

Judson Independent School District
Woodlake Hills Middle School
2023-2024 Campus Improvement Plan

Accountability Rating: D



Mission Statement

At Woodlake Hills Middle School, we are dedicated to developing...

empowered, independent, confident thinkers

life-long learners who embrace change

purpose-driven, productive community members who regularly practice empathy and kindness

...for ALL students.

Vision

Woodlake Hills Middle School

We believe...

...trust and positive relationships between students and teachers are critical for student learning.

...students need learning experiences that are engaging and provide a variety of opportunities and strategies, including peer interaction.

...students learn best in flexible, positive and safe learning environments where it is okay to make mistakes.

...student learning is enhanced by active participation by families and community members.

Value Statement

Woodlake Hills Middle School

Values & Collective Commitments

Our Values	Our Collective Commitments
Student-Centered	We plan for and facilitate high quality instruction for our students that integrates research-based practices based on what they need.
Collaborative Community	We actively engage in conversations, seek to learn, and share ideas with a learner mindset.
Relationships	We proactively build relationships with students and each other through strategic two-way communication and empathic practices.
Critical Thinking	We persevere through challenges and use all available resources to problem solve and create innovative solutions that meet the needs of all students.
Accountable	We take personal responsibility for our role in the work of a professional learning community and the culture of our school.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.	9
Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.	13
Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.	15
Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.	16
Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.	17
State Compensatory	18
Budget for Woodlake Hills Middle School	18
Personnel for Woodlake Hills Middle School	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodlake Hills Middle School is located in the Northeast quadrant of Judson Independent School District and has a very diverse student population. The community is comprised of apartments, condominiums, and single family homes to include the military population. There is a need to improve student performance on the STAAR assessment in the areas of Math, Reading, Writing, and Social Studies among all student groups. This improvement will be accomplished through collaborative planning and targeted professional development. The campus has also identified the need to increase parental engagement and communications, as well as improve staff communication and collaborative opportunities. These objectives will build a positive campus culture and increase student achievement.

The qualification of professional Personnel are consistently reviewed by the campus principal, administrative team, as well as the JISD Human Resources department. This review serves to ensure that teachers meet state certification standards. Teachers will continue to improve the instructional practices through the collaborative planning, development assessments, and systematic review of data through the professional learning community model(PLC). This will ensure standards based instruction is taking place. Areas of growth for students and specific development for teacher professional development will also be identified.

Enrollment: 6th grade:244 7th grade:259, 8th grade:;246 Total 749

Hispanic 55.14% , Am In/Akn 0.27 % , Asian. 1.20% , AA/Black 27.64% ,Hw/Pacific Islander,0.13% , White 10.14% ,Two or more races 5.21% ,LEP 17.76%

SPED 21.23% , At-RISK,65.02% TAG 6.94%

Demographics Strengths

The strength of our demographics is that we are a diverse community of learners and we are leaning into that aspect of our students and staff. We encourage our students to share their cultural and life experiences which add value to our shared understanding of who we are as a collective scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All students have not been successful in meeting the "Met" standard for Math on the state assessment . **Root Cause:** Low performance in Math historically over the past 3 years. Contributing factors are pre-existing learning gaps, pandemic, and lack of teacher capacity in Math instruction.

Priority Problem Statements

Problem Statement 1: All students have not been successful in meeting the "Met" standard for Math on the state assessment .

Root Cause 1: Low performance in Math historically over the past 3 years. Contributing factors are pre-existing learning gaps, pandemic, and lack of teacher capacity in Math instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students struggle with content specific literacy. Reading and Writing across the curriculum

Root Cause 2: Many of our students enter middle school one to two grades behind in their content knowledge. The pandemic further exacerbated the problem. This is evident in the RLA and Social Studies STAAR scores for more than 3 years.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus instructional practices in Math show a lack of teacher preparation, content knowledge, and pedagogical practices

Root Cause 3: Changes within education, post-pandemic, have caused teachers to pivot from teacher centered instruction to student centered instruction. Many teachers are resisting this change and continuing to deliver instruction in a manner that is no longer conducive to student learning and retention.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data







- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: Increase the number of students reaching meets by 10 percent on the 2024 Reading STAAR.

Evaluation Data Sources: STAAR Results and Accountability Rating

Strategy 1 Details	Reviews			
<p>Strategy 1: In weekly collaborative planning, implement the district collaborative planning document with fidelity in order to address instructional planning that is data driven.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity in data driven instruction which will reflect in increase student success and Academic Performance in Reading .</p> <p>Staff Responsible for Monitoring: Academic Coach and Trainers, Department and Grade Level Leaders</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 2: Increase the number of students reaching meets by 10 percent on the 2024 Math and Science STAAR.







Evaluation Data Sources: STAAR Results and Accountability Rating

Strategy 1 Details	Reviews			
Strategy 1: Institute Mathia as a weekly resource for student intervention Strategy's Expected Result/Impact: Increase performance on unit and district assessments as well as STAAR Test Staff Responsible for Monitoring: Academic Coach and Trainers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: WHMS teacher and students will keep a personal data tracker to assist with teacher and student lead progress conferences and encourage accountability for academic success. Strategy's Expected Result/Impact: Increase student performance and awareness of progress. Staff Responsible for Monitoring: Administrators, Academic Coach and Trainers, Teachers	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 3: Increase the number of students reaching meets by 10 percent on the 2024 Social Studies STAAR.

Evaluation Data Sources: STAAR Results and Accountability Rating







Strategy 1 Details	Reviews			
<p>Strategy 1: Use meta-markers specific to social studies in order to aid reading comprehension.</p> <p>Strategy's Expected Result/Impact: Increase performance on unit and district assessments as well as STAAR Test</p> <p>Staff Responsible for Monitoring: Academic Coach and Trainers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 592 663 639">  No Progress </div> <div data-bbox="764 592 980 639">  Accomplished </div> <div data-bbox="1081 592 1333 639">  Continue/Modify </div> <div data-bbox="1434 592 1629 639">  Discontinue </div> </div>				

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 4: Institute content specific writing as a standard instructional practice across all content areas daily.

High Priority

Evaluation Data Sources: Unit exams, Interim, Teacher generated prompts and quizzes, STAAR assessment







Strategy 1 Details	Reviews			
<p>Strategy 1: Institute "Power Writing" , which is a method for building writing fluency through brief, timed writing events (Fearn & Farnan, 2001. Teacher will use as daily warm-up or exit ticket across all content areas .</p> <p>Strategy's Expected Result/Impact: Increase literacy and fluency in composition in all four content areas.</p> <p>Staff Responsible for Monitoring: Academic Coach and Trainers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: Provide opportunities for faculty and staff, families, and community members to participate in school initiative and events.

High Priority

Evaluation Data Sources: School event sign-in and campus surveys






Strategy 1 Details	Reviews			
<p>Strategy 1: Promote and provide volunteer sign-up for new initiative or events on social media, school website, and "parent all call".</p> <p>Strategy's Expected Result/Impact: Increased volunteer and community participation.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Social Media Coordinator, Campus Events and Initiatives Planner(s)</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 2: Evolve and engage parents to support their child's academic performance.

High Priority

Evaluation Data Sources: Campus surveys







Strategy 1 Details	Reviews			
<p>Strategy 1: Fall and Spring Academic Night to showcase core content curriculum standards and strategies that parents can use to help their child at home.</p> <p>Strategy's Expected Result/Impact: Increased parental support in student academic performance</p> <p>Staff Responsible for Monitoring: Academic Coach, Trainers, Teachers, and Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: Promote Positive School Culture by communicating our "Narrative" Who we are and what "We" believe.

High Priority

Evaluation Data Sources: Parent, student and teacher surveys and Panorama survey.







Strategy 1 Details	Reviews			
<p>Strategy 1: Having recently received our poster-maker, we will tell the story of who we are by positing banners and signage throughout the school hallways and classroom . These actions will communicate our mission, vision, and values.</p> <p>Strategy's Expected Result/Impact: Promote the feeling of community and build trust and connectedness.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Academic Coach, and Academic Trainers.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Support aspiring campus leaders by providing professional development opportunities focused on growth and leadership development.

High Priority


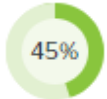




Evaluation Data Sources: Campus Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Build leadership capacity by participating in campus book study "Leverage Leadership"</p> <p>Strategy's Expected Result/Impact: Increase awareness and knowledge of leadership skills and need for effective application on campus.</p> <p>Staff Responsible for Monitoring: Campus Administration and Academic Coach</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 688 663 734">  No Progress </div> <div data-bbox="768 688 982 734">  Accomplished </div> <div data-bbox="1083 688 1331 734">  Continue/Modify </div> <div data-bbox="1436 688 1629 734">  Discontinue </div> </div>				

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: Faculty and Staff will apply the 5 Campus Culture Commitments of Accountability, Student Centered,, Relationships, Critical Thinking, and Collaborative Community. to all interactions among parents, community members, and everyone one who enters the our building.

Evaluation Data Sources: Campus

Strategy 1 Details	Reviews			
Strategy 1: Use and promote the campus moto " Every Student, Everyday", Whatever it Takes! in Daily interactions with faculty, staff, students, families and community members.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Woodlake Hills Middle School

Total SCE Funds: \$367,339.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Woodlake Hills Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laura Medone	Academic Trainer	1
Rice Hayes	Academic Trainer	1
Sandra Allen	Academic Coach	1
Yvonne Barriffe	RTI Teacher	1