Galena Park Independent School District

Woodland Acres Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Public Presentation Date: September 14, 2018

Mission Statement

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

Vision

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

Campus Profile

Woodland Acres Elementary opened in 1954 with Felix Klein as principal. Since that time, Woodland Acres Elementary has been led by Huey Cook (1960's-1988), Francis Ramsey (1988-1997), Orphalinda Bazán (1997-2005), Michelle Chae (2005-2007), Joanne Garza (2007-2009), Gloria Vásquez (2009-2012), Julissa Alcantar-Martinez (2012-2013), Bianca B. Shaughnessy (2013- 2017) and currently Sandra A. Rodriguez (2017-). It was named after the Woodland Acres community and serves students in pre-kindergarten through fifth grade. In 2016, the GPISD community approved a $290 million dollar bond to rebuild 4 campuses, of which Woodland Acres Elementary was one of them. In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK (3 years olds)-5th grade.

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Woodland Acres Elementary, the student population is 6.6% African-American, 85.7% Hispanic, 6.1% White, and 1.5% Asian. The male/female ratios are 47% male and 53% female. Students identified as at risk are 73.7%, students qualifying as economically disadvantaged are 80.6%, and students identified as English Language Learners (ELLs) are 66.7%. We have about 14% of our population identified as Gifted and Talented. Our campus is the only campus to offer the Dual Language/Two-Way Immersion Program.

Demographics Strengths

- 97% or higher attendance rate yearly (97.8 % for 2017-2018)
- Steady increase in enrollment (471 students at the end of 2017-2018)
- Balanced in gender campus-wide
- Large GT population (64 students as of May 2018)
- Large number of student transfers
- Variety of programs offered- Two-way dual language, One-way dual language, ESL, and English instruction
- Several afterschool programs to meet the needs of the diverse population (Boys' Club/Girls' Club, Student Council. Honor Society, etc.

- High percentage (75% overall) of students recieved free breakfast on a daily basis throughout 2017-2018

Problem Statements Identifying Demographics Needs

Problem Statement 1: After school activities impact students emotionally, mentally, physically and socially so without these programs students would lose the benefits and thus lack a well-rounded child. **Root Cause**: Students have no supervision if parents work late or are unable to teach them necessary skills

Problem Statement 2: Due to our demographics, our GT students need increased instructional and emotional support. **Root Cause**: We have a large population of GT students.

Problem Statement 3: After reviewing various data sources, our enrollment has steadily increased. **Root Cause**: With more students and their varying needs, teachers need to be better equipped to deal with behavior and other factors uncommon to us.

Student Achievement

Student Achievement Summary

In 2014, the campus Met Standard and received Distinction Designations for Academic Achievement in Reading/ELA, Academic Achievement in Science, Top 25 Percent: Closing Performance Gaps, and Post Secondary Readiness. In 2015, the campus Met Standard and received Distinction Designations for Academic Achievement in Reading/ELA, Academic Achievement in Science, and Top 25 Percent: Closing Performance Gaps. In 2016, the campus Met Standard and received Distinction Designations for Academic Achievement in Mathematics, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness. In 2017, the campus Met Standard and received Distinction Designations in ELA/Reading, Top 25% Closing Performance Gap, and Post-secondary Readiness. Results for 2018 are still pending.

STAAR Demographic Data

		Reading	Math	Writing	Social Studies	Science	Rating
2013-2014 (STAAR)		81%	82%	80%	-----	69%	Met Standard
2014-2015 (STAAR)		86%	-----	73%	-----	80%	Met Standard
2015-2016 (STAAR)		81%	83%	80%	-----	87%	Met Standard
2016-2017 (STAAR)		80%	89%	72%	-----	89%	Met Standard
2018-2018 (STAAR)		85%	88%	82%	-----	70%	Met Standard

*Remaining STAAR data for 2017-2018 pending

2016-2017		2015-2016		2014-2015		2013-2014	
Reading		**Reading**		**Reading**		**Reading**	
All Students	80%	All Students	81%	All Students	**86%**	All Students	81%
African American		African American	--	African American	89%	African American	--
Hispanic	80%	Hispanic	79%	Hispanic	85%	Hispanic	81%
White	86%	White	--	White	100%	White	--
Economically Disadvantaged	79%	Economically Disadvantaged	78%	Economically Disadvantaged	85%	Economically Disadvantaged	79%
Mathematics		**Mathematics**		**Mathematics**		**Mathematics**	
All Students	89%	All Students	83%	All Students	--	All Students	82%
African American	83%	African American	--	African American	--	African American	--
Hispanic	88%	Hispanic	82%	Hispanic	--	Hispanic	81%

White	100%	White	--	White	--	White	--
Economically Disadvantaged	87%	Economically Disadvantaged	82%	Economically Disadvantaged	--	Economically Disadvantaged	81%
Writing		**Writing**		**Writing**		**Writing**	
All Students	72%	All Students	80%	All Students	73%	All Students	80%
African American	----	African American	--	African American	--	African American	--
Hispanic	71%	Hispanic	78%	Hispanic	76%	Hispanic	82%
White	----	White	--	White	--	White	--
Economically Disadvantaged	65%	Economically Disadvantaged	82%	Economically Disadvantaged	72%	Economically Disadvantaged	76%
Science		**Science**		**Science**		**Science**	
All Students	89%	All Students	87%	All Students	80%	All Students	69%
African American		African American	--	African American	--	African American	--
Hispanic	89%	Hispanic	88%	Hispanic	79%	Hispanic	74%
White		White	--	White	--	White	--
Economically Disadvantaged	90%	Economically Disadvantaged	84%	Economically Disadvantaged	77%	Economically Disadvantaged	69%

Student Achievement Strengths

- Student awareness/Student monitoring
- Data meetings and data analysis
- Math achievement
- Reading achievement
- Small Group instruction
- Tutorials
- Interventions

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The student achievement committee looked at various data sources and found that our student had major gaps in writing and therefore need a vertically aligned plan for our campus to improve student performance in writing. The campus team (PLC) can ensure that students are familiar with the writing process and are better prepared for the STAAR assessment and beyond. **Root Cause**: Scores have dropped in 4th grade and students are having major gaps

Problem Statement 2: The student achievement committee looked at various data sources and found that teacher do not have a clear understanding of dyslexia and other 504 services, thus being unable to provide appropriate interventions. **Root Cause**: Lack of training in Dyslexia and other 504 services has caused teachers to unsuccessfully service/identify student needs.

Problem Statement 3: The student achievement committee looked at various data sources and found that teachers need support in building a 21st century classroom **Root Cause**: Several of our teachers are 10+, they are not always aware of new trends in teaching.

School Culture and Climate

School Culture and Climate Summary

Based on campus surveys, stakeholders describe Woodland Acres Elementary as safe and respectful. The small campus gives off a family feel where visitors feel welcomed. The campus aims to deliver top rated customer service by having a bilingual office staff. In addition, communication to parents such as flyers, newsletters, callouts, marquee announcements, etc. are offered and presented in English and Spanish.

Woodland Acres Elementary is also successful in maintaining a low teacher turn over. The majority of the staff have 10+ years experience which indicates staff feel supported and content. Furthermore, students feel safe at the school and there are few discipline referrals.

School Culture and Climate Strengths

- Student and Family friendly oriented
- Strong, active PTA
- Respectful and informed environment
- Collaboration and teamwork is evident
- Low discpline referrals

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The school culture and climate committee looked at the student and staff survey results and as a result found that social counseling (through grade level groups) can improve student discipline and can offer an avenue to help students with personal concerns. **Root Cause**: A rise in student discipline infractions can be a result of issue between students on campus or through social media.

Problem Statement 2: The school culture and climate committee looked at the staff survey and as a result found that parent meets should be offered to a time later in the day so parents can attend. **Root Cause**: Teachers need to support and educate parents in various areas pertaining to their child's education.

Problem Statement 3: The school culture and climate committee looked at the school calendar and noted that there are several opportunities for fun family events offered by our PTA rather than academic events. **Root Cause**: Since there are no parks or other recreational venues near the school, the school aims to have family fun events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Woodland Acres Elementary, the staff population is 3.4% African-American, 75.9% Hispanic, 17.2% White, with 6.9% male and 93.1% female with an average of 10+ years of experience. All teachers and paraprofessionals are highly qualified. The staff retention rate is good. When new teachers are needed, talented personnel is recruited with the help of the district. All new teachers are assigned a mentor on their grade level, as well as, a campus mentor. The campus mentor holds monthly meetings to support new and second year teachers. Staff attendance remains consistent at 97% and teachers are provided incentives to reward good attendance. A campus leadership team (CLT) is in place to support administration, as well as, provide learning experiences for future leaders. This group often helps to provide needed staff development at the campus level.

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified
- 10+ years experience among staff
- All staff is BIL/ESL certified
- Campus Instructional Coaches (CICs) on staff
- Campus Interventionist
- Leadership opportunities provided for aspiring campus leaders

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff quality, recruitment and retention committee reviewed data from the TAPR report, staff surveys, and TEAMS and as a result found that teachers need more support in literacy resources in order to remain highly qualified. **Root Cause**: The district has changed the curriculum for ELA and all teachers are self-contained.

Problem Statement 2: The staff quality, recruitment and retention committee reviewed data from the staff surveys and as a result found that teachers need consistent CIC support. **Root Cause**: The loss of a CIC mid-year, the demands on teacher workload (office hours) and the rigor expected on DRA/EDL and STAAR.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Woodland Acres Elementary, the school-wide Title I program consists of extended day (tutorials) for math, reading, writing, and science, second-language acquisition (SLA) and transitional professional development, Two-Way Immersion bilingual program, One-Way bilingual program, ESL, and three campus instructional coaches (one for math and two for reading). Our State Compensatory Program (SCE) consists of a campus instructional coach training teachers in best practices for assisting at-risk students and tutorials for math and reading.

Teachers instruct using the district curriculum on curriculum corner that is aligned with the state standards. Teachers align instruction to match the rigor of state assessments with the assistance of district personnel. District made assessments and released tests from the state are used to measure student progress throughout the year. Data from the assessments help to guide instruction in the classroom. Guided reading and math groups are used in all classrooms as a way to meet the learning needs of all students. This allows for differentiation as well as higher students to be challenged. Intervention groups are identified using assessment data, teacher observation, and classroom work samples. Struggling students are identified and tracked by the RtI team.

Curriculum, Instruction, and Assessment Strengths

- Instructional meetings and data analysis
- Accountability binders with personalized goal cards for each student
- Team planning every Tuesday on a consistent basis
- Teacher on each grade level that has participated in curriculum writing for the district
- STAAR camps/rotations prior to STAAR testing

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The curriculum, instruction, and assessment committee found that a 50 minute planning period is not enough time to plan effectively for all 4 subjects. Planning with the team through 2 or more days will be imperative. **Root Cause**: Attempting to plan a weeks worth of lessons in 50 minutes is not enough, especially when meetings are also scheduled during this time

Problem Statement 2: The curriculum, instruction, and assessment committee found that a rigorous curriculum and resources is needed to address GT students. **Root Cause**: GT students tend to get bored and serve as a behavior problem if not engaged.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and community involvement is very important to WAE as we feel our campus serves as the "hub" of the community. In order to involve our parents and community, we consistent communication via email, newsletters, all-calls,electronic marquee, website, Remind messages, etc. Parents and community members may also participate in the CPAC committee and are welcome to voice concerns, opinions, and input into the campus planning and improvement process. We also encourage participation in our PTA.

Parent and Community Engagement Strengths

- Meet the Teacher
- Volunteer Orientation
- Designated "volunteer room"
- Open House
- Red Ribbon March
- Coffee with the Counselor
- Communication with parents
- Attendance at schoolwide functions
- Community in School's Liaison
- Partnership with Frost Bank, WATCO, Barnhardt Crane, Food Bank
- CPAC
- Monthly PTA meetings and student performances
- Student Organizations requiring community service

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The family and community involvement committee determined that we need to identify outside programs or entities to offer parent education classes over topics such as nutrition, ESL, Computer skills, etc. **Root Cause**: Identifying who will offer the extra parent classes, babysitting, and time are all roadblocks we will have to address.

Problem Statement 2: The family and community involvement committee found that we need to provide more academic nights for families. **Root Cause**: Parents need to be informed on what/how skills are being taught so they can support their child.

School Context and Organization

School Context and Organization Summary

Students, teachers and parents have a good perception about Woodland Acres Elementary and the learning that is taking place. Classroom schedules are created to maximize the amount of time spent on instruction. Teams collaborate with Campus Instructional Coaches to develop meaningful lessons. Learning time assigned is based on district minutes per subject. However, if students require more time, accommodations are made and/or CICs and Resource teacher assist with interventions. Campus goals are aligned to district goals for continuity. Routines and schedules are evaluated by the Foundations Team and when recommendations are made to establish new traditions, these recommendations are given to the principal and then taken to the CPAC committee.

School Context and Organization Strengths

- Extra-curricular activities (Student Council, Dance Team, Honor Society, Honor Choir, AR Club, Boys Club, Girls Club)
- Team planning is strong
- Building capacity through campus staff development led by staff.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: This committee found that students in STAAR grades need more recess. **Root Cause**: Students need recess as an outlet from academic pressures and social norms/expectations.

Problem Statement 2: This committee found that after-school duty schedules need to be modified. **Root Cause**: Equity and fairness in the afternoon schedules assist with staff morale, student supervision, conflict with trainings, and helps club sponsors.

Problem Statement 3: This committee found that new rules, policies and procedures will need to be implemented due to the new building. **Root Cause**: Our new building is different that the current one, therefore Foundations will need to work to create new safety measures.

Technology

Technology Summary

Woodland Acres Elementary has made strides in improving access to technology. In 2013-2014 school year, a new computer lab was opened with 25 computers. The campus then had two computer labs for classroom use. All classrooms also had mounted projectors (completed during the 2014-2015 school year), and document cameras. The campus also had four iPad carts (one new one for 3rd grade for the 2014-2015 school year) assigned to three classroom teachers and one campus instructional coach to incorporate technology into content areas such as science, math, reading, and social studies. There were sets of iPads for use in second grade classrooms. In addition, a new media center was added in the campus library for the 2014-2015 school year with ten computers. The campus also purchased an iPad cart for students in grades K-1 to share providing each teacher with a class set. The district purchased iPads for use in the PK classroom.   In 2017-2018, the campus was given 30 Chromebooks that were shared in the upper grades. As we prepare for 2018-2019, our new building is equipped with two computer labs- one with 50 computers and one with 25. Each classroom has an interactive panel built in. We have also purchased 30 more Chromebooks to disperse among grade levels.

Technology Strengths

- Class set of iPads and Chromebooks
- 2 computer labs
- Interactive Panels in all classrooms including music, art, and library.
- Efficient TIS that offers technology training
- Digitech Club for students
- Multimedia Festival participation

Problem Statements Identifying Technology Needs

Problem Statement 1: The technology committee found that more devices are needed to improve our student to device ratio. **Root Cause**: Each student having their own device will help with personalized lessons.

Problem Statement 2: The technology committee found that technology training needs to be differentiated. **Root Cause**: Some teachers are more tech savvy, experienced, and comfortable with using new apps.

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
- State and federal planning requirements

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Parent Involvement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Educate staff, students and parents on violence prevention and intervention

    Evaluation Data Source(s) 1: We will strive to decrease office referrals.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Students will be educated on this topic during classroom guidance.	Counselor, Administrators, All Staff	Informed students	0%			
Problem Statements: School Culture and Climate 1						
2) Parents will be educated during coffee with the counselor.	Counselor, Administrators, All Staff	Informed parents	0%			
Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1						
Funding Sources: 199 - Local - 800.00						
3) Provide the staff with training on identification, intervention, strategies, and campus wide guidelines for discipline procedures to address bullying.	Counselor, Administrators, All Staff	Informed students	100%	100%	100%	
Problem Statements: School Culture and Climate 1						
4) Provide instruction in character education through class lessons and morning announcements.	Counselor, Administrators, All Staff	Students behave with good character	33%			
Problem Statements: School Culture and Climate 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The school culture and climate committee looked at the student and staff survey results and as a result found that social counseling (through grade level groups) can improve student discipline and can offer an avenue to help students with personal concerns. **Root Cause 1**: A rise in student discipline infractions can be a result of issue between students on campus or through social media.
Problem Statement 2: The school culture and climate committee looked at the staff survey and as a result found that parent meets should be offered to a time later in the day so parents can attend. **Root Cause 2**: Teachers need to support and educate parents in various areas pertaining to their child's education.
Parent and Community Engagement
Problem Statement 1: The family and community involvement committee determined that we need to identify outside programs or entities to offer parent education classes over topics such as nutrition, ESL, Computer skills, etc. **Root Cause 1**: Identifying who will offer the extra parent classes, babysitting, and time are all roadblocks we will have to address.

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

Performance Objective 2: Continue a coordinated Health/Wellness program

Evaluation Data Source(s) 2: Health/Wellness is incorporated daily into PE classes, which will now be available for students in grades K-5 for the 2018-2019 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Develop meaningful activities for Red Ribbon Week including the Drug Free March.	Counselor, All Staff	Decrease in discipline referrals, successful Red Ribbon Week	33%			
2) Integrate nutrition education into health and physical education.	All Staff, Nurse, PE Coach	Increase in awareness of proper nutrition	33%			
3) Provide students and staff with pleasant eating experiences.	All Staff	Survey results	33%			
4) Educate parents on health and physical concerns facing children.	Counselor, Nurse	Survey results	0%			
5) Implement campus wellness plan.	All Staff, Nurse, PE Coach	Increase in awareness of campus wellness plan	33%			
6) Administer Fitness Gram during PE classes.	PE Coach	Student performance on Fitness Gram	0%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 3: Continue to implement Foundations/CHAMPS and provide additional training as needed

Evaluation Data Source(s) 3: In 2016-2017, teachers were given a refresher session on CHAMPS, which will occur again for 2018-2019.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Teachers will be provided with foundations and CHAMPS training as needed. This training will occur at the beginning of the year to remind teachers the importance of good classroom management.	Foundations PLC, Administrators	Decreased number of office referrals	100%	100%	100%	
2) Observations will be conducted in common areas to ensure students and staff are safe. Areas of concern will be addressed.	Foundations PLC, Administrators, All Staff	Increased safety in common areas	33%			
3) Classroom teachers will be provided with feedback and suggestions to improve their classroom management.	All Teachers, Administrators	Students engaged in lessons and decreased number of office referrals from classrooms	33%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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

Performance Objective 4: Continue to provide instruction on acceptable use of digital tools and resources to students and employees

Evaluation Data Source(s) 4: Students receive training in library (specials) classes and teachers receive training during team meetings.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Update technology to increase learning, reinforce previously learned skills, and familiarize students with modern technology.	TIS, CICs, Librarian, Teachers	Increase in computer literacy	66%			
2) Utilize instructional software for students in PK-5th to strengthen skills.	TIS, CICs, Teachers	Increase in awareness/use of instructional software	66%			
3) Provide training in required and new software to assigned staff	TIS	Training conducted	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 5: Continue to implement school-wide hallway expectations (STEPS). STEPS stands for silence, tiptoe, eyes forward, paws behind your back, shirts tucked in.

Evaluation Data Source(s) 5: Students/Classes who are in STEPS are verbally praised and recognized.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) STEPS will be taught in all classes during the first week of school.	All teachers, Admin	Increase students behavior in the hallways.	100%	100%	100%	
	Problem Statements: School Context and Organization 1					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 5 Problem Statements:

School Context and Organization
Problem Statement 1: This committee found that students in STAAR grades need more recess. **Root Cause 1**: Students need recess as an outlet from academic pressures and social norms/expectations.

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

Performance Objective 1: Increase student, teacher and parent awareness of college and career opportunities

Evaluation Data Source(s) 1: Students and teachers are encouraged to wear college shirts every Friday. We also participate in Gen TX Day and have a career fair.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Conduct College and Career Day Readiness	Counselor, Teachers	Presenter and student involvement	33%			
2) Utilize Eduphoria (surveys) to conduct interest interventions of 4th-5th graders in career exploration	Counselor, Teachers	Increased awareness of careers and personal interests	0%			
3) Inform parents of college/career opportunities for their child(ren) at Open House, Early Literacy/STAAR nights.	Teachers, Campus Instructional Coaches	Increased attendance at Open House, Early Literacy/STAAR nights with informed parents	33%			
4) Encourage staff and students to wear college shirts on Fridays to promote College Awareness.	All Staff	Increase in number of staff/students wearing college shirts on Fridays	100%	100%	100%	
5) Celebrate GenTX Day (staff & students wearing college shirts will take a group picture).	All Staff	WAES will win the GenTX picture contest for the third year in a row	0%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 2: Increase participation and performance on college and career readiness indicators

Evaluation Data Source(s) 2: Students in grades 3-5 attend a career fair in May.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Conduct campus Geography Bee and Spelling Bee to prepare for district competition	Geography Bee Chair, Spelling Bee Chair	Student participation in contest	33%			
Funding Sources: 199 - Local - 50.00						
2) Conduct campus Poetry & Prose and UIL to prepare for district showcase/competition	Poetry & Prose Chair, UIL Coaches	Student participation in contest	33%			
Funding Sources: 199 - Local - 100.00						
3) Inform parents about Final Level II performance on STAAR and how it predicts students will be prepared for college	All Staff	STAAR Night occurs and parents are informed	33%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 3: Ensure counselor's role retains focus on implementation of the Comprehensive Guidance Program to assist students in developing skills they need to enhance their personal, social, emotional and career development

    Evaluation Data Source(s) 3: Counselor meets with students individually, in group, and conducts classroom lessons.

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide education to students concerning the prevention of unwanted physical or verbal aggression, sexual harassment, and bullying.	Counselor, Teachers	Decreased number of office referrals, increased feeling of safety for students	33%			
2) Provide services to students that enhance positive self image through ACE after school program.	ACE Site Coordinator, Counselor, Principal, AP	Student participation in program.	✗	✗	✗	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 4: Provide transitional opportunities to students and parents.

Evaluation Data Source(s) 4: Parents of students transitioning from PK-K and 5-6 are able to attend orientation sessions.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Provide a parent orientation to inform current PK students of academic expectations in K.	K-2 ELA CIC, Administrators	Students and parents experiencing an easy transition	33%			
2) Provide a parent orientation to inform current 5th grade students of academic expectations in middle school.	Counselor, 5th Grade Teachers, Administrators	Students and parents experiencing an easy transition	0%			
3) Allow PK students to attend field trips with K students to give them the experience of K behavior expectations.	K Team Leader	Students and parents experiencing an easy transition	0%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 5: Continue to provide counseling services on relevant topics to students.

Evaluation Data Source(s) 5: Counselor meets with students individually, in group, and conducts classroom lessons.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide both individual and group counseling to students.	Counselor	Counseling services provided	33%			
2) Provide classroom guidance lessons on a regular basis.	Counselor	Guidance lessons conducted	33%			
3) Utilize peer mediation to resolve student to student conflicts.	Counselor, Teachers	Decreased number of office referrals	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		
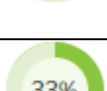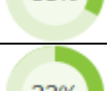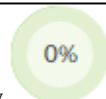
Goal 3: Woodland Acres Elementary will ensure student growth in the tested areas.

Performance Objective 1: All students will improve their academic performance in ELA/Reading, Writing and Science.

Evaluation Data Source(s) 1: Individual goal cards are created for each student to track their growth and progress.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Utilize Accelerated Reader(AR) in Spanish and English.	Librarian, Teachers	Student reading logs, increased reading achievement	✗	✗	✗	
2) Focus on Reading Readiness and Reading Improvement.	K-2 ELA CIC, 3-5 ELA CIC, Teachers	Reading on grade level increases	66%			
3) Administer iStation, DRA/EDL Assessments, and benchmarks.	All Teachers	Reading on grade level increases	66%			
4) Utilize a balanced literacy approach.	All Teachers	Increased on-grade level reading	66%			
5) Implement Guided Reading in all classes.	All Teachers	Increased reading levels	66%			
6) Implement Shared Reading.	All Teachers	Increased number of students reading on grade level	66%			
7) Build phonics, fluency, and comprehension with students.	All Teachers	Increased number of students reading on-grade level	66%			
8) Teachers will read aloud daily to their class.	All Teachers	Increased number of students reading on-grade level	66%			
9) Build library collections in both English and Spanish.	Librarian	Circulation Records	33%			

10) Conduct Read Across America Day (Dr. Seuss Day). Participate in Read Across the Globe.	Librarian and Library Aide	Schedule readers, visitor sign in	0%				
11) Provide students with out of school field trips in order to build personal experiences that will increase student achievement in reading and writing on DA's/STAAR/DRA/EDL.	Administrators, Teachers	Increase in reading and writing scores on DA's and DRA/EDL	33%				
12) iStations will be used for students in grades PK-5 to measure literacy.	Administrators, CICs, Teachers	iStations used sufficiently for students to show growth and improvement over time	33%				
13) CICs will model lessons for classroom teachers.	Administrators	Classroom teachers will feel more comfortable teaching content	33%				
14) Provide reading enrichment and reading tutorials.	LA CICs and teachers	Increase in student Reading scores.	33%				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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

Performance Objective 2: All students will improve their academic performance in Math.

Evaluation Data Source(s) 2: Individual goal cards are created for each student to track their growth and progress.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide problem solving activities daily in math instruction.	All Teachers	Increased achievement on math STAAR	33%			
2) Inventory and maintain math materials and acquire additional resources as needed.	Administrators, CICs	Inventory completed	33%			
3) Provide students with out of school field trips in order to build personal experiences that will increase student achievement in math.	Administrators, All Teachers	Increase in math scores on DA's	33%			
4) Continue to purchase Spanish and English math resources.	Administrators, CICs, Librarian	Increased classroom libraries	33%			
5) CICs will model lessons for classroom teachers.	Administrators	Classroom teachers will feel more comfortable teaching content	33%			
6) New math TEKS will be discussed/reviewed throughout the year.	Administrators, CICs, All Teachers	Teachers will feel more confident teaching the new TEKS	✗	✗	✗	
7) Provide opportunities for math enrichment and math tutorials	Math CIC and teachers	Increase in student math scores.	33%			
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 3: All students will improve their academic performance in Science.

Evaluation Data Source(s) 3: Individual goal cards are created for each student to track their growth and progress.
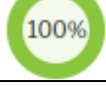
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide hands-on science lessons, plans, and/or resources.	Administrators, Science CIC, Teachers	Student success on DA scores	66%			
2) Provide 75 minutes of science for 4th and 5th graders, including lab time.	Administrators, Science CIC, Teachers	Success on DA Scores and science STAAR	100%	100%	100%	
3) Inventory and maintain science equipment.	Administrators, Science CIC, Teachers	Materials accounted for	66%			
4) Integrate science concepts into main content areas.	Science CIC, Teachers	Student performance on DAs and STAAR science	66%			
5) Provide students with out of school field trips in order to build personal experiences that will increase student achievement in science.	Administrators, Teachers	Increase in science scores on DA's	66%			
6) CICs will model lessons for classroom teachers.	Administrators	Classroom teachers will feel more comfortable teaching content	33%			
7) Host a Science Night to display student projects (K-5th).	Science CIC, Teachers	Participation and Attendance at event	0%			
8) Incorporate the use of Science Camps to review concepts prior to testing	All CICs, Teachers	Increase in science scores on STAAR	0%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

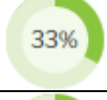**Goal 3:** Woodland Acres Elementary will ensure student growth in the tested areas.

Performance Objective 4: All students will improve their academic performance in Social Studies.

Evaluation Data Source(s) 4: Individual goal cards are created for each student to track their growth and progress.

Summative Evaluation 4:

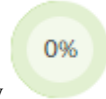| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Assign teachers to content specific PLCs.	Administrators, Teachers	PLC monthly meetings held	✗	✗	✗	
2) Designate day and time for staff members to meet by grade level with administrators.	Administrators, CICs	Agendas and sign-in sheets	100%	100%	100%	
3) Provide students with out of school field trips in order to build personal experiences that will increase student achievement in social studies on DAs.	Administrators, Teachers	Increase on social studies DA scores	33%			
4) Encourage teachers to attend district Social Studies support sessions.	Administrators, CICs	Agendas and sign-in sheets, increase on social studies DA scores	33%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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

Performance Objective 5: All students will improve their academic performance in Instructional Technology.

Evaluation Data Source(s) 5: Students receive lessons in instructional technology from the TIS and classroom teachers.

Summative Evaluation 5:
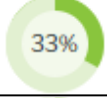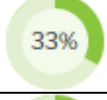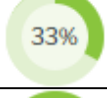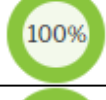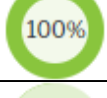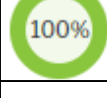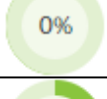
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Update technology to increase learning, reinforce previously learned skills and familiarize students with modern technology.	TIS, CICs, Librarian, Teachers	Increase computer literacy	66%			
2) Utilize instructional software for students in PK-5th to strengthen STAAR skills.	TIS, CICs, Teachers	Increase instructional software	66%			
3) Provide training in required and new software to assigned staff.	TIS	Trainings conducted	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		
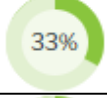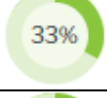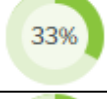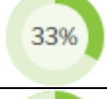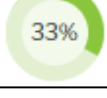
Goal 3: Woodland Acres Elementary will ensure student growth in the tested areas.

Performance Objective 6: Monitor student performance and achievement gap of special populations and programs.

Evaluation Data Source(s) 6: Individual goal cards are created for each student to track their growth and progress.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Review each identified special education student to determine the level of support needed based on the IEP, teacher input, STAAR results, and past performance.	Special Education Staff, Administrators, Classroom Teachers	End of year assessment data	66%			
2) Provide training for all staff in inclusionary processes and practices.	Administrators, Special Education Staff	sign-in sheets, agendas	33%			
3) Develop a differentiation of teacher responsibilities for inclusion classes.	Administrators, Special Education Staff	Clear delineation of roles and responsibilities for the staff	33%			
4) Inform all staff and parents about the benefits inclusion for all students.	Administrators, Special Education Staff	Increased awareness and acceptance of all individuals	33%			
5) Develop master schedule around the courses needed to meet the students' levels of support.	Counselor, Special Education Staff, Administrators	Master schedule completed	33%			
6) Assign staff to support facilitation, co-teach, and resource.	Administrators	Staff assigned	100%	100%	100%	
7) Develop a calendar/schedule for instructional planning between content teacher and special education teacher.	Instructional Staff	Collaborative planning occurs	100%	100%	100%	
8) Provide special education students with incentives to increase reading, writing, math, and science achievement.	Administrators, Teachers	Increase in AR reading levels and DA scores	0%			
9) Provide daily exposure through morning work in problem solving, reading, and writing.	All Teachers	Mastery of morning work	66%			

10) Continue ability tutorials and increase early intervention in order to meet the needs of all at-risk students.	Lead CIC, K-2 ELA CIC, All Teachers	Student performance results	33%				
11) Provide assistance for teachers to administer DRA/EDL/iStation at teachers' request.	Lead CIC, All Teachers	Student performance results	66%				
12) Continue meeting the needs of students with dyslexia.	Dyslexia Teacher, All Teachers	Student performance results	33%				
13) Send home daily/weekly readers with students in K-5.	K-5 teachers	Students reading on level	33%				
14) Increase inclusion of students with disabilities in general education classroom to provide the least restrictive environment.	SpEd Teacher, All Teachers	Students success in mainstreamed classroom	33%				
15) Allow teachers to attend workshops and conferences that address the needs of all learners including LEP, SPED, 504, etc...	Administrators	Teacher participation and implementation of strategies	33%				
16) Include K-2 teachers and support staff members in STAAR district assessment and data analysis process.	Administrators	Teacher participation and awareness of STAAR data	33%				
17) Allow teachers to attend TELPAS Foundations training and implement the use of writing portfolios throughout the school year.	Administrators, CICs	Students identified as Limited English Proficient (LEP) will improve in their writing ability in English	33%				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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

Performance Objective 7: Woodland Acres Elementary, district, and campuses will meet all state and federal accountability standards.

Evaluation Data Source(s) 7: WAES met all state and federal accountability standards and will continue to do so.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide training on TEKS alignment and lesson plan development.	Administrators, CICs	Training provided	33%			
2) Provide training on balanced literacy components (guided reading, read alouds, shared reading, phonics integration, etc...).	Administrators, K-2 ELA CIC, 3-5 ELA CIC	Training provided	33%			
3) Provide training on differentiation of instruction.	SpEd Department, GT Department	Training provided	33%			
4) Campus Accountability Support Team will meet with the district to share our plan on how we will meet the needs of all students.	Administrators, CICs	Meetings with district occur	66%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 8: Maintain compliance with all district, state, and federal requirements.

Evaluation Data Source(s) 8: WAES maintains compliance with all district, state, and federal requirements and will continue to do so.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Provide annual TTESS training.	Administrators	Training provided	100%	100%	100%	
2) Provide LPAC guidelines and documentation.	LPAC Committee	Items provided	66%			
3) Provide training on RtI and PST processes.	RtI/PST Chairs, Administrators	Trainings provided	66%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 9: Continue to implement a two-way immersion program using a 50/50 model that will produce bilingual, biliterate, and bicultural students as stated in the district's graduate profile.

Evaluation Data Source(s) 9: TWI informational sessions are conducted each April to attract new students into the TWI program.

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Sept	Dec	Feb	Summative May
1) Instill an appreciation for bilingualism and biculturalism.	TWI Coordinator, Teachers, Administrators	Students and staff appreciate and promote bilingualism and biculturalism	33%			
2) Find high quality TWI instructional materials.	TWI Coordinators, Teachers, Administrators	TWI material library	33%			
3) Provide TWI parent orientation meetings.	TWI Coordinator	Meetings conducted	0%			
4) Provide TWI training to staff.	TWI Coordinator, CICs, Administrators	Trainings provided	33%			
5) Monitor students in both native and second languages.	TWI Coordinator, Teachers, Administrators	Students challenged appropriately while transitioning into their second language.	33%			
6) Inventory on current materials to identify what needs to be purchased.	CICs, Librarian, Administrators	Materials inventoried	33%			
7) Purchase materials/resources in both English and Spanish.	CICs, Teachers, Administrators	Increase in materials in both English and Spanish	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 10: Continue to implement a one-way dual language program for our BIL students identified as English Language Learners (ELLs) for students in grades PK-3.

Evaluation Data Source(s) 10: Teachers are trained in the one-way model to ensure the model is implemented with fidelity.

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) BIL teachers will attend district and campus trainings to implement the new one-way program.	Administrators	One-way dual language program being implemented with fidelity and increase in students' proficiency in both Spanish and English.	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 11: Provide instructional support and high quality curriculum and resources.

Evaluation Data Source(s) 11: Teachers will receive professional development, participate in professional learning communities, and material/resources will be evaluated and purchased as needed.

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Teachers will collaborate with CICs and administrators to address areas of support or material needed.	Administrators, CICs, Team Leaders, TIS	Scores will increase as well as teacher capacity.	33%			

|				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

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

Performance Objective 12: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Source(s) 12: CICs will support teachers in various areas of need, model lessons, and lead professional development sessions. They will also support instructional planning during team meetings on Tuesdays.

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Provide various opportunities through coaching, PD and academies for teachers to growth and to build capacity.	Administrators, CICs, Lead mentor	The campus staff will increase their knowledge in areas of weakness; Scores will improve.	33%			

100% = Accomplished		= Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 4: Woodland Acres Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage participation.

Performance Objective 1: Increase student participation in Fine Arts programs.

Evaluation Data Source(s) 1: Students are encouraged to participate in Honor Choir, Fine Arts and/or WAES Dance Team.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Continue art, music, and PE TEKS instruction.	Art Teacher, Music Teacher, PE Coach	Student achievement	100%	100%	100%	
2) Participate in art and music contests.	Art Teachers, Music Teacher	Increase in student participation	33%			
3) Instill an appreciation of art, music, and PE by monthly highlighting students who are excelling in these areas.	Art Teacher, Music Teacher, and PE Coach	Students appreciate and talk about art, music, and PE	33%			
4) Provide students with out of school field trips in order to build personal experiences that will increase student awareness in art and music.	Art Teacher, Music Teacher, Teachers	Increase in student appreciation for art and music	33%			
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 4: Woodland Acres Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage participation.

Performance Objective 2: Increase student participation in extra-curricular activities and student clubs.

    Evaluation Data Source(s) 2: WAES has various activities for students to participate in such as: Fast on Facts team, Spelling Bee, Geography Bee, Science Survivor Series, Honor Society, Student Council, Dance Team, AR Club, Boys Club, Running Club, Art Club, Honor Choir, and Girls Club.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Continue to have a Student Council organization.	Student Council Sponsor	Increase in student participation	100%	100%	100%	
2) Continue to have a Dance Team.	Dance Team Sponsors	Increase in student participation	33%			
3) Continue to have a Running Club.	Running Club Sponsor	Increase in student participation	✗	✗	✗	
4) Continue to have AR Club.	AR Sponsor	Increase in student participation	33%			
5) Continue to have Honor Choir Club.	Music Teacher	Increase in student participation	33%			
6) Continue to have National Junior Honor Society	Sponsor	Increase in student participation and academic achievement	33%			
7) Continue to have a Boys and Girls Club.	Sponsor	Increase in student participatoin and academic achievement	33%			
	Problem Statements: Demographics 1					
	100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✗ = Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: After school activities impact students emotionally, mentally, physically and socially so without these programs students would lose the benefits and thus lack a well-rounded child. **Root Cause 1**: Students have no supervision if parents work late or are unable to teach them necessary skills

Goal 4: Woodland Acres Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage participation.

Performance Objective 3: Students will participate in Art, Music and PE weekly.

Evaluation Data Source(s) 3: The campus will generate a specials rotation schedule to accommodate students participation in these various areas.

Summative Evaluation 3:

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

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school.

Evaluation Data Source(s) 1: WAES continues to maintain the highest attendance rate among the 15 elementary schools in GPISD.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Sept	Dec	Feb	May
1) Provide incentives for student perfect attendance and communicate these incentives to parents (monthly, 9 weeks, semester, annually).	Assistant Principal, PEIMS, Teachers	Increase in student attendance - maintain having the highest student attendance rate in the district as WAES did in 2013-2014	33%			
2) Recognize students on their birthday.	Administrators	Students recognized on their birthdays	66%			
3) Automated calling system activated for each student absence. Teacher calls on third student absence, followed by PEIMS and an administrator (prolonged absences).	Teachers, PEIMS, Assistant Principal	Increase in student attendance	66%			
4) Ensure student home visits are conducted for students who have seven consecutive absences.	PEIMS, Counselor, Administrators	Increase in student attendance	33%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 2: Develop intervention strategies to improve graduation, retention and drop-out rates.

Evaluation Data Source(s) 2: Tutorials are conducted for students both in the fall and spring semesters.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide State-Approved instruction and monitoring for all students identified with Dyslexia	Dyslexia Specialist , Assistant Principal	Attendance records information in 504 folder and meetings	33%			
2) Provide after-school tutorials	CICs, Teachers	Decrease retention rate/increase grades, STAAR and DA scores	33%			
	Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2					
	Funding Sources: 211 - ESEA Title I, Part A - 5000.00, 199-30 - SCE - 5000.00					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:
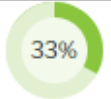
Demographics
Problem Statement 1: After school activities impact students emotionally, mentally, physically and socially so without these programs students would lose the benefits and thus lack a well-rounded child. **Root Cause 1**: Students have no supervision if parents work late or are unable to teach them necessary skills
Student Achievement
Problem Statement 1: The student achievement committee looked at various data sources and found that our student had major gaps in writing and therefore need a vertically aligned plan for our campus to improve student performance in writing. The campus team (PLC) can ensure that students are familiar with the writing process and are better prepared for the STAAR assessment and beyond. **Root Cause 1**: Scores have dropped in 4th grade and students are having major gaps
Curriculum, Instruction, and Assessment
Problem Statement 2: The curriculum, instruction, and assessment committee found that a rigorous curriculum and resources is needed to address GT students. **Root Cause 2**: GT students tend to get bored and serve as a behavior problem if not engaged.

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

Performance Objective 3: Implement strategies to monitor and increase teacher attendance.

Evaluation Data Source(s) 3: Teachers are recognized and rewarded for their attendance.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide staff with incentives for attendance (weekly, monthly, 9 weeks, annually).	Administrators	High teacher attendance rate and positive campus climate	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 1: Continue to improve parent involvement, community relations and opportunities to participate in district/campus planning and decision making.

Evaluation Data Source(s) 1: All required members are present on the CPAC committee each year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Select parents to serve on the CPAC team.	Administrators, Teachers	CPAC includes parents	100%	100%	100%	
2) Schedule CPAC meeting dates.	CPAC team	Timeline set with quarterly meetings	100%	100%	100%	
3) Conduct monthly PTA meetings with a musical performance from each grade level.	Administrators, Music Teacher, All Teachers	PTA meetings conducted with a high attendance rate of parents	33%			
4) Provide families of students served in ACE program opportunities for literacy and related educational development.	CICs, Principal, AP, ACE Coordinator	sign in sheets and agenda	✕	✕	✕	
		100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

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

Performance Objective 2: Increase parent involvement and volunteer opportunities.

Evaluation Data Source(s) 2: Parents are encouraged to volunteer and are recognized for their volunteer hours.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Establish and provide opportunities for parents to participate in school activities (STAAR Night, CPAC, LPAC, IEP meetings, Health Fair, PTA, Fall Festival, Field Day, Late Night at the Library, AR Club, Open House, Meet the Teacher).	Administrators, Counselor, Teachers, Librarian	Increase in parental involvement	33%			
2) Recognize volunteers and the amount of hours volunteered at the end of the school year.	Counselor	Increase in parental involvement, increase in parent-school relations	0%			
3) Provide parent volunteer training.	Counselor	Increase in parental involvement, increase in student achievement, increase in parent-school relations	100%	100%	100%	

100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue

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

Performance Objective 3: Expand efforts in communicating with parents, students and the community.

Evaluation Data Source(s) 3: Parents receive various forms of communication through newsletters, fliers, email, marquee, Remind messages, website, and callouts.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Keep school's web page updated with current and pertinent information.	TIS and Campus Webmaster	Increase in webpage views	66%			
Funding Sources: 199 - Local - 500.00						
2) Produce a monthly school newsletter for communication with parents and celebration of student accomplishments.	Administrators, Office Staff	Parent attendance at school events increases, students recognized	66%			
Funding Sources: 199 - Local - 100.00						
3) Conduct STAAR Night, Early Literacy Night, PTA Meetings, Fall Festival, Field Day, Open House, Meet the Teacher and Late Night at the Library.	Administrators, CICs, Teachers, Librarian	Increase in parental involvement	33%			
4) Provide Two Way Immersion (TWI) informational to prospective parents.	District TWI Specialist	Increase in the number of students in the TWI program	0%			
5) Send home graded work (weekly).	Teachers	Increase communication with parents	33%			
6) Utilize newsletters, memos, PTA meetings, CPAC minutes, and marquee to keep parents, community, and business partners informed of campus events.	Administrators, Counselor, Teachers, Secretary	All stakeholders informed, increase in attendance at school events, increase in school-community relations	66%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Provide professional development to increase student achievement and job performance.

Evaluation Data Source(s) 1: Professional development is offered to teachers to increase student achievement both on campus and from the district.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Allow teachers to attend workshops/in-service to increase expertise in all content area TEKS.	Administrators	Teacher implementation of newly acquired skills, strategies, etc...	33%			
2) Provide staff development training on campus as needed.	Administrators, CICs	Teacher implementation of newly acquired skills, strategies, etc...	33%			
3) Meet with teams regularly to plan lessons according to district scope and sequence.	Administrators, CICs	Effective lesson planning	66%			
4) Allow teachers to attend workshops and conferences that address the needs of all learners including LEP, SpEd, 504, etc...	Administrators	Implementation of strategies and techniques	33%			
5) Provide research on working with sub-populations.	Administrators	Teacher implementation of research strategies.	33%			
6) Implement innovative and effective teaching strategies that motivate and inspire learners.	Administrators, CICs	Teacher implementation of new ideas and strategies and student performance results	33%			
7) Update teachers on Bloom's Taxonomy focusing on higher level thinking skills to be incorporated into all lessons.	Administrators, CICs	Teacher implementation of higher order thinking skills and increase in student performance results	33%			
8) Provide refresher Fast on Facts training (Fact Fluency).	Lead CIC	Training provided	✗	✗	✗	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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

Performance Objective 2: Enhance programs that increase district's leadership capacity.

Evaluation Data Source(s) 2: Teachers are encouraged to pursue their advanced degree and apply for the district's Aspiring Administrators Academy (AAA).

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Maintain campus leadership team (CLT) with monthly informative meetings.	Administrators, CLT	Monthly CLT meetings, CLT members seek opportunities for career advancement	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 3: Increase training on the use of instructional technology to support instruction.

Evaluation Data Source(s) 3: Teachers receive training from the TIS and Campus Panel Academy members.
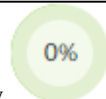
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Utilize digital projectors, iPads, and desktop computers to enhance instruction and technology integration.	Administrators	Daily use of items such as iPads, digital projectors, and desktop computers	66%			
2) Provide opportunities for staff development in the area of technology to enhance instruction (during team meetings).	TIS, Administrators	Technology staff development opportunities offered	66%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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

Performance Objective 4: Create an onboarding process to introduce new staff to district and campus culture, goals, and programs.

Evaluation Data Source(s) 4: New hires or transfers will receive training, mentoring, support, and encouragement.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide opportunities for new staff members to assimilate to the expectations of the district and campus	Administrators, CICs, Lead mentor, Mentors, Team Leaders	New staff members will embrace the district/campus goals, culture and program that will lead to teacher retention and a positive climate.	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 5: Maintain compliance with all Highly Qualified requirements.

    Evaluation Data Source(s) 5: Have 100% highly qualified staff

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Present highly qualified plan to CPAC.	Administrators, CPAC	CPAC members aware of ensuring all staff members meet the highly qualified requirements	33%			
2) Ensure students are placed with highly qualified personnel (LEP, SpEd, GT, etc...).	Administrators	All students served by highly qualified personnel	100%	100%	100%	
3) Provide each new teacher to campus or new to grade level with a campus based mentor.	Administrators, Mentors, CICs	New teacher is successful and scores a minimum of proficient on T-TESS	100%	100%	100%	
4) Provide staff development for new teacher(s).	Administrators, CICs	New Teacher(s) are successful	66%			
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

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

Performance Objective 6: Continue to assess and implement efforts in recruiting and retaining highly qualified staff in identified shortage areas.

Evaluation Data Source(s) 6: Administrators attend job fairs and are continually recruiting highly qualified staff.

Summative Evaluation 6:

| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Attend annual GPISD job fair to recruit potential candidates.	Administrators	Attendance at annual job fair provides administrators with resumes should positions open up	0%			
2) Provide team building activities for staff.	Administrators, CLT	More cohesive staff	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

Performance Objective 7: Continue to promote the Homegrown Program and university partnerships.

Evaluation Data Source(s) 7: Homegrown students and student teachers are welcomed and become part of the WAES family.
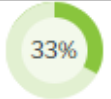
Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Allow fliers promoting universities to be distributed to staff members to encourage advanced degrees.	Administrators, Principal's Secretary	Teachers informed of university partnerships and opportunities for advanced degrees	33%			
2) Utilize homegrown students to assist with small group instruction.	Administrators, Classroom Teachers	Teachers increase the frequency students are instructed using small groups	66%			
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 8: Continue to implement strategies to address the teacher retention rate.

Evaluation Data Source(s) 8: Teachers vary rarely leave WAES unless they are promoted or relocating.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Provide incentives to teachers for their attendance, which encourages them to remain in their position.	Administrators, Principal's Secretary	Teachers receive incentives for attendance and are eager to return to their position each year	33%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

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

Evaluation Data Source(s) 1: Allot funds to replace or purchase equipment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Base on campus needs assessments, walkthroughs and/or observations evaluate current assets and repair or replace as needed.	Administrators, Custodians, All teachers, TIS	Students and staff will be provided with a quality, safe learning environment.	33%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

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

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

Evaluation Data Source(s) 2: Training, monitor and assist front office staff, teachers, and staff on customer service and moral/ethical practices.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Provide the best customer service to all internal and external customers so they feel welcomed and willing to return.	Administrators, Office Staff, Teachers, Cafeteria Staff	Visitors will feel welcomed and accepted at WAES.	66%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

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

Performance Objective 3: Ensure and demonstrate efficient and effective use of district financial resources.

Evaluation Data Source(s) 3: District financial resources are used to best impact students/teachers.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Principal will meet with principal's secretary to ensure proper budgetary planning.	Principal, Principal's Secretary	Budget expenditures align to campus instructional needs	66%			
2) Principal will ensure funds are allocated properly and that these allocations reflect campus instructional needs. CPAC will provide advisement and approve budget allocations.	Principal	Principal will ensure funds are allocated properly and that these allocations reflect campus instructional needs, CPAC minutes	66%			
3) Principal will ensure all Title funds are allocated properly within federal guidelines, and that funds are used in a way that maximizes available resources for optimum instructional benefit.	Principal	All Title expenditures meet compliance requirements	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 4: Continue to develop and present transparent financial information demonstrating commitment to high quality professional standards.

Evaluation Data Source(s) 4: All financial information is transparent and readily available upon request.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	**Dec**	**Feb**	**May**
1) Budget proposed and shared at CPAC meetings.	Administrators, CPAC members	CPAC members awareness of budget	100%	100%	100%	
2) All staff will be trained in appropriate money-handling practices.	Administrators	Training agenda, sign-in sheets, no fiduciary procedure arrows	100%	100%	100%	
3) Designated personnel will be trained on fundraising processes and management of activity accounts. All fiduciary activities will be approved by the Principal and monitored by administrators.	Administrators	No procedural errors involving money handling, Training agendas, sign-in sheets, list of authorized personnel	100%	100%	100%	
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue			

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

Performance Objective 5: Maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse.

Evaluation Data Source(s) 5: An internal control framework has been established and is used on a daily basis.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) All funds will be verified by principal's secretary or an administrator, secured, and deposited daily.	Administrators, Principal's Secretary	No fiscal procedure irregularities	66%			
	100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue		

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

Performance Objective 6: Maintain the allocation of available resources to maximize student achievement and ensure accommodation of student growth.

Evaluation Data Source(s) 6: Student growth is rewarded and encouraged through various school incentives.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Feb	May
1) Principal will allocate funds to meet instruction needs and increase academic achievement of all students, including those served by resources provided by special programs, through: a) procurement of critical instructional technology assets, b) supplemental instruction, c) staff development, and d) procurement of instructional resources.	Principal	Documentation of expenditures and allocations that align to campus instructional needs, increased student access to technology and appropriate growth in technology proficiencies, student data showing academic improvement in all core classes, appropriate documentation of funded supplemental instructional activities, documentation of funded staff development activities, certificates, lists, agendas, logs, etc.	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Part of our CNA was developed utilizing the data from a staff survey, parent survey, etc. The other components were developed by eight campus committees. Teachers were divided into teams of eight different committees that corresponded to the NCLB categories. Committees reviewed data pieces and determined campus needs based on these information sources. Their needs assessment was turned into the CPAC.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee teams met to discuss the needs in each one of their categories. Based on data pieces and survey information, committees came up with root causes and problem statements. They analyzed performance objectives for each goal and the strategies that went along with them based on the problem statements and root causes.

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting. If there are any edits necessary, the final decisions will go through the CPAC for approval.

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

The CIP will be available to parents through our website and a hard copy will be kept in the front office. Each CPAC member will also be able to access it thorough a generic account on here that they can use.

2.4: Opportunities for all children to meet State standards

Students at Woodland Acres Elementary are provided with a highly qualified staff that collaborates as a team and with campus instructional coaches to provide excellent instruction. Students not meeting expectations are supported through differentiated interventions to meet their needs.

2.5: Increased learning time and well-rounded education

The master schedule is designed to maximize instructional time. In addition to educating students in core subjects, we will continue to offer an array of after school clubs such as Boys Club, Girls Club, Honor Choir, Honor Society, Student Council, and Dance Club.

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

Students will be monitored throughout the year using various data sources such as district assessments, DRA/EDL, I-station, etc. Student concerns will be discussed at the monthly RTI meeting, LPAC meetings, ARDs, planning meetings, and such.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be distributed to parents during the first nine weeks.

3.2: Offer flexible number of parent involvement meetings
We will continue to embrace our parents and invite them to various meetings such as Coffee with the Counselor, Academic Nights, Report Card Conferences, STAAR Nights, etc. We will take into account the meeting time, location and child care option.

2018-2019 CPAC Committee

Committee Role	Name	Position
Administrator	Sandra Rodriguez	Principal
Administrator	Alaide Zavala	Asst. Principal
Paraprofessional	Adela Herrera	Principal's Secretary
Classroom Teacher	Elizabeth Garcia	Kindergarten teacher
Classroom Teacher	Jerri Gore	1st grade teacher
Classroom Teacher	Rosalinda Ortiz-Gomez	2nd grade teacher
Classroom Teacher	Adriana Lopez	3rd grade teacher
Classroom Teacher	Laureen Soriano	4th grade teacher
Classroom Teacher	Noelia Vargas	5th grade teacher
Classroom Teacher	Marissa Zavala	TWI teacher
Classroom Teacher	Sonia Lloyd	Art teacher
Non-classroom Professional	Justin Jackson	ELA CIC 3-5
Interventionist	Angela Walker	Interventionist
Non-classroom Professional	Karen Bernal	Math/Science CIC 3-5
Non-classroom Professional	Daniel Lettner	Science Lab Teacher
Non-classroom Professional	Michelle White	SPED/Resource teacher
Non-classroom Professional	Audra Willis	Librarian
Non-classroom Professional	Vincent Collura	PE coach
Non-classroom Professional	America Garza	Bilingual teacher
Classroom Teacher	Raymar Ramirez	4th grade teacher/Team leader
District-level Professional	Veronica Martinez	Director for Bilingual Services and Early Childhood
Parent	Amanda Erebia	Parent
Parent	Elsa Ledezma	Parent
Community Representative	Sergio Galvan	Pastor

Community Representative	Maria Gamboa	Community member
Business Representative	Jennifer Severe	WATCO
Business Representative	Jorge Garza	Frost Bank
Business Representative	Mayra Gonzalez	Barnhardt Crane and Rigging
Paraprofessional	Redy Montoya	Paraprofessional
Support Staff/Parent Facilitator	Elizabeth Huerta	CIS
Non-classroom Professional	Charlene Marsh	Counselor

Demographics

Committee Role	Name	Position
Classroom Teacher	Audra Willis	Librarian
Classroom Teacher	Fabiola Concha-Pacheco	Teacher
Classroom Teacher	Christina Sebastian	Teacher
Classroom Teacher	Esmeralda Salazar	Teacher

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Rosalinda Ortiz	Teacher
Classroom Teacher	Jerri Gore	Teacher
Classroom Teacher	Rosario Castellano	Teacher
Classroom Teacher	Karen Bernal	CIC
Classroom Teacher	Margarita Guzman	Teacher

Staff Quality, Recruitment and Retention

Committee Role	Name	Position
Classroom Teacher	Marissa Zavala	Teacher
Classroom Teacher	Noelia Vargas	Teacher
Classroom Teacher	Raymar Ramirez	Teacher
Classroom Teacher	Dale Baca	Teacher
Classroom Teacher	Justin Jackson	CIC

Technology

Committee Role	Name	Position
Classroom Teacher	Elizabeth Garcia	teacher
Classroom Teacher	Daisey Duarte	teacher
Classroom Teacher	Charlene Posadas	Teacher
Classroom Teacher	Adriana Lopez	Teacher
Classroom Teacher	Rosalba Norman	TIS

Family and Community Involvement

Committee Role	Name	Position
Classroom Teacher	Gail Emmons	Teacher
Administrator	Charlene Marsh	Counselor
Classroom Teacher	Vincent Collura	Teacher
Classroom Teacher	Jessica Solis	Teacher
Classroom Teacher	Sandra Martinez	Teacher

Culture and Climate

Committee Role	Name	Position
Classroom Teacher	America Garza	Teacher
Classroom Teacher	Hortencia Avina	teacher
Classroom Teacher	Laureen Soriano	Teacher
Classroom Teacher	Sonia Lloyd	Teacher
Classroom Teacher	Nayely Cerda	Teacher

District Context and Organization

Committee Role	Name	Position
Classroom Teacher	Daniel Lettner	Teacher
Classroom Teacher	Cindy Martinez	Teacher
Classroom Teacher	Gady Velazquez	Teacher
Interventionist	Tiffany Benitez	Interventionist

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Maria Castro	CIC
Classroom Teacher	Janette Rios	Teacher
Classroom Teacher	Sandra Guillen	Teacher
Classroom Teacher	Jessica Izaguirre	Teacher
Classroom Teacher	Michelle White	Teacher

Campus Funding Summary

199-30 - SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2			$5,000.00
				Sub-Total	$5,000.00

199 - Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies; Resources		$800.00
2	2	1			$50.00
2	2	2			$100.00
6	3	1			$500.00
6	3	2			$100.00
				Sub-Total	$1,550.00

211 - ESEA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2			$5,000.00
				Sub-Total	$5,000.00
				Grand Total	$11,550.00