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.
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Comprehensive Needs Assessment

Needs Assessment Overview

Woods Intermediate School conducted a comprehensive needs assessment in June of 2018. 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 2017 school year. This review included State Accountability, System Safeguards (Federal Requirements), Performance Based Monitoring System (PBMAS), Public Education Information Management System (PEIMS) data, along with TAPR and discipline reports.

Data was disaggregated for all population groups, including male and female, based upon student performance on the 2017 STAAR Assessments, and 16-17 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 were reviewed and revised, based on the achievement of specific goals and objectives.

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 that have recently contributed to poor student performance are being addressed and student performance is increasing.
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 covers 225 square miles and approximately 400 students use school provided transportation. Earnest O. Woods Intermediate has an enrollment of 549 students. (Fall PEIMS 2017) Demographically, the campus is made up of 63.9% white, 24.7% Hispanic, 7% African American, and 4.5% other. Special populations are as follows: 72.2% of the students have been identified as economically disadvantaged and 26.4% at-risk. 4.6% of students are identified as Gifted/Talented, 9.6% receive Special Education services, and 11.2% of students receive Bilingual/ESL services (Fall PEIMS 2017). The Intermediate campus is a school-wide Title I campus.

Teachers at Woods have an average of 11.2 years of experience, which is very near the state average of 10.9 years. We boast a student teacher ratio of 14:1. 22% 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 extremely involved in community events, including: Back to School Fair, BackPack Program, BookMobile, UIL Banquet, Homecoming Festival, Boo on the Bricks, Christmas Bazaar, Bluebird Festival, musicals, monthly PTO meetings, Title I Parent Meeting, Family Reading Night, Family Math Night, and Family STEM Night.

Demographics Strengths

Enrollment increased from 518-541 in the 2017-2018 school year. Enrollment as of October 1, 2018 is 535.

Our mobility rate remains below state and district average at 14.9 for the 16-17 school year.

Student attendance is consistently above state and district average ranging from 96%-97%.

Special Population attendance is at or above state and district average.

Our ELL attendance is consistently above state and district average at above 97%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Truancy is only a problem for a select few students who bring the campus average down. Excessive absences are targeted for intervention. Root Cause: High flu diagnosis, city water failure, lack of classroom engagement, lack of engaging instruction
Student Academic Achievement

Student Academic Achievement Summary

NOTE*** New TAPR data results will be available from the state November 2018.

Woods Intermediate School earned a Met Standard Accountability Rating for the 2017-2018 school year. We also earned two distinctions.

New Accountability Index Scores are as follows:

Index 1: Student Achievement = 61 (above target score of 60)
Index 2: Student Progress= 31 (increase from 29, but 1 below the target of 32)
Index 3: Closing Performance Gaps= 31 (above target of 28)
Index 4: Postsecondary Readiness: 25 (increased from 23, above target score of 12)

Number & Percent of Indicators Met:

Performance Rates: 5 out of 16; 31% (increased 1%)
Participation Rates: 14 out of 14; 100%
Graduation Rates: N/A
Total: 19 out of 30= 63% (increase of 1%)

Student Academic Achievement Strengths

Students in 3rd Grade Reading increased their Projected Growth Met from 39.9% to 57.7%.

Students in 3rd Grade Math increased their Projected Growth Met from 49.7% to 67.6%.
Students in 4th Grade Reading increased their Projected Growth Met from 45.5% to 54.8%.

Students in 4th Grade Math increased their Projected Growth Met from 36.8% to 48.7%.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: 1/3 of students are reading below grade level. **Root Cause**: Inconsistent use of RTI and intervention

**Problem Statement 2**: Students continue to perform poorly on state assessments. **Root Cause**: Lack of engagement and rigor in classroom assignments.

**Problem Statement 3**: EL students perform well below campus passing rates on state assessments. **Root Cause**: Lack of intervention strategies for EL learners.

**Problem Statement 4**: Teachers are reluctant to try new technology pieces in lesson delivery. **Root Cause**: Lack of teacher knowledge in the use of technology.
School Processes & Programs

School Processes & Programs Summary

Woods Intermediate houses 58 total staff members: 26 classroom teachers (including two certified bilingual educator), 2 certified specials teachers, 2 specials paraprofessionals, 2 interventionists, 3 intervention paraprofessionals, one certified Life Skills teacher, 3 life skills paraprofessionals, 2 certified special education teachers, one special education inclusion paraprofessional, one shared Dyslexia teacher, one shared speech teacher, 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. This year, we are joining Engage2Learn as a strategy to increase student and teacher engagement as well as implementing a coaching culture campus-wide.

Woods will continue to utilize 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.

We offer Readers are Leaders once a week for peer mentoring and Math Minutes each Friday morning to practice math fluency campus-wide.

Students now report directly to the classroom upon arrival in the mornings instead of reporting ot a holding area. This allows for more teacher/student relationship building as well as extra academic and social-emotional support.

School Processes & Programs Strengths

- NWEA MAP data to inform small group instruction.
- BookMobile
- Readers are Leaders
- Vertically aligned curriculum district-wide
- New RTI protocol district-wide
- Math Mornings
- Math and Reading Intervention
- After School Clubs
- STEM lab
- GT Annual Trip
Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1**: 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 2**: Large population of students served in intervention classes; taking time and resources away from effective Tier 3 intervention. **Root Cause**: Lack of consistent district-wide RTI protocols.

**Problem Statement 3**: Inconsistent use of data and data sources to aid in planning for student achievement. **Root Cause**: Minimal in-depth training in the use of NWEA data and PLC.

**Problem Statement 4**: Inconsistent use of new STEM lab for increasing student interest in STEM activities. **Root Cause**: Lack of scheduled time for each class to use the lab.

**Problem Statement 5**: Lack of PBL for extension activities in GT classrooms to improve growth in high-performing students. **Root Cause**: Failure to identify and request resources and staff development; struggles in planning and implementation.
**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 includes 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 two years. Administrators, staff, and students work very hard to help the community feel invited and welcomed into our building. Multiple activities have been hosted to reach out to the community: UIL Banquet, Grandparent's Day Luncheon, Volunteer Appreciation Luncheon, Academic Pep Rallies each Nine Weeks, Family Reading Night, Black History Month Door Decorating Contest, and Tiny Tigers on Fridays.

Front office staff has been trained on expectations of phone and personal etiquette. We receive compliments on the welcoming nature of our staff.

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

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

**Perceptions Strengths**

- Positive community involvement in multiple activities
- Consistent increase in community appeal
Comprehensive Needs Assessment Data Documentation

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

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

Performance Objective 1: Woods Intermediate will continue campus-wide Math Minutes every Friday to increase student recall of addition, subtraction, and multiplication facts.

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: We will implement a research-based Tier 3 intervention program. Spire will be used to instruct and progress monitor.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Performance Objective 3: Train all ELAR teachers in effective writing strategies to improve student writing. Consider The Writing Doctor (Bill MacDonald) materials and possible PD.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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

Performance Objective 4: SPED teachers will begin Stevenson Reading; be assigned smaller class sizes to appropriately target student needs.

Evaluation Data Source(s) 4: STAAR, MAP, RUNNING RECORDS
## Summative Evaluation 4:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td>1) SPED teachers will begin Stevenson Reading</td>
<td></td>
<td></td>
<td>Dec</td>
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<tr>
<td>2) Master schedule will be adjusted to allow smaller class sizes for SPED</td>
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<td>Feb</td>
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Legend:
- 100% = Accomplished
- 0% = No Progress
- Discontinue
Goal 1: Woods Intermediate will implement a quality, research-based curriculum program focused on student achievement and effective assessment.

Performance Objective 5: Physical Education is a priority on our campus. Every student will participate in mandatory physical education assessments and curriculum.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 1: Teachers will plan exciting and engaging lessons to increase student desire to attend school daily.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 2: 10 teachers and our Instructional Coach on campus will participate in the Engage 2 Learn initiative.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 3: Administration will reward students with perfect attendance with gift cards each grading period.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 4: Woods will host attendance incentive contests among classrooms each grading cycle.

Evaluation Data Source(s) 4:
Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 5: Teachers will be present and planned for engaging lessons.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 6: Assistant Principal will track attendance and tardies weekly and make contact with parents. Consequences outlined in the student handbook will be followed.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Goal 2: Woods will increase our attendance rate from 96% to 97%.

Performance Objective 7: The campus staff will comply with the district Anti-Bullying policy and strategies as presented in the student handbook.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

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

Performance Objective 1: Woods will increase 4th grade students meeting projected growth in Reading from 55% to 65%.

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:** Woods will increase 3rd grade students meeting projected growth in Reading from 58% to 70%.

**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:** Woods will increase 2nd grade students meeting projected growth in Reading from 38% to 50%.

**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:** Woods will increase 4th grade students meeting projected growth in Math from 49% to 60%.

**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:** Woods will increase 3rd grade students meeting projected growth in Math from 68% to 78%.

**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:** Woods will increase 2nd grade students meeting projected growth in Math from 28% to 60%.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**
Goal 3: Woods will increase the percentage of students meeting projected growth on MAP from Fall to Spring administrations.

Performance Objective 7: Woods will participate in One School/One Book. Each student and staff member will receive a copy (in English or Spanish) of the same book. The campaign will involve all staff and some district staff and community members.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 1: Increase number of staff development opportunities for staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 2: Purchase additional 5 ActivPanels.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 3: Increase STEM Lab use.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 4: Add 8 chromebooks to the library for AR testing.
Evaluation Data Source(s) 4:
Summative Evaluation 4:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 5: Implement Google Classroom into 20% of classes.

Evaluation Data Source(s) 5:
Summative Evaluation 5:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 6: Implement internet safety instruction in Technology class.

Evaluation Data Source(s) 6:
Summative Evaluation 6:

Goal 4: Woods Intermediate will increase technology resources to students and staff by 20%.

Performance Objective 7: Train all teachers in effective and innovative technology strategies in the classroom.

Evaluation Data Source(s) 7:
Summative Evaluation 7:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.

Performance Objective 1: Implement committees and committee chairs to schedule and plan community events.

Evaluation Data Source(s) 1:
Summative Evaluation 1:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.
Performance Objective 2: Woods will host a Family Reading Night, providing dinner, books, and games. Reading Interventionists will teach parents how to effectively read at home with their children.

   Evaluation Data Source(s) 2: sign in sheets

   Summative Evaluation 2:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.

Performance Objective 3: Woods will host a Family Math Night, providing snacks, math games, and takehome activities for families.

   Evaluation Data Source(s) 3:

   Summative Evaluation 3:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.

Performance Objective 4: Woods will host a Family STEM Night, providing snacks and experiments for the whole family to enjoy.

   Evaluation Data Source(s) 4:

   Summative Evaluation 4:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.

Performance Objective 5: Woods will participate in the Community Homecoming Festival, Boo on the Bricks, Christmas Parade, and Bluebird Festival.

   Evaluation Data Source(s) 5:

   Summative Evaluation 5:

Goal 5: Woods will host and/or participate in 6 community events for the 2018-2019 school year.

Performance Objective 6: Woods will participate in the One School/One Book campaign including community members, parents, and district staff reading in both Spanish and English. We will purchase books available in both languages to aid in further outreach.

   Evaluation Data Source(s) 6:
Goal 6: Campus will utilize the School Counselor to meet social-emotional needs of students.

Performance Objective 1: School counselor will present at least four in-class guidance lessons and provide teacher supports.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: Campus will utilize the School Counselor to meet social-emotional needs of students.

Performance Objective 2: School counselor will host small group counseling sessions based on:
1. From Bossy to Leader
2. Grief
3. Grandma is Mom
4. Anxiety

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 6: Campus will utilize the School Counselor to meet social-emotional needs of students.

Performance Objective 3: School Counselor (along with Principal and Assistant Principal) will help implement and follow the district guidelines for suicide prevention.

Evaluation Data Source(s) 3:

Summative Evaluation 3:
### 2018-2019 Campus Site-Based Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Melanie Mullin</td>
<td>Principal</td>
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<tr>
<td>Administrator</td>
<td>David Brown</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Diane McCullough</td>
<td>teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Mindy Dobson</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Michael Simmons</td>
<td>Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>Katie Murphy</td>
<td>parent</td>
</tr>
<tr>
<td>Parent</td>
<td>Sheila Cecil-Jones</td>
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<tr>
<td>Parent</td>
<td>Ashley Spencer</td>
<td>parent</td>
</tr>
<tr>
<td>Community Representative</td>
<td>David Cartwright</td>
<td>pastor</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Lori Lamar</td>
<td>Librarian</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Hollie Groom</td>
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