

Executive Summary

**Waterford Oaks
Elementary
2010-2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
Waterford Oaks Elementary School
Violet Maxwell, Principal
Executive Summary**

Information

The mission of Waterford Oaks Elementary is to provide a quality education for every child every day whatever it takes.

The vision of Waterford Oaks Elementary is to provide an atmosphere that is safe, secure and orderly; free from harm in all aspects. To provide an atmosphere of academic excellence for both staff and students. To exhibit a belief that all children can be engaged in learning that is diverse and provides opportunities for critical thinking with a synthesis for mastery of the Texas Essential Knowledge and skills using a systemic approach. To provide leadership that promotes, encourages and enhances the effectiveness of teachers to not only envision but attain our school mission. To enrich learning by providing students with the tools to be successful in a technology driven society. To have parents, teachers and community working together in a partnership to strengthen and encourage each other in the education of our students.

Waterford Oaks Elementary School is located at 401 N. Waterford Oaks Drive. Dedicated in August 1990, it now serves several rapidly growing neighborhoods of the Cedar Hill Independent School District. In 2001-2002, the school was renovated and expanded to accommodate the student growth. The new building addition includes both kindergarten and first grade wings.

Waterford Oaks currently serves 613 kindergarten – 4th grade students in a self contained setting. The faculty staff consists of 39 professionals and 11 full time paraprofessionals. Teachers at Waterford Oaks have an average of 10 years experience and an average of 5 years in CHISD. Seven teachers at Waterford Oaks hold Master's Degrees.

The student population is as follows: African American 76%, White 7%, Hispanic 16%, Asian 1%, and Native American < 1%, Economically Disadvantaged 52%, Special Education 13%, Gifted and Talented 2%, At-Risk 39% and LEP 4%.

Waterford Oaks is currently a TEA Exemplary school. Under the old TAAS accountability system the school rating between 1993 and 2002 was Acceptable. In 2003-2004 the new TAKS accountability system was adopted and no

schools were rated. Under the new accountability system from 2004 to 2008 Waterford Oaks has been a TEA Recognized school. In 2004-2005 the campus earned a gold performance acknowledgement rating in Reading/ELA and in 2005-2006 a gold performance acknowledgment in Math. The year 2009 was the first year the campus received a TEA Exemplary rating.

Comprehensive Needs Assessment

Waterford Oaks needs assessment reflect the following :

TAKS

- **Reading** –A comparison between 2009 and 2010 3rd grade scores show a decrease in the Hispanic population (21 tested) by 5% and in the White population (9 tested) by 17%. The ALL and African American populations increased by 2%. In grade 4 populations representing All and African American students decreased by 2% and 5% respectively. The 4th grade Hispanic population increased by 13% , the White population maintained at 83%, and the Economically Disadvantaged populations increased 2%.
- **Writing** – A comparison between 2009 and 2010 scores show a 5% drop for all students; a 7% drop for African American students, a 6% increase for Hispanic students, white students maintained at 100%, and a 6% decrease for the economically disadvantaged group.
- **Math** - A comparison between 2009 and 2010 3rd grade scores show a 1% decrease for ALL students, a 2% decrease for African American students, while Hispanic, White, and Economically Disadvantaged students maintained at 89%, 100% and 89% respectively. Students in 4th grade math showed an increase in the ALL population by 2%, an increase by 3% in the African American population, and a 6% increase for the Economically Disadvantaged. The Hispanic population maintained at 88% and the White population decreased by 17% (6 tested).

Iowa Test of Basic Skills (ITBS)

- Reading – A comparison between the 2009 and 2010 percentile show an increase in grade 1 (34-39) grade 2 (37-45), grade 3 (41-47), and grade 4 (37-46).
- Language – A comparison between the 2009-2010 percentile show an increase in grade 1 (41-45), grade 3 (25-48), grade 4 (29-32). 2nd grade decreased (48-32).
- Math – A comparison between the 2009 and 2010 percentile show a decrease in grade 1 (37-35), a decrease in grade 2 (29-27), and an increase in grade 3 (25-37), and grade 4 (31-48).

College Readiness

- Commended Performance – A comparison of the percent of students commended in 2009 to 2010 shows that students in grade 3 performed above the 30% goal in Reading (41%) and slightly below the goal in Math (29%). Students in 4th grade scored below the 30% goal in Reading (15%), Writing (22%) and Math (23%).

- ITBS – A comparison of the percent of students at or above the 50th percentile in 2009-2010 in reading shows the following: K – 31%; 1st 39%; 2nd 45%; 3rd 47% and 4th 46%. In math the percents are as follows: K – 37%; 1st 35%; 2nd 27%; 3rd 37% and 4th 48%.

District Assessments

- Reading – District summative assessment data shows that 1st and 2nd grade students score at 97% and 78% respectively. Student in grade 3 scored at 68% and 4th grade students scored at 70%.
- Math – District summative assessment data shows that 1st and 2nd grade students score at 97% and 92% respectively. Student in grade 3 scored at 91% and 4th grade students scored at 79%.
- Science- District summative assessment data shows that 1st and 2nd grade students score at 96% and 92% respectively. Student in grade 3 scored at 80% and 4th grade students scored at 67%.
- Social Studies – District summative assessment data shows that 1st and 2nd grade students score at 96% and 54% respectively. Student in grade 3 scored at 56% and 4th grade students scored at 5%.

Attendance

- Student attendance for the year is 96%. Data from the 4th and 3rd six week period show that the attendance rate was 96%
- Teacher attendance for the year is at 91%.

Discipline and Safety

- A two year comparison of the discipline reports from 2009 – 2010 show an increase in discipline referrals by 3% and. The number of fights increased by 36% (24 fights in 2009 and 38 fights in 2010).

Inquiry Process and Analysis

The inquiry process required the use of data from TAKS, ITBS, PIEMS, District Assessments, and district surveys.

Quality Design and Planning

CSCOPE will be used by all classroom teachers to aid in the development and implementation of quality lessons.

To address literacy deficiencies graphic organizers will be incorporated into daily instruction to assist students with organizing ideas and the thinking processes. In addition, teachers will receive professional development on *Intervention to the Rescue!* Literacy coaches will also provide professional development based on the specific needs of the students and teachers. We will also provide students additional reading support through the Literacy Labs and provide before and after school tutoring and Saturday tutorials as well. The Accelerated Reading program, Reading A-Z, Daily Oral Language, and Target the Question Reading will be used campus wide to

improve student success.

To maintain the level of performance in writing and to improve the commended performance rate professional development will be provided for all teachers from Region 10 on *Growing Writers*, and *Writer's Block: Interventions for Struggling Writers*. The concept of writing across the curriculum will also be implemented to improve writing skills.

To improve the overall math scores for the campus on TAKS and the district assessments staff development will be provided from Region 10 on *Jazz Up Math and Journaling* and *Just the Facts*. Campus initiatives will include Motivation Math, Target the Question Math, Drops in the Bucket and TEKS Tune Up.

Staff will receive professional development from Region 10 on *Doing What Works! Best Practices in the Science Classroom*. Teachers are required to do lab activities weekly for hands-on learning experiences. The campus will continue to use Keep On Reading Science and Science A-Z. Student success will be evaluated through progress monitoring and district assessments.

Student discipline will be addressed through the implementation of the district wide discipline management program, and the District wide program Boys Town, character education assemblies and activities, community service involvement and the counselor as she provides guidance lessons and professional development for staff on classroom management. Students who demonstrate the character pillar of the week will be recognized.

Continuous Improvement Monitoring and Evaluation

Students will complete formative assessments in each core subject according to the district's schedule. Grade-level teams will meet weekly to discuss data regarding student performance and instructional strategies to address weaknesses. Team members will develop curriculum connections and weekly mini assessments.

The action plan will be implemented by all teammates and supported and reinforced by campus administrators. Three-minute walk-throughs as well as informal and formal classroom observations will be used to monitor and evaluate classroom instruction and student success. In addition, the Campus Advisory Team will review the data monthly and discuss ways to enhance the instructional program.