

Galena Park Independent School District

Woodland Acres Elementary School

2025-2026 Campus Improvement Plan



Board Approval Date: August 11, 2025

Mission Statement

At Woodland Acres Elementary, students, families, school staff, and the community will work together to develop lifelong 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 to actively serving and improving the Woodland Acres Community.

Value Statement

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 (1960s-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 now currently, Sandra A. Rodriguez (2017-Present). In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK-5th grade. Rebuilding WAES was one of four campuses that were approved with the 2016 bond of \$290 million dollars. Currently, our campus serves approximately 450 students in various programs such as Dual Language/Two-Way Immersion, One-Way Dual Language, ESL, Gifted and Talented, and Special Education. 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

Revised/Approved: June 6, 2025

Demographics

Demographics Summary

Woodland Acres Elementary is one of the smallest elementary campuses in Galena Park ISD. We are located on the south side of the district and serve students from PK to 5th grade. Our student body is approximately 476 students, comprised of 86% Hispanic, 6% African American, 2% White, 1% Asian, and 1% of two or more races. The campus is 83% economically disadvantaged and has 49% Emergent Bilinguals. We also have close to 21% of special education students who participate in in-class support, Resource, Behavior Support (BEST) and Life Skills.

We host the district's only Two-Way Immersion Program. Our program follows an 80/20 model starting in kindergarten, 70/30 in first grade, 60/40 in second grade and 50/50 on forward. Our former 50/50 model is now only going to be in Grade 5. Due to our program, we have a large group of students that transfer into our school with many being employee children looking to acquire Spanish as a second language. Additionally, we have a Gifted and Talented population of about 10%.

The staff of Woodland Acres is 74% Hispanic, 13% White, 7% African American and 7% Asian. Most of our teachers are highly qualified with 4-year degrees and teaching certifications. In addition we strive to have all staff Bilingual or ESL certified. About 26% of our teachers possess a Master's degree. The staff consists of veteran teachers with 58% having 6-20 years of experience and the average years of experience are 12 years. We also have eight instructional aides that support PK4, K-2, 3-5 and Special Education Students. Our students have the opportunity to attend Physical Education, Music, Art, or Library once a week. We have a full time counselor and we collaborate with Community in Schools to offer an after-school program for grades 1-8.

We are moving into our eighth year in our new facility. This has allowed our campus to have state-of-the-art technology and great learning spaces. Students in Grades 2-5 have access to a 1:1 technology ratio. We still also have two computer labs for teachers to access.

The students at Woodland Acres Elementary have generally good attendance. For the 2024-25 school year, the attendance average was 96%.

Demographics Strengths

The strengths of Woodland Acres Elementary are:

- Student attendance
- Low staff turnover (11+ years of experience for many staff members)
- Several extracurricular opportunities for students (clubs and organizations) are available
- Variety of opportunities such as TWI, GT, Bilingual, ESL, SPED
- Variety of technology is available for students and staff to use

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs and 504.

Root Cause: We have a wide spectrum of students and our SPED population is growing. Numbers of dyslexic students increasing.

Problem Statement 2 (Prioritized): Parents would like to see the campus offer more opportunities to volunteer or visit the campus.

Root Cause: We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom." Parents also work and can't always attend day events.

Problem Statement 3: Create ways to build a culture of acceptance, tolerance and mentorship.

Root Cause: Increase in special education students and programs.

Student Learning

Student Learning Summary

The collaborative efforts of all WAES stakeholders have been tremendous! Homegrown students, designated subs, mid-year hires plus our regular faculty and staff worked before, during, and after school to help students close gaps and help propel them forward. These past four years we have incorporated data-driven instruction (DDI) in all tested subjects and grades. This past year also, teachers in grades 4 and 5 were recognized for the Teacher Incentive Allotment (TIA) money. Currently, 3rd grade and PK were added this year. Below you will find a brief breakdown of how we did on STAAR. These numbers are based on raw data. Official reports will be out later this year.

READING	Approaches	Meets	Masters
3rd grade	81%	58%	22%
4th grade	88%	58%	27%
5th grade	82%	60%	29%
Overall 2024-2025	83%	59%	26%
Overall 2023-2024	82%	54%	23%
Overall 2022-2023	83%	56%	27%
Overall 2021-2022	82%	58%	34%

MATH	Approaches	Meets	Masters
3rd grade	78%	48%	16%
4th grade	78%	60%	38%
5th grade	93%	56%	14%
Overall 2024-2025	83%	54%	21%
Overall 2023-2024	90%	60%	15%
Overall 2022-2023	85%	50%	18%
Overall 2021-2022	78%	48%	23%

SCIENCE	Approaches	Meets	Masters
Overall 2024-2025	74%	23%	5%
Overall 2023-2024	58%	27%	8%
Overall 2022-2023	71%	30%	13%
Overall 2021-2022	74%	52%	25%

We are projected to be a solid B for STAAR.

For the lower grades, in looking at our Board Goals, we did not meet expectations for Kindergarten and 1st grade reading. Additionally, for Math, the board goal for Math PK was not met.

Student Learning Strengths

At Woodland Acres Elementary, we do well with:

- Student progressing and increasing STAAR passing rate from 3rd to 4th and from 4th to 5th;
- Supporting teachers with planning, data driven instruction, modeling, and coaching;
- Supporting students with tutorials, interventions, and small groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs and 504.

Root Cause: We have a wide spectrum of students and our SPED population is growing. Numbers of dyslexic students increasing.

Problem Statement 2 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days.

Root Cause: Parents expressed wanting to be more involved but meetings are at time they cannot attend.

School Processes & Programs

School Processes & Programs Summary

Based on campus surveys, stakeholders have a clear understanding of the campus vision, mission, motto, and goals.

Additionally, 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 electronic flyers and newsletters, call-outs, marquee announcements, text messages, emails, etc. are offered and presented in English and Spanish. We have become proficient in using School Status and Blackboard to send mass communications to parents and families.

Woodland Acres Elementary is also successful in maintaining a low teacher turnover. The majority of the staff has 11+ years of experience, which indicates staff feels supported and content. Highly qualified professionals are recruited and acquired through internships, substituting, or recommendations. Teachers work in teams and collaboration is fostered through weekly team planning meetings. CICs provide assistance during these planning meetings, as well as push-ins/pull-outs, and modeling/coaching. We offer a variety of leadership opportunities such as the Campus Leadership Team, club sponsorship, participation in committees, and the district's Aspiring Academies. New teachers are mentored and checked in monthly by the Lead Campus Mentor. Administrators believe in building capacity and supporting individuals' goals and aspirations.

Students at Woodland Acres Elementary feel safe on campus and there are few discipline referrals. During daily announcements, positive affirmations are shared and wise words of wisdom are also given. We add character education and SEL moments during announcements each day.

At Woodland Acres Elementary, students have the opportunity to take part in a variety of extracurricular activities. Students can attend tutorials/office hours, Soccer, Makerspace Club, Robotics Club, Honor Choir, Girls Club, Boys Club, Honor Society, and Student Council. Students at Woodland Acres Elementary can also be a part of an after school program offered by Communities in Schools.

Students are recognized on their birthday, for outstanding attendance, academics, and character traits throughout the year.

School Processes & Programs Strengths

At Woodland Acres Elementary, we do well with:

- Keeping open lines of communication between all stakeholders through district-provided platforms;
- Maintaining teacher retention at a high rate;
- Infusing teamwork and fostering collaboration between faculty and staff;
- Hiring ESL and Bilingual certified staff;
- Staff feels supported with RTI, technical support, and safety updates;
- Giving staff members opportunities to contribute to the campus culture, traditions, and organizations; and
- Building capacity and developing future leaders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs and 504.

Root Cause: We have a wide spectrum of students and our SPED population is growing. Numbers of dyslexic students increasing.

Problem Statement 2 (Prioritized): Parents would like to see the campus offer more opportunities to volunteer or visit the campus.

Root Cause: We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom." Parents also work and can't always attend day events.

Problem Statement 3 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days.

Root Cause: Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 4: Create ways to build a culture of acceptance, tolerance and mentorship.

Root Cause: Increase in special education students and programs.

Perceptions

Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We embrace the size of our campus and believe we are "Small but Mighty!" Our students participate and excel in academics as well as extracurricular activities. Our staff stays relevant and current with best teaching practices as led by our Campus Instructional Coaches and Interventionists. The staff also engages in staff development to stay abreast of new teaching practices. Several staff members have completed or are in the process of continuing their education with master's degrees or additional certifications. Students at Woodland Acres Elementary demonstrate hard work and perseverance. Our data shows we are able to significantly improve a student's academic performance from the beginning to the end of the year. This is done by students staying on task, having great attendance, and having minimal office referrals. Our parents and staff are overall satisfied with the campus and feel welcomed.

Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by their names
- Parents feel respected and welcomed
- Bilingual staff that can communicate in English/Spanish
- Consistency with administrators and staff
- Deliver positive customer service
- Value teacher planning time
- Allow for staff development and professional growth

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase staff and student awareness with addressing students with special needs and 504.

Root Cause: We have a wide spectrum of students and our SPED population is growing. Numbers of dyslexic students increasing.

Problem Statement 2 (Prioritized): Parents would like more opportunities to be involved on campus with flexible meeting times/days.

Root Cause: Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 3 (Prioritized): Parents would like to see the campus offer more opportunities to volunteer or visit the campus.

Root Cause: We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom." Parents also work and can't always attend day events.

Problem Statement 4: Create ways to build a culture of acceptance, tolerance and mentorship.

Root Cause: Increase in special education students and programs.

Priority Problem Statements

Problem Statement 1: Increase staff and student awareness with addressing students with special needs and 504.

Root Cause 1: We have a wide spectrum of students and our SPED population is growing. Numbers of dyslexic students increasing.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Parents would like to see the campus offer more opportunities to volunteer or visit the campus.

Root Cause 2: We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom." Parents also work and can't always attend day events.

Problem Statement 2 Areas: Demographics - Family and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Parents would like more opportunities to be involved on campus with flexible meeting times/days.

Root Cause 3: Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 3 Areas: Student Achievement - Family and Community Engagement - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 11, 2025

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff, including parents, guests and substitute teachers.

Strategy 1 Details	Reviews			
Strategy 1: All staff and students will be trained in safety practice and protocol such as Foundations, safety drills, internet safety, etc. Strategy's Expected Result/Impact: Consistency with expectations, increased attendance, less accidents/incidents, Increased safety, minimal to no student injuries Staff Responsible for Monitoring: All Staff, Foundations Committee, Counselor, Nurse, Administrators, Emergency Management Team	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Implement an effective student discipline management plan (such as GREAT) to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
Strategy 1: Have teams create school discipline plans outlining rules, consequences, and rewards.	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Reward and recognize students with good citizenship (Example: Character Trait of the Month) and behavior quarterly (Example: Super Wildcat Award)	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain a healthy, safe, and positive environment so staff and student

Strategy 1 Details	Reviews			
Strategy 1: Develop, participate and execute events and activities that promote a healthy lifestyle such as Red Ribbon Week, SEL information, Biometric Screening, etc. Strategy's Expected Result/Impact: Healthy staff and students, content and mentally stable staff and students, a support system/infrastructure for staff and students to rely on Staff Responsible for Monitoring: Counselor, Nurse, Coach, Social Worker, Teachers, Administrators, Paraprofessionals	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Foster collegiality and cooperation between all stakeholders by doing team building and fellowship events throughout the year Strategy's Expected Result/Impact: Positive school climate, Positive school culture, Low teacher turnover Staff Responsible for Monitoring: Administrators, Team Leaders, PTA board, CPAC	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Promote activities for students in and outside of school that lead to healthy lifestyles such as sports clubs, organizations, See to Succeed, Dental Health Awareness, etc. Strategy's Expected Result/Impact: More active and healthy students Staff Responsible for Monitoring: Counselor, nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff





Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: Continue with Character Education and other activities that promote social and emotional support and guidance. Strategy's Expected Result/Impact: Staff and students struggling with social or emotional issues feel supported and know that the school/district has avenues for them and parents. Staff Responsible for Monitoring: Counselor, Administrators, Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Promote counselor meetings/trainings and events where students and parents can attend. (Example, monthly lunches, PTA events, Family Nights, etc.) Strategy's Expected Result/Impact: Positive and healthy relationships between students and parents and parents with the school Staff Responsible for Monitoring: Counselor, Administrator, PTA ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students passing state assessments and reaching grade level standards





Strategy 1 Details	Reviews			
Strategy 1: Employ various measures such as tutorials, hiring extra staff, purchasing resources/material, attending/ providing staff development, providing field trips, collaborating with coaches, hosting camps/parent trainings to increase student academic performance in all content areas. Strategy's Expected Result/Impact: Increased student academic performances, Closing achievement gaps, Increased number of students college-ready, Increase promotion percentages and reduce retention Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Extend TIL/DDI planning through all STAAR grades and content areas (Reading, Math and Science) Strategy's Expected Result/Impact: Increased student achievement, better understanding of data analysis, Streamlining expectations as artifacts are gathered Staff Responsible for Monitoring: Administrators, CICs, and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in hands-on activities and experiences that impact student achievement. Strategy's Expected Result/Impact: Increased Science awareness and understanding, increase assessment scores Staff Responsible for Monitoring: Science Lab teacher, CICs, Staff and Administrators	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Technology training, programs, resources and/or material will be provided to increase parent, teacher and students' ease, familiarity and skills. Strategy's Expected Result/Impact: Better scores with online testers, Teachers feel they have the digital resources needed to teach Staff Responsible for Monitoring: Administrator, Counselor, DLAC	Formative			Summative
	Sept	Dec	Feb	May

Strategy 5 Details	Reviews			
Strategy 5: Increase teacher awareness and skills with understanding student disabilities, accommodations, modifications, scaffolding, and MTSS to support special populations such as SPED, 504, EL, At-Risk, etc. Strategy's Expected Result/Impact: Better performance by special populations on exams Staff Responsible for Monitoring: Administrators, DLAS, CICs, SPED dept, and all staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 6 Details	Reviews			
Strategy 6: Recognize students for academic achievements on local, district and state assessments throughout the year and at the end of year award ceremonies. Strategy's Expected Result/Impact: Improved student achievement, motivation Staff Responsible for Monitoring: All staff, CICs and Administrators	Formative			Summative
	Sept	Dec	Feb	May
Strategy 7 Details	Reviews			
Strategy 7: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Strategy's Expected Result/Impact: Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor. Staff Responsible for Monitoring: Coaches, Administrators, Team Leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 8 Details	Reviews			
Strategy 8: Encourage students to enroll in our ACE after-school program for HIIT tutorials and additional academic/extracurricular experiences Strategy's Expected Result/Impact: Students in ACE will increase their academic performance. Staff Responsible for Monitoring: ACE staff	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness





Performance Objective 2: Partner with parents and other stakeholders to increase student achievement and post-secondary readiness

Evaluation Data Sources: Attendance logs, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Host parent events such as Literacy Night, STEM Night, EOY expectations meeting, STAAR night, etc. Strategy's Expected Result/Impact: Increase parental involvement and increase in student achievement Staff Responsible for Monitoring: Counselor, DLAC, Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with parents to address low attendance, tardies and overall truancy issues. Strategy's Expected Result/Impact: Better attendance will yield higher achievement Staff Responsible for Monitoring: Counselor, PEIMS, Administrators, Teachers	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in our ACE Program, student clubs, enrichment activities and extracurricular opportunities that support academics and healthy habits

Strategy 1 Details	Reviews			
Strategy 1: Offer a variety of extracurricular activities and student clubs to students throughout the year such as the ACE after-school Program, Soccer, Student Council, Honor Society, Girls Club, Boys Club, Honor Choir, Robotics Club, Makerspace, and/or more. Strategy's Expected Result/Impact: Increase student achievement and improve school climate Staff Responsible for Monitoring: All Staff and Administrators	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in various contests in technology, music, art, theatre and dance

Strategy 1 Details	Reviews			
Strategy 1: Allow students to participate in art and music weekly Strategy's Expected Result/Impact: Increase in student achievement and appreciation of the arts Staff Responsible for Monitoring: Art Teacher, Music Teacher, Administrators	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Allow the students opportunities to participate in contest such as drawing, Prose and Poetry, Spelling Bees, UIL, Dual Language Competition, etc. Strategy's Expected Result/Impact: Increased student achievement, motivation, and confidence Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Allow students to engage in field trips, performances, and/or other opportunities that will increase their exposure/awareness of the arts. Strategy's Expected Result/Impact: Increase exposure/awareness of the arts. Staff Responsible for Monitoring: All staff	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Encourage students to participate in technology events such as Multimedia Team, Classlink art contest, i-Ready challenges, etc. Strategy's Expected Result/Impact: Students increase awareness of technology and various applications and program Staff Responsible for Monitoring: DLAC ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for new staff members to assimilate to the expectations of the district and campus by offering an onboarding process, assigning a campus mentor, linking them to district staff development department for support and guidance, and having them monitored by CICs. Strategy's Expected Result/Impact: Increased sense of belonging, retention rates will increase, reduce teacher burnout Staff Responsible for Monitoring: Administrators, CICs, Interventionists, Campus Mentor	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Recruit highly qualified individuals by attending job fairs, hosting student teachers and interns, and following up with homegrowns Strategy's Expected Result/Impact: Excellent staff hired, strong candidates recruited that support our current campus culture Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Conduct surveys to gather input and feedback from staff to impact future campus planning Strategy's Expected Result/Impact: Increased morale Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Build a common understanding of the campus mission, vision, and values and explain how they are present in the daily life at school. Strategy's Expected Result/Impact: Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies affect them. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
Strategy 1: Grow staff members professionally by conducting staff development, allowing staff to attend training, offering extended planning time, sharing advanced degree opportunities, supporting leadership development, etc. Strategy's Expected Result/Impact: Better prepared staff, staff knowledgeable in current and relevant practices, increased student performance, increase morale. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Conduct the annual needs assessment survey to staff Strategy's Expected Result/Impact: increased morale, increase professional growth, increased student achievement Staff Responsible for Monitoring: Administrator	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 5: Campus leaders have a clear and written document that details transparent roles.

High Priority





HB3 Goal

Evaluation Data Sources: -WAES Roles and Responsibilities
Spreadsheet
-T-TESS documentation
-WAES Handbook

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will evaluate staff using T-TESS and alternate appraisals and offer feedback to improve performance. Strategy's Expected Result/Impact: Increase teacher efficacy and student performance. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will maintain a "Roles and Responsibilities" document for all the support team. Strategy's Expected Result/Impact: Transparent roles and responsibilities Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				





Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
Strategy 1: Principal will meet with budget clerk/principal secretary regularly and will ensure funds are allocated properly to reflect campus instructional needs as outlined and described in this CIP. Strategy's Expected Result/Impact: Good stewardship of funds, Funds allocated and spent will impact student achievement Staff Responsible for Monitoring: Principal Secretary and Administrator	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Designated personnel will be trained on money handling, fund-raising processes and/or management of activity accounts. All fiduciary activities will be approved by the Principal and monitored by administrators. Strategy's Expected Result/Impact: No procedural errors involving money handling Staff Responsible for Monitoring: Principal secretary, sponsors, principal	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: We will maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse such as verifying principal's secretary or an administrator, secured, and deposited monies daily. Strategy's Expected Result/Impact: No fiscal procedure irregularities Staff Responsible for Monitoring: Administrators, Principal Secretary	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
Strategy 1: As we move into our 8th year into our new building, we will conduct needs assessments, walkthroughs and/or observations to evaluate current assets to identify areas/items needing repair, replacement, or general maintenance. Strategy's Expected Result/Impact: Students and staff will be provided with a quality, safe learning environment. Staff Responsible for Monitoring: Head custodians, Principal Secretary, Administrators	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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