Galena Park Independent School District

Woodland Acres Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps

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

In 2016, the GPISD community approved a $290 million dollar bond to rebuild 4 campuses, one of which was Woodland Acres Elementary. In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK (3 years olds)-5th grade. The campus serves approximately 475 students in various programs such as Dual Language/Two-Way Immersion, One-Way Dual Language, ESL, Gifted and Talented, and Special Education/Resource. Overall, the campus has a reputation of being "Small, but Mighty," yielding high results on state assessments and winning several accolades throughout the years!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodland Acres Elementary is the smallest elementary campus in Galena Park ISD. We are located in the southside of the district and serve students from PK3 to 5th grade. Our student body is approximately 475, comprised of 93% Hispanic, 3% African American, 3% White, and 1% other. The campus is 78% economically disadvantaged and has 63% English Learners. We host the district's only Two-way Dual Language program. Due to this, we have a large group of students that transfer into our school with many being employee's children.

The staff of Woodland Acres is 79% Hispanic, 12% White, 7% Asian, and 2% African American. All of our teachers are highly qualified with 4 year degrees and teaching certifications. In addition, all staff is Bilingual or ESL certified. The staff consists of veteran teachers with 60% having 6-20 years and the average years of experience is 10.5 years. We also 4 have instructional aides that support PK3, PK4, K-2, and 3-5. Our students have the opportunity to attend Physical Education, Music, Art or Library weekly.

Demographics Strengths

The strengths of Woodland Acres are-

- Great attendance (97.84 for 2018-2019)
- Low staff turnover rate (10+ years of experience for many staff members)
- Extracurricular opportunities for students (dance, reading, cooking, etc.)
- Addition of Pre-K 3 program
- Accessible technology

Problem Statements Identifying Demographics Needs

Problem Statement 1: Extracurricular activities are not targeting all of our students and many are focused on academic areas. **Root Cause**: There is no stipend for sponsoring extracurricular activities in elementary.

Problem Statement 2: Parent education is a need in our school community. **Root Cause**: We need to improve the perceptions of school so parents become active participants in their child's education.

Student Academic Achievement

Student Academic Achievement Summary

During the 2018-2019 school year, Woodland Acres Elementary earned an "**A**" rating for its exemplary performance. Additionally, the campus earned distinctions in Science and Closing the Gaps.

Student Academic Achievement Strengths

At Woodland Acres Elementary, we do well with-

- Student progress from 3rd- 5th grade
- Incentives and motivating students occurs consistently

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the data analyzed, vertical planning is needed to help impact student growth. **Root Cause**: Students enter the following grade level with gaps and several score "approaching".

Problem Statement 2: Based on the data, there is a need to provide interventions to those students in critical need early on in the school year. **Root Cause**: Students show regression in the summer.

Problem Statement 3: Based on the data, allow for more vertical planning and targeted PD for teachers. **Root Cause**: Teachers need time to review new resources and to plan effective lessons with high yielding instructional strategies.

School Processes & Programs

School Processes & Programs Summary

Based on campus surveys, stakeholders describe Woodland Acres Elementary as a safe and respectful establishment. The small campus exhibits a family-oriented atmosphere where visitors feel "at home." The campus aims to deliver top rated customer service by having a bilingual office staff. In addition, communication to parents such as flyers, newsletters, call-outs, 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.

Supportive leadership and teamwork is evident.

School Processes & Programs Strengths

At Woodland Acres Elementary we do well in-

- Teachers keep open lines of communication with parents through all available media
- Parents feel welcomed
- Information is provided in English and Spanish
- Teacher retention is high
- Teamwork is evident

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the data, teachers would benefit from extended planning days every 9 weeks. **Root Cause**: The curriculum guides, TEKS, and material/resources provided have changed over time.

Problem Statement 2: Based on the data reviewed, Foundations needs to be revisited, implemented, and monitored. **Root Cause**: We are in a new building and we need clear expectations to keep students safe.

Perceptions

Perceptions Summary

Woodland Acres Elementary is the smallest campus in the district that serves approximately 475 students. We host the only dual language program in the district and for that reason, we have many in/out of district transfers. We value bilingualism, bi-literacy, and multiculturalism. We are a small campus with a big heart. Most of our data feedback says we are warm and friendly.

Perceptions Strengths

At Woodland Acres Elementary, we do well in-

- Communicating
- Welcoming everyone
- Bilingualism
- Following school/district policies

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are surrounded by many businesses yet have few business partners or volunteers. **Root Cause**: A designated person needs to advocate and encourage more community involvement with local businesses.

Problem Statement 2: Based on the data, many stakeholders are unaware of how federal funds are used. **Root Cause**: Awareness of stakeholders is limited due to low attendance at CPAC meetings.

Priority Problem Statements

Problem Statement 1: Parent education is a need in our school community.

Root Cause 1: We need to improve the perceptions of school so parents become active participants in their child's education.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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: Implement Foundations/CHAMPS and provide additional training as needed

Evaluation Data Source(s) 1: Teachers will lead our Foundations team, attend Foundations training, and will monitor throughout the year the quality of our program.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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 Committee, Counselor, Administrators	Decreased number of office referrals, Consistency with expectations, Clear expectations that even visitors can follow	100%	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	40%	70%	85%	100%
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	40%	50%	85%	100%
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 2: Students will be trained in safety and security practices and measures.

Evaluation Data Source(s) 2: We will improve our performance on the annual safety audit.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students and teachers will be trained on safety protocols.		Foundations Committee, Crisis Management Team, Administrators	Student will know how to keep themselves and the campus safe. We will pass our safety audit.	40%	75%	85%	100%
	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 a coordinated Health/Wellness program

Evaluation Data Source(s) 3: Health/Wellness is incorporated daily into PE classes, which will now be available for students in grades K-5 for the 2019-2020 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Develop meaningful activities for Red Ribbon Week including the Drug Free March.	2.6	Counselor, All Staff	Decrease in discipline referrals, successful Red Ribbon Week	100%	100%	100%	100%
Funding Sources: 461 - Campus Activity Funds - 250.00							
2) Integrate nutrition education into health and physical education.		All Staff, Nurse, PE Coach	Increase in awareness of proper nutrition	40%	50%	80%	100%
3) Provide students and staff with pleasant eating experiences.		Paraprofessionals	Parents will feel welcomed at school.	40%	55%	100%	100%
4) Educate parents on health and physical concerns facing children.	3.2	Counselor, Nurse, Outside agencies that may provide the training	Parents will make better health and nutritional choices for their children.	5%	40%	80%	100%
5) Implement a campus wellness plan.	2.6	Staff members, Nurse, PE Coach, Administrators	Increase in awareness of campus wellness plan	40%	60%	80%	100%
6) Administer Fitness Gram during PE classes.		PE Coach	Student performance on Fitness Gram	0%	30%	100%	100%
7) Create a student advisory team and collect information concerning bullying and school/classroom climate		Administrators, Counselor	Students will feel comfortable sharing their issues and concerns. School administrators will have a better understanding of the school climate.	0%	40%	✗	✗
Funding Sources: 461 - Campus Activity Funds - 100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
	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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	20%	35%	100%	100%
2) Utilize instructional software for students in PK-5th to strengthen skills.		TIS, CICs, Teachers	Increase in awareness/use of instructional software	40%	60%	100%	100%
3) Provide training in required and new software to assigned staff		TIS	Training conducted	30%	55%	100%	100%
4) All staff will complete the online internet safety course during the fall semester.		Administrators	100% compliance and zero infractions regarding technology.	25%	50%	100%	100%
5) All employee will receive and sign the Acceptable Use Policy annually.		Administrator	100 % compliance and zero issues with technology usage.	100%	100%	100%	100%
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 team building activities

   Evaluation Data Source(s) 5:

   Summative Evaluation 5:

Goal 2: Woodland Acres Elementary will provide 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct College and Career Day	2.5, 2.6	Counselor and CIS	Students will have an increase awareness of possible future professions.	0%	50%	65%	→
2) Inform parents of college/career opportunities for their child(ren) at Open House, Academic Nights, etc.		Teachers, Campus Instructional Coaches	Increase awareness for parents and students of future career paths. More student interest in achieving a higher education.	0%	55%	80%	→
3) 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 so that there is an increase of awareness for higher education in students.	100%	100%	100%	100%
4) Celebrate GenTX Day	2.5, 2.6	All Staff	Students will wear a college shirt of choice	0%	10%	65%	→
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Woodland Acres Elementary will provide 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 4-5 attend a career fair in May.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	40%	100%	100%	100%
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	5%	75%	100%	100%
Funding Sources: 199 - Local - 100.00							
3) Increase all stakeholders' knowledge over "Masters" on STAAR and it's correlation to TEKS through an academic night, conference and/or training	2.4, 3.1	All Staff, Administrators	Parents will be more knowledge and encouraging of a "Masters" score on STAAR Increase students scoring on DAs and STAAR	5%	40%	85%	→
Funding Sources: 199 - Local - 250.00							
4) Students will participate in Dual Language Academic Competition		Teachers, CICs	Students will gain an understanding and appreciation of being bi-literate, bilingual and multicultural	15%	25%	80%	→
Funding Sources: 199 - Bilingual - 200.00							
5) Students will participate in Math Fast on Facts campus and district competition.		Teachers, CICs	Students will gain automaticity and fluency with math computations.	15%	50%	80%	→
Funding Sources: 461 - Campus Activity Funds - 100.00							
6) Students will participate in Science Survivor Series.		Teachers, CICs	Students will be able to use critical thinking and problem solving.	15%	45%	100%	100%
Funding Sources: 461 - Campus Activity Funds - 100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Woodland Acres Elementary will provide 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/or conducts classroom lessons over college or career interests.
>
> **Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	50%	85%	100%
100% = Accomplished			→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Woodland Acres Elementary will provide 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 5-6 are able to attend orientation sessions.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	15%	40%	70%	→
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	10%	50%	100%	100%
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%	40%	75%	→
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 and Writing.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Utilize the library and it's events (such as Dr. Seuss Day) and programs (such as AR) to shine a spotlight on Reading and its importance.	2.4	Librarian, Teachers	Library circulation will increase. Students will have many books to document on their reading logs. Students will have many AR points.	30%	55%	90%	100%
Funding Sources: 461 - Campus Activity Funds - 5000.00							
2) Administer iStation, DRA/EDL Assessments, and benchmarks to all students.	2.4	All Teachers	Reading on grade level increases	30%	65%	85%	100%
3) Utilize a balanced literacy approach-Read Alouds, Guided Reading, Shared Reading, Independent Reading , Word Study, Writer's Workshop- in all classrooms with all students	2.4	All Teachers	Increased on-grade level reading and writing	30%	65%	95%	100%
Funding Sources: 199 - Local - 1000.00							
4) Build library collections in both English and Spanish for all teachers to have access to help improve reading/writing achievement		Librarian	Circulation Records	30%	50%	85%	100%
5) Provide all 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.	2.4	Administrators, Teachers	Increase in reading and writing scores on DA's and DRA/EDL	30%	55%	85%	100%
6) 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	30%	60%	85%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
7) Conduct vertical alignment meetings with CICs and administrators to analyze the curriculum, design and model lessons, create common assessments, and review data.		Administrators	Classroom teachers will feel more knowledge and comfortable teaching reading and writing	30%	50%	80%	100%
8) Provide reading enrichment and reading tutorials.	2.5	LA CICs and teachers	Increase in student Reading scores.	30%	55%	80%	100%
9) Utilize CICs to do push-in and pull out sessions as well as coaching and modeling for select staff members in the areas of reading and writing		CIC, Administrators	CIC will build teacher capacity in teaching reading and writing	30%	55%	80%	100%
10) Host Reading/Writing camps for grades 3-5 prior to STAAR.		Team Leaders. CICs, and Administrators	Students will improve on the Reading/Writing STAAR.	0%	0%	75%	→

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: STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administer the Math screener provided by the district (I-ready) and evaluate the data		CICs and Administrators	Teachers and CICs will use the data to plan effective instruction and interventions for students that will increase math achievement.	100%	100%	100%	100%
2) Teachers and CICs will meet to review TEKS, plan lessons, model best instructional practices, evaluate data and create common math assessments.		Administrators	Classroom teachers will feel more comfortable teaching math content	80%	85%	100%	100%
3) Inventory, maintain and purchase math materials and additional resources in English and Spanish.		Administrators, CICs	Inventory completed	45%	65%	85%	100%
4) Provide opportunities for math enrichment and math tutorials		Math CIC and teachers	Increase in student math scores.	35%	60%	85%	100%
5) 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	10%	50%	80%	100%
6) Conduct an Academic Night and demonstrate to parents strategies that can be used at home		CICs, Administrators	With parental support, we will increase in math achievement.	5%	45%	75%	100%
7) Host a Math review camp for grades 3-5 prior to STAAR		Team leaders, CICs, and Administrators	Students will increase their performance on Math STAAR.	0%	10%	85%	→
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: STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers will collaborate with Science Lab teacher and CICs to use Stemscopes when planning lessons, modeling best instructional practices, create common assessments, analyze data, and conduct interventions.		CICs, Administrators	Increase student achievement on Science DA and STAAR	60%	80%	100%	100%
2) Provide 75 minutes of hands on, rigorous instruction for 4th and 5th graders during Science lab time.		Administrators, Science Lab teacher, Teachers	Success on DA Scores and Science STAAR	100%	100%	100%	100%
3) Inventory, maintain, and restock material and resources utilized for Science instruction		Administrators, Science Lab teacher, Teachers	Materials accounted for	50%	70%	90%	100%
4) Incorporate the use of Science Camps to review concepts prior to testing		All CICs, Teachers	Increase in science scores on STAAR	0%	25%	75%	→
5) Host a STEM night		Science CIC, Teachers	Participation and Attendance at event	10%	100%	100%	100%
6) 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	35%	60%	85%	100%
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 Instructional Technology.

Evaluation Data Source(s) 4: Students receive lessons in instructional technology from the TIS and classroom teachers.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	0%	40%	80%	100%
2) Provide training in required and new software/equipment as the LightSpeed System and Interactive Panels.		TIS	Trainings conducted	0%	40%	100%	100%
3) Utilize instructional programs such as I-station and I-ready for students in PK-5th to strengthen academic skills.		TIS, CICs, Teachers	Increased student achievement	0%	40%	75%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

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

Performance Objective 5: Monitor student performance and achievement gap of special populations and programs.

Evaluation Data Source(s) 5: Individual goal cards are created for each student to track their growth and progress.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	35%	60%	75%	→
2) Provide training for all staff in inclusionary processes, practices and roles		Administrators, Special Education Staff	sign-in sheets, agendas	15%	100%	100%	100%
3) Assign staff to support facilitation, co-teach, and resource.		Administrators	Staff assigned	100%	100%	100%	100%
4) Develop a plan for content teachers and special education teacher to plan and review IEP goals and student growth.		Instructional Staff	Collaborative planning occurs	40%	60%	80%	100%
5) Provide special education students with incentives to increase reading, writing, math, and science achievement.		Administrators, Teachers	Increase in AR reading levels and DA scores	30%	55%	80%	→
6) 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	20%	45%	80%	100%
7) Continue meeting the needs of students with dyslexia.		Dyslexia Teacher, All Teachers	Student performance results	25%	55%	85%	100%
8) Send home daily/weekly readers with students in K-5.		K-5 teachers	Students reading on level	20%	35%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
9) 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	10%	40%	95%	100%
10) 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	5%	35%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress	✕ = Discontinue		

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

Performance Objective 6: Continue to implement a two-way immersion program using a 50/50 model that will produce bilingual, bi-literate, and bicultural students as stated in the district's graduate profile.

Evaluation Data Source(s) 6: TWI informational sessions are conducted each April to attract new students into the TWI program.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Instill an appreciation for bilingualism and biculturalism.		TWI Coordinator, Teachers, Administrators	Students and staff appreciate and promote bilingualism and biculturalism	10%	25%	85%	100%
2) Find high quality TWI instructional materials.		TWI Coordinators, Teachers, Administrators	TWI material library	10%	25%	70%	100%
3) Provide TWI parent orientation meetings.		TWI Coordinator	Meetings conducted	5%	15%	80%	→
4) Provide TWI training to staff.		TWI Coordinator, CICs, Administrators	Trainings provided	5%	70%	85%	100%
5) Monitor students in both native and second languages.		TWI Coordinator, Teachers, Administrators	Students challenged appropriately while transitioning into their second language.	10%	20%	80%	100%
6) Inventory and purchase materials for TWI teachers.		CICs, Librarian, Administrators	Materials inventoried	10%	40%	80%	100%
7) Purchase materials/resources in both English and Spanish.		CICs, Teachers, Administrators	Increase in materials in both English and Spanish	10%	25%	85%	100%
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✕ = Discontinue	

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

Performance Objective 7: Continue to implement a one-way dual language program for our BIL students identified as English Language Learners (ELLs) for students in grades PK-5

Evaluation Data Source(s) 7: Teachers are trained in the one-way model to ensure the model is implemented with fidelity.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	10%	60%	85%	100%
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

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

Performance Objective 8: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Source(s) 8: 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 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	5%	35%	80%	100%
2) Allow for vertical team planning, participation in instructional rounds, book studies, and extended planning sessions to build teacher capacity.			The campus staff will increase their knowledge in areas of weakness; Scores will improve.	15%	40%	100%	100%
	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: Students will participate in Art, Music and Physical Education.

Evaluation Data Source(s) 1: Students will be provided with enrichment programs during the 2019-2020 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue art, music, and PE TEKS instruction.		Art Teacher, Music Teacher, PE Coach	Student achievement	100%	100%	100%	100%
2) Participate in art and music contests for all students.	2.5	Art Teachers, Music Teacher	Increase in student participation	15%	55%	75%	100%
3) Participate in district and community physical events such as First Tee, Olympiad, etc.				10%	40%	80%	➡
4) Provide students with out of school field trips in order to build personal experiences that will increase student awareness in art, music and/or physical education.		Art Teacher, Music Teacher, Physical Education, Team Leaders	Increase in student appreciation for art, music and physical education	15%	65%	90%	100%
5) Students will be recognized for their outstanding music, art or physical education participation		Teachers	Students with special artistic, musical or physical ability will be highlighted during EOY award ceremony.	15%	60%	80%	100%
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to have a Student Council organization.	2.5	Student Council Sponsor	Increase in student participation	100%	100%	100%	100%
2) Continue to have a Dance Team.	2.5	Dance Team Sponsors	Increase in student participation	40%	60%	100%	100%
3) Continue to have a Craft Club.	2.5	Running Club Sponsor	Increase in student participation	30%	40%	100%	100%
4) Continue to have AR Club.		AR Sponsor	Increase in student participation	25%	40%	100%	100%
5) Continue to have Honor Choir Club.	2.5	Music Teacher	Increase in student participation	65%	75%	100%	100%
6) Continue to have National Junior Honor Society	2.5	Sponsor	Increase in student participation and academic achievement	100%	100%	100%	100%
7) Continue to have a Boys and Girls Club.	2.5	Sponsor	Increase in student participation and academic achievement	85%	85%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
8) Continue to offer a Cooking Club	2.5	Sponsor	Increase in student participation and academic achievement	50%	70%	100%	100%
9) Continue to offer a Robotics Club	2.5	Sponsor	Increase in student participation and academic achievement	55%	70%	100%	100%
10) Establish a Running Club				15%	40%	100%	100%
11) Offer our campus for a local Boys or Girls Scout Troop				60%	100%	100%	100%
	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 staff 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide incentives for students with perfect attendance and communicate these incentives to parents (monthly, 9 weeks, semester, annually).		Administers, PEIMS, Teachers	Increase in student attendance - maintain the highest student attendance rate in the district	25%	55%	80%	100%
2) Recognize students on their birthday.		Administrators	Students recognized on their birthdays	75%	75%	85%	100%
	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 staff attendance rate.

Performance Objective 2: Develop intervention strategies to improve graduation, retention and drop-out rates for all students, particularly at-risk students.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Utilized the automated calling system activated for each student absence, conduct home visits, conference with parents, and have teacher call on the second student absence to ensure we relay the message of good daily attendance.		Teachers, PEIMS, Administrators	Increase in student attendance	45%	60%	80%	100%
2) Identify students with chronic absenteeism in during the previous school year and meet with these students/parents during the 1st nine weeks to encourage better attendance during 2019-2020. Create an action plan for them.		Counselor, Administrators, PEIMS	Better attendance from students with a history of chronic absenteeism	40%	50%	80%	100%
3) Utilize our Homeless Liaison, CIS, Social Worker, and Counselor to meet with at-risk students to develop intervention strategies.		Administrators, PEIMS, Counselor	Improved attendance and student retention	40%	65%	85%	100%
	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 staff 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide staff with incentives for attendance (weekly, monthly, 9 weeks, annually).		Administrators	High teacher attendance rate and positive campus climate	25%	50%	80%	100%
2) Every Friday provide a staff email that highlights weekly attendance.			High teacher attendance rate and positive campus climate	35%	55%	75%	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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Select parents to serve on the CPAC team.		Administrators, Teachers	CPAC includes parents	55%	85%	100%	100%
2) Schedule CPAC meeting dates and make them public to notify all stakeholders.		Secretary, Webmaster, Administrators	Increase parental involvement and transparency of campus activities.	40%	85%	100%	100%
3) Continue with PTA monthly meetings		Administrators, Music Teacher, All Teachers	PTA meetings conducted with a high attendance rate of parents	40%	85%	90%	100%
4) Seek new business partnerships meanwhile continuing our partnership with WATCO, Galena Park/Jacinto City Rotary, and Centro Cristiano Manantial de Vida.				35%	55%	85%	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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide a space for parents to volunteer/work and feel welcome.		Administrators, Secretary, Counselor	Increase in parental involvement, increase in student achievement, increase in parent-school relations	35%	100%	100%	100%
2) Conduct volunteer orientation		Counselor	Increase in parental involvement, increase in parent-school relations	100%	100%	100%	100%
3) Establish and provide opportunities for parents to participate in school activities (Meet the Teacher, Open House, Academic Night, CPAC, LPAC, IEP meetings, PTA, Fall Festival, Field Day, Late Night at the Book Fair, Award Ceremonies, etc.)		Administrators, Counselor, Teachers, Librarian	Increase in parental involvement	35%	75%	85%	100%
4) Recognize volunteers and the amount of hours volunteered at the end of the school year.		Counselor, Administrators	Increase in parental involvement, increase in parent-school relations	0%	0%	65%	→

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

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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 call-outs.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Staff will utilize newsletters, webpage, call-outs, one on one conferences, Class Dojo, Remind, GroupMe and/or School Status to maintain open lines of communication.		Administrators, Counselor, Teachers, Secretary	All stakeholders informed, increase in attendance at school events, increase in school-community relations	60%	75%	85%	100%
Funding Sources: 461 - Campus Activity Funds - 2000.00							
2) Send home graded work (weekly).		Teachers	Increase communication with parents	40%	70%	85%	100%
3) Offer various family nights such as Academic Night, STEM Night, Literacy Night, etc. to foster parent involvement	2.4, 2.5, 2.6, 3.1, 3.2	Administrators, CICs, Teachers, Librarian	Increase in parental involvement	40%	70%	85%	100%
Funding Sources: 461 - Campus Activity Funds - 250.00							
4) Provide Two Way Immersion (TWI) informational to prospective parents.		District TWI Specialist, Campus Bilingual Specialist	Increase in the number of students in the TWI program	5%	0%	85%	100%
5) Complete a customer satisfaction survey with parents and staff annually.				0%	0%	75%	100%
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide staff development training on campus over campus and district expectations, T-TESS, content areas, best instructional practices, etc.		Administrators, CICs	Student success; Teacher implementation of newly acquired skills, strategies, etc.	100%	100%	100%	100%
2) Allow teachers to attend workshops/in-service to increase expertise in all content area TEKS and on how to better serve our special populations such as SPED, LEP, 504, etc.		Administrators	Teacher implementation of newly acquired skills, strategies, etc.	40%	65%	85%	100%
3) Have extended planning meetings with teams each nine weeks to plan lessons according to district scope and sequence.		Administrators, CICs	Effective lesson planning	40%	65%	85%	100%
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 participate in the district leadership opportunities.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	50%	85%	→
2) Encourage teacher participation in the district's leadership opportunities such as AAA, Learning Series, Aspiring Counselors Academy, Aspiring CIC Academy, etc.		Administrator	Increase building capacity	45%	55%	85%	100%
3) Share information with staff about advanced degrees via email, memos or allow for visitors to come to campus.		Administrators	Increase building capacity	40%	65%	85%	100%
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	65%	85%	100%
2) Provide opportunities for staff development in the area of technology to enhance instruction (during team meetings).		TIS, Administrators	Technology staff development opportunities offered	35%	65%	85%	100%
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 on-boarding 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	25%	65%	85%	100%
2) Provided new teachers with mentors to assist them, support them, motivate them, and guide them during their 1st and 2nd year		Lead Campus mentor, mentors, Administrators	New teachers will be successful; Teacher retention, Student success.	40%	65%	85%	100%
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Encourage new teachers to participate in New Teacher training, New Teacher Come and Go events, New Teacher Mentorship program and meetings.		Administrator, Lead Campus Mentor	New teacher success; Teacher retention; Student Success.	0%	65%	85%	100%
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	55%	85%	→
2) Ensure students are placed with highly qualified personnel (LEP, SpEd, GT, etc.) and encourage teachers to increase certification to serve a variety of content and program areas.		Administrators	All students served by highly qualified personnel	100%	100%	100%	100%
3) Participate in job fairs throughout the year to recruit highly qualified staff.		Administrators	Highly qualified staff serving students	0%	25%	85%	→
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 promote the Homegrown Program and university partnerships.

Evaluation Data Source(s) 6: Homegrown students and student teachers are welcomed and become part of the WAES family.

Summative Evaluation 6:
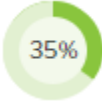
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Utilize homegrown students to assist with small group instruction.		Administrators, Classroom Teachers	Teachers increase the frequency students are instructed using small groups	60%	85%	85%	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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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.	20%	35%	75%	→
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide customer service training for all staff members		Administrators	Visitors will feel welcomed and accepted at WAES.	100%	100%	100%	100%
2) 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.	55%	70%	85%	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 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.
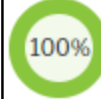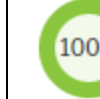
Summative Evaluation 3:
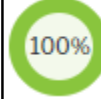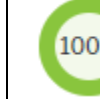
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Principal will ensure funds are allocated properly and that these allocations reflect campus instructional needs. CPAC will provide advisement and approve budget allocations.		Principal	Principal will ensure funds are allocated properly and that these allocations reflect campus instructional needs, CPAC minutes	35%	65%	85%	→
2) Principal will meet with principal's secretary to ensure proper budgetary planning.		Principal, Principal's Secretary	Budget expenditures align to campus instructional needs	45%	65%	85%	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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All staff will be trained in appropriate money-handling practices.		Administrators	Training agenda, sign-in sheets, no fiduciary procedure arrows	100%	100%	100%	100%
2) Designated personnel will be trained on fund-raising 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%
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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	55%	65%	85%	100%

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

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.

Performance Objective 1: Recognize our achievements from the 18-19 school year with students, staff and families and make data driven decisions for 19-20.

    Evaluation Data Source(s) 1: PEIMS reports

    Summative Evaluation 1:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students earning 100% attendance during the 2018-2019 school year were recognized with shirts that they can wear every Wednesday during the 2019-2020 school year. (PTA donation)	2.6	PEIMS, Secretary, AP and Principal	Students continuously great attendance	100%	100%	100%	100%
2) Utilized reports and data generated from School Status, Skyward and/or RaaWee from 2018-2019 to identify a target group of truant or students with excessive absences to track during 2019-2020		PEIMS, AP, Principal, Counselor	Increase student attendance	40%	100%	100%	100%
3) After reviewing 18-19 data, we plan to hold conversations with PK3 parents regarding the importance of attendance and also addressing their transfer agreements		PK3 teacher, PEIMS and Administrators	Better attendance in PK3	100%	100%	100%	100%
4) Collaborate with attendance committee and CPAC to approve our 19-20 plan.		Principal	Improved attendance	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 5) The Attendance PR packet will be reviewed and summarized information will be included in each monthly newsletter throughout the year.	2.6	Principal	Better attendance and more informed parents	60%	80%	90%	→
Problem Statements: Demographics 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parent education is a need in our school community. **Root Cause 2**: We need to improve the perceptions of school so parents become active participants in their child's education.

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.

Performance Objective 2: Increase student attendance percentage to 97.8% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students earning 97.5% attendance during the 2nd nine weeks will earn a free dress pass and a certificate of recognition.	2.6	PEIMS, Secretary, AP and Principal	Students improved attendance	10%	100%	100%	100%
Funding Sources: 199 - Attendance Incentive Allocation - 50.00							
2) Students with 3 or more absences by Sept. 30th will get a phone call/conference with administrator and will be put on attendance contract.		AP and Principal, PEIMS	Increase student attendance	15%	100%	100%	100%
3) Have fun, fall, festive dress up days during the week of October 28-Nov. 1 to encourage student attendance.		PEIMS, teachers, adminstrators	Improved students attendance	100%	100%	100%	100%
4) Raffle small items for students in PK3/PK4 during this nine weeks.		PEIMS, teachers, administrators	Better attendance in PK3 and PK4	15%	100%	100%	→
Funding Sources: 199 - Attendance Incentive Allocation - 50.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.

Performance Objective 3: Increase student attendance percentage to 97% or higher for the 3rd 6 Weeks Period.

    Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

    Summative Evaluation 3:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Dec	Formative Feb	Summative May
ESF Levers Lever 3: Positive School Culture 1) Students with perfect attendance in grades K-2 will go to Peter Piper's Pizza and grades 3-5 will have a field trip to the movies.		PEIMS, Secretaries, Administrators.	Better attendance	0%	85%	100%	→
Funding Sources: 199 - Attendance Incentive Allocation - 1100.00							
ESF Levers Lever 3: Positive School Culture 2) Students with 3 or more absences up to Nov. 4 will receive a call/conference with an administrator and will be place on an attendance contract. Parents will receive informational handout from Attendance Works.		PEIMS, Counselor, Adminstrators	Improve the attendance of truant students	5%	100%	100%	100%
Problem Statements: Demographics 2							
ESF Levers Lever 3: Positive School Culture 3) Raffle items for PK3/PK4		PEIMS, teachers, administrators	Better attendance in PK3/PK4	0%	100%	100%	→
Funding Sources: 199 - Attendance Incentive Allocation - 100.00							
4) This nine weeks runs from Nov. 4- Dec. 20 so we will have fun dress up days prior to Thanksgiving and Winter Breaks to motivate student attendance.		PEIMS, Secretary, Teachers and Administrators.	Improved student attendance; Few absences around the holidays.	0%	75%	100%	100%
100% = Accomplished　　→ = Continue/Modify　　0% = No Progress　　✕ = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Parent education is a need in our school community. **Root Cause 2**: We need to improve the perceptions of school so parents become active participants in their child's education.

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.
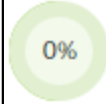
Performance Objective 4: Increase student attendance percentage to 97.5% or higher for the 4th 6 Weeks Period.

   Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

   Summative Evaluation 4:

   Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) During this Jan. 7- Feb. 21, we will have the nurse during library time do a session over germs and proper hygiene to help during the flu/cold season.		Nurse, librarian, counselor	Better hygiene and reduced illnesses during cold/flu season.	0%	0%	100%	100%
2) Request that custodial do deep cleaning weekly to eradicate germs during cold/flu season.		Custodial, teachers, administrators	Reduced cold/flu germs	0%	40%	100%	100%
3) Purchase extra containers of Lysol wipes, tissues, and hand sanitzer from warehouse for classrooms and common areas.		Secretary, Custodial	Keep areas free of germs	0%	100%	100%	100%
Funding Sources: 199 - Local - 200.00							
4) Students with 97.5% attendance will receive a week of free dress and a dance party.		PEIMS, Counselor, Administrators	Better attendance	0%	20%	✗	→
Funding Sources: 199 - Attendance Incentive Allocation - 50.00							
5) Students with 3 or more absences will have a phone call/conference from administrator and will be placed on an attendance contract.		PEIMS, counselor and administrator	Improved attendance from typically truant students.	0%	0%	100%	100%
Problem Statements: Demographics 2							
6) Fun, festive holiday dress up days for Feb. 10-13 to help with 4 day weekend and Valentine Parties on Feb. 13th.		Secretary, Administrators	Better attendance around holidays.	0%	0%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
7) Raffle small items for PK3/PK 4		Teachers, PEIMS, Administrators	Better attendance in PK3/PK4	0%	0%	100%	→
Funding Sources: 199 - Attendance Incentive Allocation - 50.00							

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Parent education is a need in our school community. **Root Cause 2**: We need to improve the perceptions of school so parents become active participants in their child's education.

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.

Performance Objective 5: Increase student attendance percentage to 97.7% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students with 97.5% attendance or better will get a week of free dress and a sundae party.		PEIMS, Administrators	Better attendance this six weeks	0%	0%	75%	→
Funding Sources: 199 - Attendance Incentive Allocation - 100.00							
2) Have fun dress up days to celebrate Spring in March and Easter in April.		Secretary, Administrators, PEIMS	Better attendance	0%	0%	75%	→
3) Students with 3 or more absences will have a phone call./conference with an administrator and will be placed on attendance contracts.		PEIMS, counselor and administrator	Better attendance by previously truant students	0%	0%	75%	→
4) Raffle items for PK3/PK4 students		PEIMS, Secretary, Teachers	Better attendance in PK3/PK4	0%	0%	75%	→
Funding Sources: 199 - Attendance Incentive Allocation - 50.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 9: Woodland Acres Elementary will achieve a 97.5% or higher student attendance rate, by utilizing the $1,700.00 allocation + $250 bonus bucks for a total of $1961 to provide incentives for students.

Performance Objective 6: Increase student attendance percentage to 97.7% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 6: Increased student attendance on PEIMS Report.

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Raffle items for PK3/PK4		PEIMS, Secretary, Administrators	Better attendance in PK3/PK4	0%	0%	75%	→
Funding Sources: 199 - Attendance Incentive Allocation - 100.00							
2) 3 absences or more will be place on attendance contract.		PEIMS, Counselor, and Administrator	Better attendance by typically truant students	0%	0%	75%	→
3) Perfect attendance field trip (Location TBD)		PEIMS, Secretary, Administrator	Students will have better attendance	0%	0%	75%	→
Funding Sources: 199 - Local - 381.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on **March 18, 2019** to gather data for each group and initiate the CNA conversations. Four teams were established and met throughout the week. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goal for 2019-2020. Each team then wrote a problem statement and identified root causes. Based on our CNA, our 3 areas of focus will be:

1. Increase meets and masters in Reading and Math

2. Focus on vertical alignment and teacher planning

3. Foundations

***add the committee members, name, role. Make sure 2/3 is teachers.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Sandra Rodriguez	Principal	sarodriguez@galenaparkisd.com	Administrator
Alaide Zavala	Asst. Principal	azavala@galenaparkisd.com	Administrator
Adela Herrera	Principal's Secretary	aherrera@galenaparkisd.com	Paraprofessional
Elizabeth Garcia	Kindergarten teacher	egarcia2@galenaparkisd.com	Classroom Teacher
Jerri Gore	1st grade teacher	jgore@galenaparkisd.com	Classroom Teacher
Rosalinda Ortiz-Gomez	2nd grade teacher	rortiz@galenaparkisd.com	Classroom Teacher
Adriana Lopez	3rd grade teacher	adlopez@galenaparkisd.com	Classroom Teacher
Laureen Soriano	4th grade teacher	lsoriano@galenaparkisd.com	Classroom Teacher

Noelia Vargas	5th grade teacher	nvargas@galenaparkisd.com	Classroom Teacher
Marissa Zavala	TWI teacher	mlzavala@galenaparkisd.com	Classroom Teacher
Sonia Lloyd	Art teacher	slloyd@galenaparkisd.com	Classroom Teacher
Justin Jackson	ELA CIC 3-5	jbjackson@galenaparkisd.com	Non-classroom Professional
Angela Walker	Interventionist	awalker1@galenaparkisd.com	Interventionist
Karen Bernal	Math/Science CIC 3-5	kbernal@galenaparkisd.com	Non-classroom Professional
Daniel Lettner	Science Lab Teacher	dlettner@galenaparkisd.com	Non-classroom Professional
Michelle White	SPED/Resource teacher	mwhite1@galenaparkisd.com	Non-classroom Professional
Audra Willis	Librarian	awillis@galenaparkisd.com	Non-classroom Professional
Vincent Collura	PE coach	vcollura@galenaparkisd.com	Non-classroom Professional
America Garza	Bilingual teacher	agarza@galenaparkisd.com	Non-classroom Professional
Raymar Ramirez	4th grade teacher/Team leader	rramirez@galenaparkisd.com	Classroom Teacher
Veronica Martinez	Director for Bilingual Services and Early Childhood	vmartinez@galenaparkisd.com	District-level Professional
Amanda Erebia	Parent	aerebia	Parent
Elsa Ledezma	Parent	eledezma@gmail.com	Parent
Sergio Galvan	Pastor	sgalvan@gmail.com	Community Representative
Maria Gamboa	Community member	mgamboa@gmail.com	Community Representative
Jennifer Severe	WATCO	jsevere@gmail.com	Business Representative
Jorge Garza	Frost Bank	jgarza@gmail.com	Business Representative
Mayra Gonzalez	Barnhardt Crane and Rigging	mgonzalez@gmail.com	Business Representative
Redy Montoya	Paraprofessional	rmontoya@galenaparkisd.com	Paraprofessional
Elizabeth Huerta	CIS	ehuerta@galenaparkisd.com	Support Staff/Parent Facilitator
Charlene Marsh	Counselor	cmarsh@galenaparkisd.com	Non-classroom Professional

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting during the following meeting dates:

- September 5, 2019
- November 7, 2019
- January 6, 2020

- April 2, 2020
- May 29, 2020

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

The CIP will be available to parents and community members in the following locations: campus website, district 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. Goals of the CIP can be found in English and Spanish. Additional languages available upon request.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction.

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 to help craft a well-rounded education.

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

Parent involvement meetings will be offered throughout the year at various locations and times. Such events include the following:

- ## PTA Meetings
- ## Coffee with the Counselor (mornings)
- ## Volunteer Meeting (morning/afternoon)

- **Parent conferences (teacher conference times)**

2019-2020 CPAC Committee

Committee Role	Name	Position
Administrator	Sandra Rodriguez	Principal
Classroom Teacher	Christina Sebastian	Classroom Teacher
Non-classroom Professional	Jessica Izaguirre	ELA Campus Instructional Coach
Classroom Teacher	Fabiola Concha	PK3 Bilingual Teacher
Classroom Teacher	Sandra Guillen	KG TWI Spanish Teacher
Classroom Teacher	Gady Velazquez	First Grade Bilingual Teacher
Classroom Teacher	Sandra Martinez	KG Bilingual Teacher
Classroom Teacher	Dale Baca	2nd Grade TWI English Teacher
Non-classroom Professional	Michelle White	Resource Teacher
Classroom Teacher	Adriana Lopez	3rd Grade TWI English Teacher
Classroom Teacher	Emely Benitez	4th Grade TWI Spanish Teacher
Non-classroom Professional	Sonia Lloyd	Art Teacher
Paraprofessional	Redy Cruz-Montoya	PK-3 Paraprofessional
District-level Professional	Chris Gause	District Level Representative
Business Representative	Jorge Garza	Frost Bank Vice President
Business Representative	Elizabeth Huerta	Communities in Schools
Community Representative	Allan Jamail	North Channel Star Newspaper Photojournalist
Parent	Nubia Tellez	Parent
Parent	Dolores Stockton	Parent