

Woodland Elementary

Campus Improvement Plan

School Year: 2015-2016



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Date of School Board Approval

# Mission Statement

## FUTURE FOCUS

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.


Graham ISD Curriculum, Instruction and Assessment  
Building conceptual understanding through activity-based instruction.

# Planning and Decision Making Committee



**WOODLAND ELEMENTARY**  
Campus Improvement Team (CIT) / Site-Based Decision Making (SBDM)  
Meeting – May 13, 2015, 3:45pm at Woodland Library

**Sign-In**

1. Stephanie Kirby
2. Kara Adair
3. Natalie Huser
4. ~~B~~ Mrs. P ♡
5. Dr. Nettie
6. Terry McCall
7. Sandra Paulin
8. 



# Comprehensive Needs Assessment

An initial Comprehensive Needs Assessment was conducted with the Committee in late spring, 2015. Subsequent meetings were held throughout the year to continually review data and information.

Participants in Attendance	Data Sources Examined
Gary Browning	<p>State Accountability Data including Systems Safeguards            Federal Accountability Data for AYP            State Assessment Data—disaggregated            District PEIMS reports            PBMAS reports            Local, state, and federal budgets            Campus discipline referral data            Student and Teacher attendance data            Benchmark testing data            Referral percentages for students in Special Education            Campus parent participation records            Campus mentor participation records            STAAR results            Truancy data            Homeless population analysis            Teacher retention data            Unit assessments            Anecdotal data</p>
Stephanie Kirby	
Kara Adair	
Natalie Husen	
Rosalinda Pyzdrowsky	
Colleen Netterville	
Terry McCutchen	
Sandra Paulin	
Misty Schafer	

## Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
<b><i>Gifted and Talented Program</i></b>	<b><i>Data, student reports,</i></b>
<b><i>Parent Involvement, Culture and Climate of campus</i></b>	<b><i>Attendance at all activities</i></b>
<b><i>After school activities/clubs</i></b>	<b><i>Teacher and parent anecdotal data</i></b>
<b><i>Engagement of students</i></b>	<b><i>PB'sL, incidences of discipline, walk-through data</i></b>
Areas of Concern	
<b><i>Math, reading, writing, and science results for all populations</i></b>	<b><i>State Accountability (TAPR), PBMAS</i></b>
<b><i>Bilingual / ESL student results – Reading, Science, Writing</i></b>	<b><i>State Accountability (TAPR); PEIMS indicating participation in Bilingual program; HQT Report; PBMAS Report</i></b>
<b><i>Special Education students results – Reading, Math, Writing, Social Studies</i></b>	<b><i>PBMAS Report, State Accountability (TAPR)</i></b>
<b><i>Daily attendance of students and teachers</i></b>	<b><i>Budget, attendance reports, AESOP reports</i></b>

## Summary of Findings

The campus has been diligent to implement many new initiatives to encourage success on our campus. We worked diligently to have a positive and cohesive campus, without any negativity from the teachers, students or community. We have had the best year ever according to most all of the teachers, parents and students. Our teams are working as a unified campus all going in the same direction. The vision of the district has been integrated into all of the classrooms. Our students were all afforded the opportunity to participate in after school clubs, at no cost to the students. We had more students staying after school than every, we had a large number of students from our sub groups. They were involved in the school outside of the school day, which motivated them more.

Our data was reviewed each six weeks and instruction was modified accordingly. We did constant spiral review on every low SE and implemented new stations and centers for the students to continue their review while moving forward with the new TEKS.

Our scores are not where we would like for them to be. However, there has been small incremental improvement in most areas of core content. We would like to continue to see gradual improvement each year with all subgroups.

## Summary of Evaluation of Previous Year's Plan

### Woodland Elementary Summary of Progress on Goals for 2014-2015

This is a summary highlighting the progress made on goals for last year's campus improvement plan for Woodland Elementary.

#### Goal 1 - Academics

- Provided professional development that was comprehensive and consistent in the summer.
- Provided a dedicated intervention time during the school day.
- Walk-thrus with a review of data
- Data meetings each six weeks to review unit assessments and to improve instruction
- 10 Laptops in every classroom
- 6 classrooms with ipads



- new team names aligned to our College Bound theme
- Every teacher implemented at least one PBL
- Enrichment and RTI for every student

#### Goal 2 – Highly Qualified Teachers

- Improved campus culture through a myriad of activities. One resignation this year!
- Teacher awards at Hopper
- Monthly luncheons for all teachers and a one hour break to fellowship
- All teachers new to the district were assigned mentors
- Created a faculty handbook for clear expectations
- Perfect attendance rewards

#### Goal 3 – Violence prevention/intervention

- More teachers at all duty stations
- Engaged activities all day keep the students on task
- The leadership team led all programs
- Teacher and student led flashmobs
- Dare program

#### Goal 4 – Drop-out/At risk

- Happy Visits – parents are contacted and students get a prize when they are doing extremely well.
- Home visits to improve attendance
- Team attendance incentives
- After school clubs each month for all students to participate in at no cost
- Hopper, Bugs, Perfect attendance rewards

#### Goal 5 – Parental involvement

- Weekly calendar of activities posted on website and use of facebook.
- Watchdogs
- Use of website, facebook, school messenger, and notes home to communicate
- Family fun night – over two hundred parents attended and participated in activities that were being used in the classroom.

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus **\$171,051.00**

\*Goal 1, Obj. 8

Total FTEs funded through SCE at this District/Campus 5.89

The process we use to identify students at risk is:

The campus counselors identify at-risk students using the thirteen SCE criteria each fall and do a follow-up in the spring.

The process we use to exit students from the SCE program who no longer qualify is:

The campus counselors review annually the students identified at-risk and exit those students who meet the appropriate criteria.

## State Compensatory Education Program Program Evaluation/Needs Assessment Grades 3-8, EOC

STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
<b>Students At-Risk</b>	<b>50%</b>	<b>47%</b>	<b>53%</b>	<b>50%</b>	<b>48%</b>	<b>42%</b>	<b>54%</b>	<b>55%</b>	<b>39%</b>	<b>21%</b>
<b>Students Not At-Risk</b>	<b>67%</b>	<b>72%</b>	<b>73%</b>	<b>72%</b>	<b>67%</b>	<b>62%</b>	<b>68%</b>	<b>77%</b>	<b>55%</b>	<b>73%</b>

	Drop Out Data	Completion Data
	2011	2012
<b>Students At-Risk</b>		
<b>Students Not At-Risk</b>		

The comprehensive, intensive, accelerated instruction program at this district consists of during and after school tutorials for at-risk students, restructuring of the intervention program to provide a more formal, intensive intervention for students identified as at-risk, and a comprehensive and specific curriculum used in the intervention program to accelerate learning for at-risk students.

# State Compensatory Education

## State of Texas Student Eligibility Criteria for At-Risk Qualification:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title III, Part A (LEP)</i>
<i>Carl Perkins</i>
<i>IDEA Funds</i>
<b>State Programs/Funding Source</b>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<b>Local Programs/Funding Source</b>
<i>Grants</i>

**Goal 1:**

**All students will attain maximum student achievement through relevant and rigorous instructional programs.**

**Objective 1:**

By May 2016, all students and each student group will demonstrate mastery at or above the state average for each grade and subject on the state assessment as well as demonstrate progress as measured by an early reading inventory from the BOY to the EOY for students in K-2.

**Summative Evaluation:**

**To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Continued implementation to ensure district curriculum is aligned with TEKS and state assessments	RS SA	Director of Curriculum Principals Teachers Curriculum Lead Teachers	January 2016	Local Funds	Walkthroughs Unit Assessments Campus Support Visits
Use CBAs/unit assessments to monitor student progress on all tested subjects	CNA RS TPA SA CI	Director of Curriculum Principals Unit Assessment Coordinators Curriculum Lead Teachers	January 2016	Local Funds	Unit Assessments Eduphoria
Use various forms of intervention to meet student needs, for all LEP and SPED students	RS IHQ SA CI	Director of Curriculum Technology Dir. Principals Interventionists	Ongoing and Mid-semester	Federal Funds Local Funds	Progress reports from various programs
Integrate support programs for special populations to ensure academic success, RTI, enrichment, Istation, Step up to STAAR, think thru math	RS IHQ PTS TPA SA CI	Special Ed. Dir. Diagnosticians Principals Counselors Teachers	Every six weeks	Special Education Funds Compensatory Funds	ARD SST Meetings Progress and Grade Reports Unit Assessment Data

CNA – Comprehensive Needs Assessment    RS = School Reform Strategies    IHQ = Instruction by Highly Qualified Professional Staff    PD = High-Quality and Ongoing Professional Development    AHQ = Strategies to Attract Highly Qualified Staff    PI = Strategies to Increase Parent Involvement    PTS = Preschool Transition Strategies    TPA = Teacher Participation in Making Assessment Decisions    SA = Timely and Additional Assistance to Students having Difficulty Mastering the Standards    CI = Coordination and Integration of

Conduct advisory meetings of various groups to ensure constant attention to academic success	CAN RS PI TPA	Red team Blue team Faculty meetings SBDM Data meetings	Continual through the year	local	Sign-in sheets Participation minutes
Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia	CNA RS IHQ PD SA CI	Principal Teachers Director of Curriculum	September 2015 November 2015 Spring 2016	Title III Funds Local Funds	ESL Training Bilingual Teacher Recruitment LPAC Training SIOP Institute AP Trainings
State Compensatory Education Funds will be utilized to upgrade the entire instructional program	CNA RS SA CI	Principals	End of each six weeks	State Comp Ed Funds WD FTE 3.95 \$92,931	Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results
Effective integration of technology into the curriculum through project based activities, more professional development for PBL's	CNA RS PD CI	Principal Teachers Director of Curriculum	August 2015 December 2015 May 2016	GPEF Grant Funds Local Funds	Teacher Training Lesson Plans Walkthroughs Campus Support Visits
Implement after-school activity clubs open to all students	RS	Principal Teachers counselor	December 2015 May 2016	Local Funds	Number of participating students
Increased focus on Activity-Based instruction and collaboration of teachers and students	RS SA	Princial Teachers	January 2016 May 2016	Local Funds	PDAS 360 Walkthrough Reports
Conduct regularly scheduled data meetings with departments or grade levels after administration of unit assessment	RS SA	Principal Teachers Director of Curriculum	Ongoing through the year	Local Funds	Unit Assessment Data Accountability Reports
Restructuring of Gifted and Talented program and Advanced Placement program	RS TPA	Principal GT teacher Director of Curriculum	August 2015 Spring 2016	Local Funds	PEIMS Records GT EOY Evaluation Results AP Exam Results
Transition the library into a media center to support instruction in every content	CAN RS PD TPA	Librarian Principal Teachers	Continual	Local funds	Usage of library Anecdotal data Unit assessments
TELPAS training for all core content teachers	RS TPA	Administrators teachers	Continual	LEP funds	Unit Assessments STAAR data TELPAS results

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**Goal 2:**

**In Graham ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.**

**Objective 1:**

100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

**Summative Evaluation:**

**To be added Spring 2016**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols	CNA IHQ	Principals	July 2016	Local Funds	GISD Personnel Manual Update
Ensuring quality staff development in core subject areas PD	CNA IHQ PD AHQ	Principal Director of Curriculum	August 2015 May 2016	Local Funds	PD certificates of completion, Feedback from evaluations
Provide district professional employees with reimbursement stipends for taking masters degree courses in their area of teaching and shortage areas	CAN IHQ PD AHQ	Asst. Supt. of Business Programs Director	August 2015 May 2016	Local Funds	Enrollment Forms Final Grades Reimbursement Forms
Provide "buy-back" of unused local personal leave days as incentive for attendance	RS AHQ	Superintendent Asst. Supt. Of Business Payroll Dept.	May 2016	Local Funds	Leave and Absence Forms Personnel Records
Campus technology training PD	RS AHQ	Principal Director of Curriculum	May 2016	Local Funds	PD certificates of completion, Feedback from evaluations

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Maintain effective and efficient GUSD personnel policies	RS IHQ AHQ	Superintendent	July 2016	Local Funds	Review TASB Personnel Policy
Provides free lunches to all staff who have perfect attendance each month	CAN IHQ AHQ	Principal	Ongoing each month	Activity Funds	Aesop attendance reports
Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas	CAN IHQ AHQ	Superintendent Asst. Supt. Of Business	August 2016	Local Funds	Annual HQT Reports Principals' Reports
Provides smaller class sizes in primary grades	IHQ SA CI	Director of Curriculum Campus Administrators	August 2015	Federal Funds Local Funds	Federal Reports PEIMS Class Rosters

Participation in job fairs and consult with ESCs in securing highly qualified teachers	AHQ	Campus Administrators	Spring 2016	Local Funds	Principals' Reports HQ report
Implement professional development aligned to needs identified in data analysis	CNA PD IHQ	Principal Director of Curriculum	August 2015 December 2015 March 2016 May 2016	Federal Funds Local Funds	Sign-in sheets for professional development Attendance at follow-up trainings Implementation in the classroom
Provide planning sessions for teachers--- instructional, data management, intervention, substitutes for planning	TPA	Director of Curriculum Principals	January 2016 May 2016	Local Funds Federal Funds	Training date
Contract with Region 9 ESC to provide staff with training opportunities throughout the school year in specific targeted areas; TELPAS, Writing, ESL	RS PD CI	Director of Curriculum Principal	May 2016 July 2016	Local Funds	Annual review of ESC 9 training roster
LEA ensures 100% of teachers are HQ on high poverty campuses (GLC)	RS IHQ	Principal Assistant superintendent	January 2016	Local Funds	HQT Report

**Goal 3:**

**All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.**

Objective 1:

By May 2016, the discipline referrals that result in ISS/DAEP assignment will decrease by 5%.

Summative Evaluation:

**To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Campus DARE program for all 5 <sup>th</sup> grade students	CNA CI	Principal DARE officer	August 2015	Local Funds DARE Grant	Dare graduation
Build capacity of students and staff to accept a more diverse culture of students into clubs, organizations, and activities through district character education programs	RS	Counselors	May 2016	Local Funds	Staff Training Faculty Meeting Agendas
Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)	CAN CI	Campus Principals Counselors	May 2016	Local Funds	Bullying Reporting Forms
College Bound Campus Visit NCTC, Each Monday highlight a different University	CAN CI	Principal Teachers Counselor	August 2015	Activity funds	More students opting for a college degree
Provide staff development on what constitutes dating violence	PD	Principals	August 2015	Local Funds	Faculty Meeting Agendas
Character lessons in the classroom, recognition of character traits at Hopper	CAN CI	Counselor Teachers principal	August 2015	Local funds	Fewer office referalls

**Goal 4:****All students in Graham ISD will graduate from high school.****Objective 1:**

By May 2016, Graham ISD will achieve a graduation rate of 95%.

**Summative Evaluation:****To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
College bound campus, University video connected to staff every day.	RS IHQ TPA	Principal Teachers community	August 2015	Local Funds	College Day At NCT, college shirt Mondays
Positive reinforcement for behavior and academics	SA	Principal teachers	August 2015	Activity funds Local Funds Community donations	Hopper, A honor roll, attendance rate
Attendance incentives	CAN PI SA	Campus Principals Counselors	Fall 2015 Spring 2016	Local Funds	PEIMS Attendance records Notes from Wii Care Meetings
Provide accelerated instructional opportunities to students, including at-risk students, who are in need of additional remediation to obtain credits to graduate from high school, SPED, ESL, enrichment	SA	Superintendent Director of Curriculum GHS and GLC Principals	August 2015 December 2015 May 2015	Compensatory Funds Local Funds	Graham Learning Center School within a school Summer school Community GED After hours University
Increase extracurricular/club opportunities to appeal to a variety of students	SA RS	Principal Teachers counselor	Spring 2016	Local Funds	Participation in after-school clubs
Family Fun Night		Teachers principal	Spring 2016	PTO	Attendance and anecdotal feedback

**Goal 5: Parents and Community will be partners in the education of students in Graham ISD.**

Objective 1: By May 2016, 100% of Graham ISD campuses will participate in activities designed to increase parental involvement.

Summative Evaluation: **To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents	PI	Superintendent	Fall 2015	Local Funds	Student Handbook Receipts Compacts Receipts
Foster strong community partnerships	CNA PI	Superintendent	May 2016	Local Funds	Lions Club Rotary Club Chamber of Commerce
Host special program parent information meetings -ESL/Bilingual -GT	PI TPA	Director of Curriculum Counselors Campus Principals	October 2015 November 2015	Local Funds	Meeting agendas and sign-in sheets Parent input
Implementation of on-line registration process	PI	Superintendent Director of Technology	August 2015	Local Funds	Records updated in data management system effectively

**Goal 6:** GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.

**Objective 1:** GISD fund balance will sustain at least a balance equal to three-month operating expenses.

**Summative Evaluation:** **To be added Spring 2016**

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation
Monitor state funding and student enrollment	CNA CI	Asst. Supt. of Business	Monthly	Local funds	Monthly RADA spreadsheets
Ensure GISD Business Office policies and procedures are in place to ensure effective and efficient handling of all GISD funds	CI	Superintendent Asst. Supt. of Business Auditor	Monthly February Audit	Local Funds	Board Policy Review Annual Audit
Develop long-range facilities master plan	CNA	Superintendent Assistant Superintendent of Business	Fall 2015	Local Funds	Development of Long Range Plan
Campus Budget planning process	CNA PI	Principal Teachers	Fall 2015	Local funds State funds Activity funds	An efficient budget that aligns with campus needs