

Wood Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

In 2008, Wood Elementary was rated Acceptable by the Texas Education Agency according to the results of the TAKS tests. Reading continues to be a strength in all grade levels and in most subgroups. Math and science seem to be areas of concern.

The demographics at Wood are as follows:

American Indian	.3%	African American	12%	Anglo	69.6%
Asian	5%	Hispanic	13%	Economically Disadvantaged	20%

The Site-Based Decision Making Committee reviewed the 2008 TAKS scores and the 2007-2008 Campus Improvement Plan to determine areas of needed growth for this year. The results show that our economically disadvantaged population and our special education population are areas for improvement in all subjects (reading, writing, math and science). The focus of Wood Elementary's Campus Improvement Plan concentrates on building opportunities and experiences for these students to aid in their academic success.

Goal #1: To develop and implement a system of academic interventions.

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Economically Disadvantaged and Special Education at all grade levels</p> <ul style="list-style-type: none"> • Math • Science • Writing • Reading 	<p>AISD Budget Funds. Comp Ed Funds ARI/AMI Funds Wood Activity Funds</p>	<p>Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor Team Leaders Annette Escott K Pam Smith 1st Lisa Day 2nd KayLynn Winkle 3 Kim Cowan 4th Debbie Paolini 5th Cindy Mitchell 6th Carol Guiney SpEd Thao Chounlamany ESL</p>	<p>3 week monitoring Team meetings Faculty meetings</p>	<p>Benchmarks Grade level testing 3 & 6 week progress and report card reviews</p>
<p>Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff.</p>	<p>Comp Ed Funds ARI/AMI Funds</p>	<p>Sandy White, Principal Joanne Franks, Counselor Kim Sommerville, GT Team Leaders K-6</p>	<p>Twice yearly or as needed to monitor individual students</p>	<p>RAP accommodations monitoring process</p>

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Differentiated Instruction <ul style="list-style-type: none"> • Individually • Small Group 	Time Allocation	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Team Leaders K-6	Weekly Team Mtgs Monthly Faculty Mtgs	Benchmarks Walk-through observations
Homework Time <ul style="list-style-type: none"> • Study Hall • Afterschool 	Time Allocation by Teachers and Volunteers <ul style="list-style-type: none"> • PTA • The Church on Rush Creek 	Sandy White, Principal Tim Collins, AP Joanne Franks, Counselor	Daily (for study hall) Twice Weekly for afterschool homework time.	Report Cards Benchmarks Teacher made tests
Analyze Benchmarks to target needs of individuals and groups of students	Time Allocation	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Team Leaders K-6	After each Benchmark Daily through lesson planning	Future Benchmarks Teacher made tests Report Cards
Tutoring	Comp Ed Funds ARI/AMI Funds	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Team Leaders K-6	Weekly	Benchmarks Student Sign In Sheets Walk-through observations

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Focus on basic needs and building opportunities through hands-on activities and use of manipulatives	AISD Budget Funds Activity Fund	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor Team Leaders K-6	Daily Weekly Team Mtgs Faculty Mtgs	Benchmarks Teacher made tests Report Cards Walk –through observations
In-Class Support	Time by Special Education and ESL personnel	Sandy White, Principal Tim Collins & Evelyn Bowland, AP SpEd Personnel Carol Guiney Christina Schlueter Sandra Fine Connie St. John ESL Personnel Thao Chounlamany Pam Gillum Team Leaders K-6	Daily Weekly Team Mtgs Faculty Mtgs	Benchmarks Walk-through observations Teacher made tests Report Cards

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teach Organizational Strategies	Time allocation	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor Team Leaders K-6 SpEd & ESL teachers	Daily (folders/planners) Weekly Team Mtgs	Teacher observations Walk –through observations Notebook/Backpack Checks
Use of Technology to support the curriculum <ul style="list-style-type: none"> • By students in computer labs for math and Language Arts • For teacher / classroom teaching and demonstration • Staff development for teachers 	Time for planning and implementing AISD funds for campus tech trainers	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Lisa Williams, CTM Tech Trainers Kay DiBenedetto Karen Pulver Margaret Resendez Team Leaders K-6	Daily Weekly Monthly for staff training or as a need arises	Computer Lab Sign-Ins Walk-through observations Staff attendance at trainings
Campus Administration will ensure that teachers are placed in classroom assignments that match the certification of each teacher. (HQ)	Time of administrator	Sandy White, Principal	September & January	Master Schedule Teacher Certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Comp Ed Funds	Sandy White, Principal	December & April	ERO attendance reports

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Guidance Tech <ul style="list-style-type: none"> • Responsible for test preparation and organization • Student Scheduling 	Comp Ed Funds	Sandy White, Principal Joanne Franks, Counselor	August 2008-June 2009	Performance on accuracy of testing information

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Develop Professional Learning Committees in the areas of Reading, Writing, Math, Science and Technology to <ul style="list-style-type: none"> Meet/share with members of other grade levels to review skills needed to align TEKS across the grade levels Formulate vocabulary for word walls in cafeteria 	Time Allocation Activity Fund \$100 for word wall supplies	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Team Leaders	Monthly Faculty Mtgs Weekly Team Mtgs	Improved TAKS / Benchmark scores Teacher observation of student abilities Administrative presence in team planning and during PLC meetings
Martin Network Math Alignment Team (5 th – 12 th grades)	Substitute pay \$300 yearly	Sandy White, Principal Math Teachers: Melissa Ungerer 6 th Myra Barbin 5 th Denita Kionka 5 th Marianne Varner, PreAP Algebra II, MHS	Fall 2008 (2 meetings) Spring 2009 (2 meetings)	Walk- through observations Benchmark/TAKS scores
Share technology teaching strategies and educational websites among teams	Time Allocations	Sandy White, Principal Tim Collins, AP Technology PLC	Monthly Faculty Mtgs Weekly Team Mtgs	Walk-through observations of technology usage by staff and students

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Provide information to parents in the Wood Weekly newsletter	AISD Budget Funds (for paper) PTA Volunteers to compile, copy, and distribute to families both on paper and by email	Sandy White, Principal Lisa Grabowski, PTA President Cara Hackley, PTA	Weekly (on Wednesdays) August 2008-June 2009	Verbal and written feedback from parents
Volunteers in the classrooms, workroom and other locations around the building.	Time of PTA and parent volunteers	Sandy White, Principal Lisa Grabowski, PTA President Sheryl Myrick, PTA Teachers K-6 Office Staff	Daily August 2008-June 2009	Teacher observation & feedback
Curricular Activities <ul style="list-style-type: none"> • Various music programs and concerts (1st – 6th) • Culture Festival (5th) • Wax Museum (2nd) • MLK Program (4th) • Apple Day (K, 1st, 2nd) • Records Day/Field Day (PE) • Reading Logs (K-2) 	AISD Budget Funds Activity Fund Fundraisers	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Music Personnel Judy Ray Neely Dickson Roxanna Edwards Lindsay Cadenhead PE Personnel Carol Senay J. Zduniewicz Team Leaders (K-6)	August 2008 – June 2009	Verbal and written feedback from parents and the community.

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Non-Curricular Activities <ul style="list-style-type: none"> • PTA Functions <ul style="list-style-type: none"> Fall Dinner Carnival • School Sponsored Functions <ul style="list-style-type: none"> Family Pumpkin Decorating Night Culture Night Family Reading Night 	PTA Funds Activity Fund Time of Staff for planning and implementing	Sandy White, Principal Lisa Grabowski, PTA President Family and Community Committee	August 2008-June 2009	Verbal and written feedback from families and community
Teachers will communicate student academic progress and assessment reports with parents at least once each semester by conference, phone, email or mail.	District Funds for substitutes (K-2) Teacher conference time	Sandy White, Principal Debbie Witte, Secretary Team Leaders K-6	August 2008-June 2009	Teacher documentation of communications with parents.
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, or Guest Speakers	Campus Library Budget Campus Library Activity Budget LS Dept. Library Budget	Sandy White, Principal Karen Pulver, Librarian Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs	Fall 2008-Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Building wide programs to build and recognize social and behavioral skills <ul style="list-style-type: none"> • Girls and Boys Town Educational Model • Core Essentials (Chik fil A) • Koalaty Program 	Activity Fund \$150 for Core Essentials AISD Budget Fund \$1,500 for Koalaty recognition and incentives	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor Team Leaders (K-6)	August 2008 – June 2009	Reduction of office referrals Teacher/Staff observation of student behavior
Supervision of students during unstructured times: hallways, restrooms, playground, cafeteria	Time and vigilance	Entire Staff	August 2008-June 2009	Reduction of office referrals Teacher/Staff observation of student behavior
Proactive instruction in : <ul style="list-style-type: none"> • Conflict resolution • Problem solving • Anti-bullying 	Time allocation	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor Team Leaders (K-6)	August 2008-June 2009	Reduction in office referrals Teacher/Staff observation of student behavior
Recognition / Celebration of positive student behavior through Koalaty Office Referrals	Wood Budget Fund \$100 for Koalaty Referral forms through AISD Print Shop	Sandy White, Principal Entire staff	August 2008-June 2009	Increase in Koalaty Office Referrals made by teachers and staff

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Strict monitoring of building visitors <ul style="list-style-type: none"> • Sign-in through office • Visitors wear badges • Visitors without 	Wood Budget Funds \$100 yearly for visitor badges	Sandy White, Principal Office Personnel: Mary Holloway Tammy Schoenfeld Debbie Witte Entire staff	August 2008-June 2009	All visitors seen wearing badges Documentation on visitor sign-in sheets
Communication with Parents <ul style="list-style-type: none"> • Phone Calls • Conferences • Emails • Written Notices 	Time Allocation	Sandy White, Principal Tim Collins & Evelyn Bowland, AP Joanne Franks, Counselor All teachers	August 2008-June 2009	Documentation from communication Reduction in number of office referrals

Bibliography

Blankstein, A. (2004). Failure is Not an Option. Thousand Oaks, CA: Corwin Press.

Gorski, P. (2007, Spring). *The Question of Class*. *Teaching Tolerance*, 31, 1-2.

Jensen, E. (2005). Teaching with the Brain in Mind. Alexandria, VA: ASCD.

Johnson, P. (2006). One Child at a Time. Portland, ME: Steinhouse Publishers.

Payne, R. (2003, May). *How Do We Develop Intellectual Capital of Children in Poverty?* *Instructional Leader*, 16(3), 1-5.

Payne, R. (1998). Learning Structures. Baytown, TX: RFT Publishing Company.

Payne, R. (1998). A Framework for Understanding Poverty. Baytown, TX: RFT Publishing Co.

Smith, G.E. & Throne, S. (2008, March). *Tech-enhanced Instructional Strategies that Capture Student Interest*.

Instructional Leader, 21(2), 1-5.

Smith, G.E. & Throne, S. (2008, January). *Why You Should Use Technology to Help Differentiate Instruction in Elementary*

Classrooms. *Instructional Leader*, 21(1), 1-3.

Sternberg, R.J. (2008, October). *Excellence for All*. *Educational Leadership*, 66(2), 14-19.

Tomlinson, C.A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: ASCD.

Wood Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	116	100%	135	100%	0%	152	98%	-2%	99%	1%
Afri Amer	10	100%	14	100%	0%	22	91%	-9%	94%	3%
Hispanic	11	100%	17	100%	0%	15	100%	0%	100%	0%
White	89	100%	99	100%	0%	106	99%	-1%	100%	1%
Eco Disadv	25	100%	21	100%	0%	31	94%	-6%	96%	2%
LEP	9	100%	5	100%	0%	9	100%	0%	100%	0%
SpEd	6	100%	4	*	*	7	86%	*	87%	1%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	135	93%	125	97%	4%	138	95%	-2%	97%	2%
Afri Amer	18	83%	14	86%	2%	17	100%	14%	100%	0%
Hispanic	13	85%	10	100%	15%	15	87%	-13%	90%	3%
White	99	96%	95	98%	2%	99	96%	-2%	98%	2%
Eco Disadv	23	74%	23	91%	17%	17	88%	-3%	90%	2%
LEP	3	*	6	100%	*	5	60%	-40%	70%	10%
SpEd	5	80%	5	100%	20%	7	71%	-29%	75%	4%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	132	100%	137	99%	-1%	138	97%	-2%	98%	1%
Afri Amer	14	100%	19	95%	-5%	14	100%	5%	100%	0%
Hispanic	13	100%	12	100%	0%	13	85%	-15%	90%	5%
White	99	100%	101	100%	0%	101	98%	-2%	99%	1%
Eco Disadv	17	100%	20	95%	-5%	28	93%	-2%	94%	1%
LEP	6	100%	*	*	*	11	91%	*	92%	1%
SpEd	7	100%	4	*	*	4	*	*	70%	#VALUE!

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	133	100%	135	99%	-1%	136	99%	-1%	100%	1%
Afri Amer	17	100%	12	100%	0%	15	93%	-7%	94%	1%
Hispanic	12	100%	16	100%	0%	14	93%	-7%	94%	1%
White	95	100%	101	99%	-1%	101	100%	1%	100%	0%
Eco Disadv	20	100%	16	100%	0%	14	86%	-14%	87%	1%
LEP	1	*	1	*	*	3	*	*	70%	#VALUE!
SpEd	1	*	2	*	*	3	*	*	70%	#VALUE!

Wood Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	120	95%	137	91%	-4%	152	88%	-4%	90%	2%
Afri Amer	11	82%	14	79%	-3%	22	68%	-10%	75%	7%
Hispanic	11	91%	17	88%	-3%	15	73%	-15%	80%	7%
White	91	97%	101	94%	-3%	106	92%	-2%	95%	3%
Eco Disadv	29	90%	21	86%	-4%	31	65%	-21%	75%	10%
LEP	9	89%	5	80%	-9%	9	56%	-24%	70%	14%
SpEd	7	100%	6	33%	-67%	9	78%	44%	80%	2%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	136	94%	126	91%	-3%	141	87%	-5%	89%	2%
Afri Amer	17	88%	14	79%	-10%	17	76%	-2%	79%	3%
Hispanic	14	79%	9	67%	-12%	15	73%	7%	75%	2%
White	100	97%	96	95%	-2%	102	90%	-5%	93%	3%
Eco Disadv	23	78%	23	74%	-4%	18	67%	-7%	70%	3%
LEP	4	*	7	57%	*	5	60%	3%	70%	10%
SpEd	6	67%	4	*	*	7	57%	*	70%	13%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	132	99%	138	99%	-1%	142	96%	-3%	97%	1%
Afri Amer	14	100%	18	100%	0%	15	87%	-13%	90%	3%
Hispanic	13	100%	14	100%	0%	13	92%	-8%	94%	2%
White	99	99%	101	98%	-1%	104	97%	-1%	98%	1%
Eco Disadv	16	100%	21	95%	-5%	29	86%	-9%	87%	1%
LEP	6	100%	2	*	*	11	91%	*	93%	2%
SpEd	7	100%	4	*	*	4	*	*	70%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	134	94%	133	98%	4%	137	93%	-5%	94%	1%
Afri Amer	17	94%	12	100%	6%	15	80%	-20%	81%	1%
Hispanic	12	83%	15	100%	17%	15	73%	-27%	74%	1%
White	96	95%	100	97%	2%	101	97%	0%	98%	1%
Eco Disadv	20	90%	15	100%	10%	15	67%	-33%	70%	3%
LEP	1	*	*	*	*	4	*	*	70%	#VALUE!
SpEd	2	*	1	*	*	3	*	*	70%	#VALUE!

Wood Elementary School Campus Improvement Plan 2008-09

Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	130	95%	125	97%	1%	137	96%	-1%	97%	1%
Afri Amer	18	100%	14	93%	-7%	18	94%	2%	95%	1%
Hispanic	13	100%	10	80%	-20%	15	87%	7%	88%	1%
White	94	94%	95	100%	6%	97	97%	-3%	98%	1%
Eco Disadv	22	95%	23	91%	-4%	17	82%	-9%	85%	3%
LEP	3	*	6	83%	*	5	80%	-3%	83%	3%
SpEd	5	100%	5	80%	-20%	6	50%	-30%	70%	20%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	134	92%	140	90%	-1%	142	84%	-7%	90%	6%
Afri Amer	14	79%	19	83%	5%	18	61%	-22%	70%	9%
Hispanic	13	92%	14	77%	-15%	13	46%	-31%	70%	24%
White	101	93%	103	94%	1%	101	92%	-2%	95%	3%
Eco Disadv	18	78%	21	65%	-13%	32	53%	-12%	70%	17%
LEP	6	83%	2	*	*	11	45%	*	70%	25%
SpEd	9	88%	7	100%	13%	8	13%	-88%	70%	58%



Campus Improvement Plan 2008-2009
Wood Elementary

State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
TUTORIAL SERVICES	199.11.6119.02.133.9.24.0.00	25,440.00	25,440.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.133.9.24.0.00	20,981.18	20,981.18
MEDICARE	199.31.6141.00.133.9.24.0.00	292.53	292.53
TOTAL		46,713.71	46,713.71
FTE Count			
PERSONNEL			1.00
TOTAL			1.00