Strengths

We have had an increase in parental involvement each year. We offer a variety of events throughout the year for parents to attend where they can give input and be more involved with the school's operation. We offer these events at a variety of times to meet everyone's needs. WAMS offers many programs where parents are encouraged to participate including; Coffee with the Counselor, 6th grade orientation, open house night, athletics orientation, NAC Parent Night, awards ceremonies, and career day.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase parental awareness of STAAR assessments and how they directly related to academic success. **Root Cause:** Parents do not have a good understanding of how academics and attendance relate to their student's success.

Problem Statement 2: Increase parental participation in campus activities. **Root Cause:** WAMS has not offered events to parents to experience the academic expectations required to be successful.

Problem Statement 3: Utilize all avenues to communicate with parents. **Root Cause:** We need more than one way to stay in communication with parents because their contact with the school maybe limited.

Problem Statement 4: Create consistent procedures for discipline, duty assignments, and campus processes. **Root Cause:** Teachers/staff/administrators are not consistent with the campus discipline plan, duty expectations, or campus processes.

School Context and Organization

School Context and Organization Summary

We need a campus vision/mission statement in community friendly terms with a focus on safety, consistent protocols and procedures for holding teachers accountable with a reflection process.

Our EOY survey indicated a lack of consistency with discipline. For 2018-2019, WAMS will implement CHAMPS campus- wide to decrease student discipline referrals. In addition, Restorative discipline will be implemented by administrators. In addition, character traits need to be discussed and shared with students in various situations during the school day.

School Context and Organization Strengths

Faculty and staff voted on our vision statement, "One School, One Team, One Dream". The STING Team or Foundations committee meet once a month to discuss concerns with discipline and safety. Prior to ending the school year, the committee revised the campus discipline plan and are planning ongoing training for all campus members. The campus supports and shares monthly character traits during daily.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Review campus expectations regularly during the school year to increase consistency among faculty, staff, and administrators. **Root Cause:** Campus expectations for academics, attendance, and discipline are not followed all school year.

Problem Statement 2: Recognize students who demonstrate monthly character traits. **Root Cause:** Lack of support of students demonstrating good citizenship.

Problem Statement 3: Utilize more ways to communicate with all stake holders. **Root Cause:** Lack of communication between stakeholders may cause misunderstandings between school and community.

Technology

Technology Summary

Woodland Acres Middle provides a variety of technology resources. We currently have iPod class sets for four different math teachers and iPads for instructional use for math teachers. There are three iPad carts for teachers to check out. There is also a Chrome Book cart for teachers to check out. with an additional 30 Chromebooks for this 2017-18 school year. Teachers are also provided CPS Clickers for checkout at the beginning of the year. All Pre-AP teacher have a Promethean Board in their room. Each teacher has a desktop computer, projector, and document camera in his or her room. We have four computer labs on this campus. Next year we will be adding a third computer lab for our new classes; Digital Art and Animation and Design.

Technology Strengths

Teachers are provided on-campus and district training on iPads and Chrome Books. Trainings are provided in the form of traditional face to face trainings and "flipped" model trainings. Teachers are required to implement technology to enhance instruction throughout the year. Students are encouraged to participate in Multimedia Festival. Tech App students are required to participate in Multimedia Medal Creation Contest. ELA students in grades 6-8 participate in an Internet Safety Poster Contest. Technology aligned projects are implemented throughout the core content areas. WAMS is increasing the use of technology on campus every year.

Problem Statements Identifying Technology Needs

Problem Statement 1: Provide instructional technology resources to actively engage students in the learning process. **Root Cause:** Not all teachers are up-to-date with new technology resources to use in the classroom.

Problem Statement 2: Purchase a Chromebook cart each school year for student use. **Root Cause:** Classroom teachers need more access to checking out Chromebook carts.

Problem Statement 3: Create areas in the library that can be used to provide technology access to students. **Root Cause:** If teachers can not reserve a computer lab or a Chromebook cart, they have to wait.

Problem Statement 4: We will maintain 21st century technology and resources by implementing a plan for replacing items, training teachers, and providing students up-to-date learning opportunities have to be managed. **Root Cause:** Technology and its uses are not updated or replaced on a regular basis.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

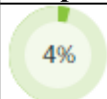
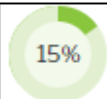
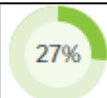
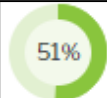
Goals




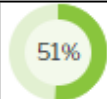

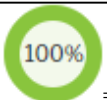

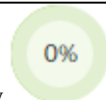

Goal 1: Woodland Acres Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 1: WAMS will provide a safe, productive and healthy learning/working environment for students and staff.

Evaluation Data Source(s) 1: End of year survey, record of student/parent/staff and campus recognition.
School currency to be used in school store.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 6 1) Celebrate the positives for students/teachers (reward the good kids).	All staff members and administrators.	Increase in school climate.				
Funding Sources: 199 - Local - 1000.00						
Critical Success Factors CSF 5 CSF 6 2) Recognize the kids who demonstrate monthly character traits taught through Hornet Time.	Teachers, Counselor, Administrators	Decrease referrals, increase a safe and trusting environment.				
Funding Sources: 199 - Local - 500.00						
Critical Success Factors CSF 6 3) Bring back "All-Star" Parties Dec. & May months only Semester	All staff members and administrators	Decrease referrals improve attendance Boost student moral and attendance				
Funding Sources: 461 - Campus Activity Funds - 3000.00						
Critical Success Factors CSF 1 CSF 6 4) Monthly attendance rewards for staff.	Administrators/STING team.	Boost Morale				
Funding Sources: 461 - Campus Activity Funds - 3000.00						

Critical Success Factors CSF 1 CSF 4 5) More student experiences off campus.	Grade level field trip per grade level Team leader	Decreased discipline referrals Increased attendance				
	Proposal due to admin prior to submitting fieldtrip request.					
Funding Sources: 211 - ESEA Title I, Part A - 1000.00						
Critical Success Factors CSF 6 6) PEP rallies Before big events (sport, Tests)	admin/specialists for STAAR Band Cheer leaders	Referrals and attendance Less damage to school property				
	Funding Sources: 461 - Campus Activity Funds - 300.00					
Critical Success Factors CSF 6 7) Dance - 8th grade prom; possible homecoming	Staff/ 8th grade committee donations End of year	Improved student behavior				
	Funding Sources: 461 - Campus Activity Funds - 100.00					
Critical Success Factors CSF 6 CSF 7 8) Incentives for students/staff to attend games. Free dress passes Increase mascot visibility	Administrators/Cheer & Dance Sponsors	Increase school spirit Attendance @ events School climate/report increase				
	Funding Sources: 461 - Campus Activity Funds - 0.00					
Critical Success Factors CSF 6 9) School currency to be used in school store.	Team Leaders	Increase school spirit which will increase student/staff attendance.				
	Funding Sources: 461 - Campus Activity Funds - 500.00					
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Goal 1: Woodland Acres Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 2: Teach safety practices and protocols to students and staff.

Evaluation Data Source(s) 2: Calendar of safety drills, low-accident reports, end of year survey.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 6 1) Implement a monthly schedule for safety drills. Teachers will prepare students for drills using a campus created video.	All staff and administrators.	100% safety				
Critical Success Factors CSF 4 CSF 5 2) Consistency with discipline. Administrators will follow a discipline matrix.	All staff and admin	Decreased discipline referrals				
Funding Sources: 461 - Campus Activity Funds - 0.00						
Critical Success Factors CSF 4 CSF 6 3) STING team will revise Campus Discipline Plan 3 tier offense chart	All staff and administrators	Decreased discipline referrals				
Funding Sources: 461 - Campus Activity Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Woodland Acres Middle will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 3: Implement a comprehensive health and wellness program

Evaluation Data Source(s) 3: Campus nurse will lead the campus on the wellness program by implementing student and campus wellness education materials and announcements. Documentation of services provided to students/staff.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 5 1) Invite community members to provide students, teachers and parents information on living a healthy lifestyle.	Nurse, CIS, Counselor and administrators.	Increased attendance for students and staff.				
Funding Sources: 199 - Local - 0.00						
Critical Success Factors CSF 5 2) Flu vaccine and blood drive center.	Nurse	Increased attendance and health for students and staff.				
Funding Sources: 199 - Local - 0.00						
Critical Success Factors CSF 5 3) Distributed Lysol disinfectant spray to teachers.	Administrators	Increase attendance and health for students and staff.				
Funding Sources: 199 - Local - 100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Woodland Acres Middle will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 1: Provide K-12 students with multiple college/career opportunities.
Inform students about the benefits of enrolling in courses for high school credit.

Evaluation Data Source(s) 1: List of college/career opportunities.

Summative Evaluation 1:


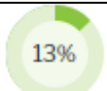



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) During homeroom, teachers will hold Q & A sessions regarding their college experiences.</p>	School Counselor/teachers	Increase awareness of college/career opportunities.				
Funding Sources: 199 - Local - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Increase the number of visits to colleges and local industries.</p>	Teachers/Administrators/District level Specialists/CCR teacher.	Increased enrollment in PreAP classes and high school credit courses.				
Funding Sources: 199 - Local - 1000.00						
<p>Critical Success Factors CSF 4 CSF 5</p> <p>3) Utilize the CCR class to provide students with up-to-date technology learning.</p>	TIS/TECH/Administrator/Teacher	Increase student use of a variety of resources.				
Funding Sources: 461 - Campus Activity Funds - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) WAMS will partner with CIS to provide academic/social opportunities to improve academics and students' social/emotional needs.</p>	CIS and School Counselor	Students will have increased opportunities to participate in school/community activities.				
Funding Sources: 461 - Campus Activity Funds - 0.00						
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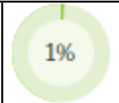




Goal 3: Woodland Acres Middle will ensure student growth in the tested areas.

Performance Objective 1: Meet or exceed the state average in all tested areas

Evaluation Data Source(s) 1: 3% increase across all tested subjects in Meet grade level and Masters level achievement for all sub-populations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All core areas: Set goals with all students at the beginning of the year in all core classes. Revisit the goals at the end of each campus-based assessment.</p>	All core instructional specialists and all core teachers.	Students will track their goals to make sure they are making progress. The expected increase will be from by 3%.				
Funding Sources: 211 - ESEA Title I, Part A - 1000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Conduct pull-outs and push-in tutorial groups during the school day to create an individualized review strategy for all Special Populations (ELL, SPED, AA, Eco. Dis.)</p>	All core specialists and core teachers.	Increase the number of students approaching grade level to 85%.				
Funding Sources: 211 - ESEA Title I, Part A - 1000.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Revamp how co-teachers are utilized so that SPED students have more small group time. Co-teachers assigned to tested areas. In-Class Support for all other areas. Reduce the number of SPED students in each co-teach class</p>	Administration Diagnostician (ARD)	Increased test scores for SPED students.				
Funding Sources: 199-23 - Special Education - 0.00						

<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Expose students to various ways of thinking to increase their background knowledge in all content areas.</p> <p>Current news Debate Characteri traits</p>	<p>Teachers, Counselor, Administrators</p>	<p>Students will see connections between academics and the real world increasing a 3% increase in the number of students at meets and masters level on STAAR.</p>				
<p>Funding Sources: 211 - ESEA Title I, Part A - 1000.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 3: Woodland Acres Middle will ensure student growth in the tested areas.

Performance Objective 2: Build instructional capacity through coaching, professional development, and Faculty PLCs.

Evaluation Data Source(s) 2: Ensure that all staff development and observation data are authentic and used by teaching staff. Continue to utilize district resources to increase overall achievement.

Summative Evaluation 2:

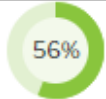
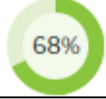


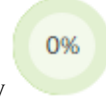

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>1) F5 results will be monitored by administrators on a weekly basis.</p> <p>Administrators will hold F5 conferences with teachers after 15 walkthroughs.</p>	Administrators & Specialists	Improve teaching methods by learning and analyzing different problems of practice.				
Funding Sources: 199 - Local - 500.00						
<p>Critical Success Factors CSF 1</p> <p>2) Create a modified schedule for tutoring during the school day.</p>	Administrators/teachers	Increased supplement support for students. Increased test scores.				
Funding Sources: 199 - Local - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Create a culture of literacy. Drop Everything & Read DEAR TIME</p>	All staff, administrators, and librarian.	Increased recreational reading, increased test results, and increased student engagement.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Woodland Acres Middle will ensure student growth in the tested areas.

Performance Objective 3: Provide technology resources to teachers to enhance instruction for all students.

Evaluation Data Source(s) 3: Computer lab, computer carts, and other electronic devices will increase from 2018-2019.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Instructional Specialists have aligned their goals to improve the STAAR score of SPED and ELL students by 3%.</p> <p>TIS will share technology tips with teachers.</p>	Teachers, Instructional Specialists. Administrators	A 3% increase in students reaching Meets and/ Masters on STAAR 2019.				
Funding Sources: 199-23 - Special Education - 1000.00, 199 - Bilingual - 500.00, 211 - ESEA Title I, Part A - 1000.00						
<p>Critical Success Factors CSF 1</p> <p>2) Administrators will create a replacement schedule for all technology used by teachers and staff.</p>	Administrators/TIS/District Technology Specialist	Up-to-date technology and utilization of 21st century technology.				
Funding Sources: 244 - CTE Perkins - 1000.00						
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Goal 3: Woodland Acres Middle will ensure student growth in the tested areas.

Performance Objective 4: AA, White, and SPED subpops. will be monitored by specialists and teachers for each assessment given during the school year. Department chairs and Specialists will ensure students are receiving supplement support.

Evaluation Data Source(s) 4: AA target increase from 0 to 30
 White target increase from 52 to 56
 SPED target increase from 17 to 23

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 1) Monitor students on all campus district assessments.	Teachers, Specialists, Administrators	increase growth for all subpops.				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5						
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Performance Objective 4 Problem Statements:

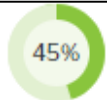




Curriculum, Instruction, and Assessment
Problem Statement 1: Provide additional academic support to students in sub-populations during the school day. Root Cause 1: At-risk students do not attend before/after school tutorials.
Problem Statement 2: Teachers will track and monitor student academic progress. Root Cause 2: Academic progress is not known until after an assessment. Co-teachers do not have access to Eduphoria.
Problem Statement 3: Create a second co-teach class per grade level to provide better one-on-one instruction. Root Cause 3: Co-teachers have many students in one class which does not allow for individual or small group intervention.
Problem Statement 4: Reading and math co-teachers will only work with their specific content. Root Cause 4: Co-teachers are unable to master one content area because they are assigned to multiple contents.
Problem Statement 5: Create common planning periods for reading and math teachers. Root Cause 5: Teachers need more time to communicate and collaborate on a regular basis during the school day.

Goal 4: Woodland Acres Middle will encourage students to participate in academic/athletic UIL events.

Performance Objective 1: Offer a wide variety of extracurricular student clubs

Evaluation Data Source(s) 1: Implementation of the Boys Club and STEM will continue in 2018-2019. NJHS and Student Council will be implemented as well.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Continue to offer all UIL teams and student clubs.</p>	Admin Team.	Increased student participation in clubs and activities as well as increased student attendance.				
Funding Sources: 244 - CTE Perkins - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: Woodland Acres Middle will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: Ensure students and staff understand the importance of attending school regularly.

Evaluation Data Source(s) 1: Increase attendance from 96.8% to 97% by the end of the school year.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Coffee with the counselor topics will include the importance of attendance and graduation.</p> <p>Students with perfect attendance will be invite in an Attenance Party at the end of each 9 weeks.</p> <p>Reward individual/all classes for attendance over 98%.</p>	Mrs. Andrade/ Administrators	Increased attendance and parent awareness.				
Funding Sources: 199 - Local - 1000.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Recognize staff every 9 weeks with perfect attendance.</p>	All faculty and staff	Increased attendance for students.				
Funding Sources: 199 - Local - 1000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: Woodland Acres Middle will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 2: Implement strategies to monitor and increase staff attendance

Evaluation Data Source(s) 2: Increase in teacher attendance.

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 7 1) Staff attendance recognition every 9 weeks.	Admin Team	Increased staff attendance.				
Funding Sources: 461 - Campus Activity Funds - 2000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: Woodland Acres Middle will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Ensure 100% of campuses provide parental involvement opportunities

Evaluation Data Source(s) 1: Continue Meetings with the Counselor once a month to increase parent involvement.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 2 1) After school academic parent/student event. Science/math night and social studies and reading night.	CAST Team/administrators/school counselor	Increase parental involvement.				
Funding Sources: 461 - Campus Activity Funds - 300.00						
Critical Success Factors CSF 1 CSF 6 2) Teachers meet with parents of failing students every 9 weeks. Identify failing students. Compare failures from previous 9 weeks. Teachers need sub to cover class while teachers meet with parents. Phone conference with parents that are unable to attend face to face.	All staff/administrators/Specialists	Increased parental awareness in their child's academics.				
Funding Sources: 461 - Campus Activity Funds - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: Woodland Acres Middle will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Provide multiple communication channels with parents, students and the community

Evaluation Data Source(s) 2: Increase parental involvement by 10%.

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 5 CSF 6 1) Utilize campus website, emails, fliers, Facebook, and All Call system, and School Status to increase communication.	Administrators	Increase Parental Involvement				
Funding Sources: 199 - Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: Woodland Acres Middle will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Source(s) 3: Minutes and sign in sheets from Title I meetings.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 5 1) School Counselor will continue to follow Title I Parent Involvement requirements.	School Counselor	Increase parental involvement on campus and with staff.				
Funding Sources: 199 - Local - 100.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 7: Woodland Acres Middle will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention

Evaluation Data Source(s) 1: Utilize walk through documentation to the determine teacher professional development needs.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 1 CSF 7 1) Continue Personalized Professional Learning (PPL) opportunities as a way to achieve individual teacher growth.	All faculty and staff	To increase the various instructional strategies/activities/practices that are integrated into lesson plans.				
Funding Sources: 461 - Campus Activity Funds - 100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: Woodland Acres Middle will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2: Teachers have access to GPISD Aspiring Administrator's Academy if properly qualified.

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 7 1) Promote teachers participating in the AAA program by including them with administrator job responsibilities.	Administrators	To increase leadership capacity on campus.	 15%			
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Goal 7: Woodland Acres Middle will ensure high quality staff is employed.

Performance Objective 3: Create an on-boarding process to introduce new staff to District culture, goals, and programs.

Evaluation Data Source(s) 3: New teachers will continue to be involved in the Districts' new mentor program.

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) The lead mentor teacher will hold meetings through out the year with campus mentors and mentees.</p>	<p>Lead Mentor Administraors</p>	<p>Limit confusion to a new school.</p>				
<p>Funding Sources: 461 - Campus Activity Funds - 0.00</p>						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 7: Woodland Acres Middle will ensure high quality staff is employed.

Performance Objective 4: Recruit and retain highly qualified staff

Evaluation Data Source(s) 4: We will continue to maintain 100% compliance with HQ requirements and activity recruit and retain HQ candidates for shortage areas at various job fairs/events in 2018-2019.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Continue to consult with District HR, attend job fairs, and solicit assistance from District-level specialist in hiring new personnel.</p>	Administrators	Recruitment and retention of highly qualified employees.				
Funding Sources: 211 - ESEA Title I, Part A - 500.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 8: Woodland Acres Middle will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner

Evaluation Data Source(s) 1: Continue to allocate funds towards repairing and replacing essential equipment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 6 1) Create a campus - wide system for reporting and requesting items for replacement//prepare.	Administrators	All assets are in proper working condition and non-hazardous.				
Funding Sources: 199 - Local - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: Woodland Acres Middle will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

Evaluation Data Source(s) 2: Continue to maintain 100% compliance with district costumer service and personnel guidelines.

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
Critical Success Factors CSF 4 CSF 6 1) Provide appropriate customer service training to staff (including VOE student workers).	Administrators	To create a positive and inviting environment.				
Funding Sources: 461 - Campus Activity Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: Woodland Acres Middle will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff

Evaluation Data Source(s) 3: WAMS will strive for the utmost fiscal responsibility.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Continue to monitor orders and purchase requests made by staff to ensure that expenses are aligned to CIP.</p>	Administrators, Principal's Secretary	Appropriate use of public funds.				
Funding Sources: 461 - Campus Activity Funds - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	2	Conduct pull-outs and push-in tutorial groups during the school day to create an individualized review strategy for all Special Populations (ELL, SPED, AA, Eco. Dis.)
3	2	1	F5 results will be monitored by administrators on a weekly basis. Administrators will hold F5 conferences with teachers after 15 walkthroughs.
3	3	1	Instructional Specialists have aligned their goals to improve the STAAR score of SPED and ELL students by 3%. TIS will share technology tips with teachers.
3	4	1	Monitor students on all campus district assessments.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 CPAC Committee

Committee Role	Name	Position
Administrator	Anna Gonzalez	PRINCIPAL
Administrator	JOHNNY PAZ	Assistant Principal
Administrator	LAKEISHA WASHINGTON	AP
Classroom Teacher	Bianca Figliulo	ELA 6th Teacher
Classroom Teacher	Courtney Slater-Nelson	7th grade Reading Teacher
Classroom Teacher	Alexis Walton	SPED Teacher - Resource Math
Classroom Teacher	Shannon Fox	8th Math Teacher
Classroom Teacher	LUCIA TRAYA	Science Teacher
Classroom Teacher	MIAH SIMS	Science Teacher
Classroom Teacher	Dalton Strouse	Tx. HIstory Teacher
Classroom Teacher	Greta Welch	SS Teacher
Classroom Teacher	Brenda Wait	PE Coach
Classroom Teacher	Delma Garcia	Spanish Teacher
Community Representative	Elizabeth Huerta	CIS rep.
Paraprofessional	Pat Trigueros	Paraprofessional
Non-classroom Professional	Deigo Merino	Math Specialist
Non-classroom Professional	Jessica Rodriguez	ELA Specialist
Non-classroom Professional	Mary Alejandro	Science Specialist

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Counselor and LSSP plan for the specific needs of students		\$0.00
3	3	1			\$1,000.00
Sub-Total					\$1,000.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$500.00
Sub-Total					\$500.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Rewards		\$1,000.00
1	1	2	Character trait training materials, communication of character traits in newsletter		\$500.00
1	3	1		\$500.00	\$0.00
1	3	2	cCOORDINATION BETWEEN NURSE AND COMMUNITY.		\$0.00
1	3	3	LYSOL CANS	500	\$100.00
2	1	1			\$0.00
2	1	2	Planning between CCR teacher and counselor.		\$1,000.00
3	2	1			\$500.00
3	2	2	Master schedule		\$0.00
5	1	1			\$1,000.00
5	1	2			\$1,000.00
6	2	1			\$0.00
6	3	1			\$100.00
8	1	1	Create a Google document to track items.		\$1,000.00

					Sub-Total	\$6,200.00
211 - ESEA Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5	Coordination of events with counselor and CCR teacher.		\$1,000.00	
3	1	1	Instructional Materials		\$1,000.00	
3	1	2			\$1,000.00	
3	1	4	Planning by school counselor and teachers.		\$1,000.00	
3	3	1			\$1,000.00	
7	4	1	Professional development		\$500.00	
					Sub-Total	\$5,500.00
244 - CTE Perkins						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	3	2	Update technology		\$1,000.00	
4	1	1			\$0.00	
					Sub-Total	\$1,000.00
461 - Campus Activity Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	Attendance funds		\$3,000.00	
1	1	4	Weekly/monthly attendance reports for students/staff.		\$3,000.00	
1	1	6	Coordination with Fine Arts/Dance/Athletics to plan events.		\$300.00	
1	1	7	8th grade Team planning		\$100.00	
1	1	8			\$0.00	
1	1	9	prizes		\$500.00	
1	2	2	NA		\$0.00	
1	2	3	PLANNING TIME		\$0.00	
2	1	3			\$0.00	
2	1	4			\$0.00	
5	2	1	Incentives, attendance reports		\$2,000.00	

6	1	1	department planning		\$300.00
6	1	2			\$0.00
7	1	1			\$100.00
7	3	1	Lead Mentor schedules meetings.		\$0.00
8	2	1			\$0.00
8	3	1			\$0.00
Sub-Total					\$9,300.00
Grand Total					\$23,500.00