

Wills Point Independent School District
Earnest O. Woods Intermediate
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

E.O. Woods Intermediate will provide the highest quality education in a secure, positive, and challenging environment for all students fostered by a cooperative effort between school and community. We aim for an atmosphere of cooperation with respect for individual differences and community values.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

Comprehensive Needs Assessment

Needs Assessment Overview

Earnest O. Woods Intermediate has an enrollment of 568 students. (Fall PEIMS 2016) Demographically, the campus is made up of 64.3% white, 24.5% Hispanic, 6.7% African American, and 4.7% other. 86.4% of the students have been identified as economically disadvantaged and 33% at-risk. (Fall PEIMS 2016) The Intermediate campus is a school-wide Title I program.

Woods Intermediate School conducted a comprehensive needs assessment in August of 2016. Program review consisted of campus committees which analyzed data in the following areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school context and organization; and technology.

Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement) and the Critical Success Factors (Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality) were considered as the goals and performance objectives were developed.

Prior to the development of this plan, campus staff conducted a thorough review of assessment data from the 2016 school year. This review included State Accountability, System Safeguards (Federal Requirements), Performance Based Monitoring System (PBMAS), Public Education Information Management System (PEIMS) data, Annual Measurable Achievement Objectives (AMAO), along with TAPR and discipline reports.

Data was disaggregated for all population groups, including male and female, based upon student performance on the 2016 STAAR Assessments, 15-16 attendance rates.

Surveys were disseminated to faculty, staff, and parents, including business and community representatives serving on the district and campus improvement committees. District and campus improvement plans from were reviewed and revised, based on the achievement of specific goals and objectives. The new HB 5 Local Accountability Rating System designed by a local district committee was also reviewed and used to develop additional program and process improvement strategies.

The committee identified specific strengths and challenges to be addressed in the district and campus improvement plan. The committee found that curriculum and professional development needs have contributed to poor student performance. A bullet list of strengths and challenges follows.

Demographics

Demographics Summary

Woods Intermediate is an elementary campus in Wills Point ISD. WPISD is located in Wills Point, a small northeast Texas community. Our district 225 square miles and approximately 400 students use school provided transportation. Earnest O. Woods Intermediate has an enrollment of 568 students. (Fall PEIMS 2016) Demographically, the campus is made up of 64.3% white, 24.5% Hispanic, 6.7% African American, and 4.7% other. Special populations are as follows: 72% of the students have been identified as economically disadvantaged and 33% at-risk. 4.5% of students are identified as Gifted/Talented 7.9% receive Special Education services, and 11.2% of students receive Bilingual/ESL services (Fall PEIMS 2016). The Intermediate campus is a school-wide Title I campus.

Teachers at Woods have an average of 11 years of experience, which is very near the state average of 10.9 years. We boast a student teacher ratio of 13:1. 20% of our teachers hold Master's degrees.

The involvement of community members who do actively engage with the school is exceptional. Woods teachers and staff are extrememlly involved in community events, including: Back to School Fair, Backpack Program, Homecoming Festival, Boo on the Bricks, Christmas Bazaar, Bluebird Festival, musicals, and monthly PTO meetings.

Demographics Strengths

- Woods' attendance rate is above state and district average at 96.7%.
- Woods employs a bilingual administrator to better serve our growing EL population.
- Woods' EL population has a 97% ADA.

Student Academic Achievement

Student Academic Achievement Summary

Woods Intermediate School earned a Met Standard Accountability Rating by TEA for the 2015-2016 school year.

New Accountability Index Scores are as follows:

Index 1: Student Achievement: = 63 (above target score of 60)

Index 2: Student Progress: 29 (below target score of 32)

Index 3: Closing Performance Gaps: 33 (above a target score of 28)

Index 4: Postsecondary Readiness: 23 (above target score of 12)

Number & Percent of Indicators Met:

Performance Rates: 4 out of 14 = 29%

Participation Rates: 12 out of 12 = 100%

Graduation Rates: N/A

TOTAL: 16 out of 26 = 62%

Student Academic Achievement Strengths

MAP Data

- 4th grade math closed their standard of deviation gap from 13.3 to 12 while increasing their mean RIT score from 200.6 to 211.3.
- 3rd grade math closed their standard of deviation gap from 12.5 to a 10.9 while increasing their mean RIT score from 188.4 to 201.5.
- 3rd exceeded growth expectation in mathematics and reading.
- 4th grade reading closed their standard of deviation gap from a 13.6 to a 12.9 while increasing their mean RIT score from 186.8 to 195.0.
- 3rd grade reading closed their standard of deviation gap from a 14.5 to a 12.5 while increasing their mean RIT score from 197.4 to 204.3.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd grade English Learners have shown 29% regression in reading over the past two years. **Root Cause:** Lack of adequate Tier 1 support and strategies in teaching ELs.

Problem Statement 2: 2nd grade math failed to meet projected growth in mathematics MAP scores. **Root Cause:** Five of the nine classes lost 3-12 weeks of quality instruction due to teacher absence.

Problem Statement 3: 3rd and 4th grade did not meet projected growth in reading MAP scores. **Root Cause:** Lack of adequate differentiated support for individual student reading levels; inconsistent small group instruction; lack of introductory whole group instruction.

School Processes & Programs

School Processes & Programs Summary

Woods Intermediate houses 62 total staff members: 26 classroom teachers (including one certified bilingual educator) , 2 certified specials teachers, 2 specials paraprofessionals, 3 interventionists, 3 intervention paraprofessionals, one certified Life Skills teacher, 2 life skills paraprofessionals, 2 certified special education teachers, 2 special education paraprofessionals, one shared Dyslexia teacher, one shared speech teachers, one on campus suspension paraprofessional, 4 custodians, 5 food service workers, one school counselor, one instructional coach, one assistant principal, and one principal.

Woods Intermediate will have a full-time instructional coach on campus to assist teachers in best instructional practices, research based instruction, increased rigor, and effective assessment and accountability.

All WPISD campuses will be utilizing curriculum provided by the district. This curriculum will aid teachers in tiered instruction for direct, remedial, and extended lessons. This will allow better communication between teachers, administrators, and coaches regarding student achievement and expectations. Vertically aligned instruction across campuses will also be a benefit to the district-wide curriculum.

Woods will be implementing a small number of after-school clubs to increase student involvement and excitement in curriculum. The first clubs to be implemented will be:

- All Girls Coding Club
- Gardening Club
- Grade level Book Club
- STEM Club
- Art Club
- Junior Authors
- Junior Counselors
- Sign Language Club

Woods currently has a Readers are Leaders Club that meets each Tuesday and Thursday morning.

School Processes & Programs Strengths

- Concise, vertically aligned curriculum district wide
- NWEA MAP
- BookMobile
- Readers are Leaders

- RTI in class and pull-out intervention
- Math Mornings (Wednesday morning tutoring)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Woods Intermediate has a lack of afterschool programs and extension activities available for students and families. **Root Cause:** Failure to implement solid programs and find staff to sponsor programs.

Problem Statement 2: Woods Intermediate showed a large population of students served in intervention classes; taking time and resources away from effective tier 3 intervention. **Root Cause:** Lack of training for classroom teachers in appropriate tiered instructional practices.

Problem Statement 3: PLC has not proven to be aiding in increased student performance. **Root Cause:** Teachers have not had adequate training in the PLC process along with a lack of trust due to staff turnover in recent years.

Perceptions

Perceptions Summary

Woods Intermediate has one rule: Show respect. We ask each staff member, student, and visitor to respect each other and our building. This respect included speaking to each other in a positive tone, keeping our building neat and clean, and working hard to show our best each day.

The culture and climate of our campus has been improving over the past year. Administrators, staff, and students work very hard to help the community to feel invited and welcomed into our building. According to the teachers surveyed during the fall semester, staff was impressed with the diligence and work of campus administrators. According to a parent meeting in the fall and a parent survey in the spring, parents would like more communication and activities at the school after hours.

Front office staff has been trained on expectations of phone and personal etiquette.

Positive reminders are given daily on the announcements by school administration.

The school counselor meets with each student in the fall for Lunch Bunch.

School administrators meet each student and staff member at the door each morning to greet them in a positive manner.

Perceptions Strengths

- Increased community appeal

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Woods Intermediate will implement a quality, research-based curriculum program focused on student achievement and effective assessment.

Performance Objective 1: Train teachers on the use of Comal curriculum tiered instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 1: Woods Intermediate will implement a quality, research-based curriculum program focused on student achievement and effective assessment.

Performance Objective 2: All ELAR teachers will be trained in Reading and Writing Academy.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 2: Woods will increase our attendance rate from 96.7% to 98.0%.

Performance Objective 1: Teachers will plan exciting and engaging lessons so students are anxious to learn.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 2: Woods will increase our attendance rate from 96.7% to 98.0%.

Performance Objective 2: Administration will reward students with perfect attendance during a drawing for gift cards.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 2: Woods will increase our attendance rate from 96.7% to 98.0%.

Performance Objective 3: Teachers will be present and planned for engaging instruction.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 1: Increase this year's 4th grade Reading MAP scores from 45% met growth to 55% met growth.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 2: Increase this year's 4th grade Math MAP scores from 37% met growth to 60% met growth.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 3: Increase this year's 3rd grade Reading MAP scores from 40% met growth to 55% met growth.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 4: Increase this year's 3rd grade Math MAP scores from 50% met growth to 60% met growth.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 5: Increase this year's 2nd grade Reading MAP scores from 48% met growth to 60% met growth.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from fall to spring administrations.

Performance Objective 6: Increase this year's 2nd grade Math MAP scores from 55% met growth to 65% met growth.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Goal 4: 90% of Woods teachers will be ESL certified by the end of the 2017-2018 school year.

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melanie Mullin	Principal
Administrator	David Brown	Assistant Principal
Non-classroom Professional	Hollie Groom	Instructional Coach
Classroom Teacher	Valerie Gray	teacher
Classroom Teacher	Kimberly Moir	teacher
Classroom Teacher	Diane McCullough	teacher
Parent	Shane Fuller	parent
Parent	Laurie Garrett	parent
Parent	De'Anna Davis	parent
Community Representative	Royce Pollard	community member