

Judson Independent School District
Woodlake Hills Middle School
2024-2025 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Woodlake Hills College Prep is a new and developing campus. Although new, there is a need to improve student performance on the STAAR assessment in the areas of Math, Reading, Writing, and Social Studies that predates the inception of WHCP. We intend to improve student performance by setting a goal of 10/5/3. We will improve STAAR performance 10% in the Approaches category, 5% at the Meets category and 3% in the Masters category. This improvement will be accomplished through collaborative planning, high quality instructional materials, 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.

Demographics

Demographics Summary

Located in the Northeast quadrant of Judson Independent School District, Woodlake Hills Middle School stands as a testament to the communities pride and resilience. The community is comprised of apartments, condominiums, and single family homes. Our student population is very diverse and includes the military and those new to the country. As a campus, among all student groups, there is a need to improve student performance on the STAAR assessment in the areas of Math, Reading, Writing, and Social Studies. This improvement will be accomplished through collaborative planning, high quality instructional materials, 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.

We strive to retain the best educators for our students. 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: 7thgrade 244 : 8th grade:259 Total 503

Hispanic: 57 % , Am In/Akn :0.27% , Asian.:1.20% , AA/Black :28 % ,Hw/Pacific Islander,:0.13%, White: 11%

Two or more races:5.%, Emergent Bilingual:18% SPED :21% , At-RISK,66%. TAG:6.94%

Demographics Strengths

One of the strengths of our student demographic is that we are a culturally, linguistically, socio-economically diverse community of learners. We feel that this diversity will enhance social cohesion and harmony by cultivating a greater understanding, empathy, and appreciation for one another's background and experiences. Student will benefit greatly academically from being exposed to peers from different backgrounds and communities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 75 % of students ,7 and 8th grade have not been successful in meeting the "Met" standard on the state assessment in Mathematics . **Root Cause:** The root cause includes the historic struggle to meet the "Met" standard for all students for the past 5 years. Although the pandemic and the subsequent learning loss are also contributing

factors, the issue low performance in math predates the pandemic. Teacher capacity for current curriculum and how to bridge the gap of learning loss further exacerbates the problem.

Problem Statement 2: Less than 50 % of 7th and 8th graders have "Met" Standard on the state assessment in RLA **Root Cause:** Historically our students have struggled in the area of reading language arts. In part this can be attributed to the learning loss experienced due to the pandemic, yet it is also noted that significant learning gaps in reading and writing proficiency existed before the pandemic

Student Learning

Student Learning Summary

Woodlake Hills Middle School serves a high population of students who are At Risk and Economically Disadvantaged. The focus for the 2024-2025 school year will be domain 2B,(School Progress: Relative Performance) for the school year. As evidenced by the STAAR scores below we have a great opportunity for growth in the Approaches and Meets category

State Assessment 2023

7th Grade Reading: At Approaches Grade Level or Above 67% Meets: 44% Masters: 15%

7th Grade Math: At Approaches Grade Level or Above: 31% Meets: 8% Masters: 1%

8th Grade Reading: At Approaches Grade Level or Above 73% Meets: 44% Masters: 14%

8th Grade Math: At Approaches Grade Level or Above: 67% Meets: 33% Masters: 8%

8th Grade Science: At Approaches Grade Level or Above:64% Meets:28% Masters: 8%

8th Grade Social Studies:At Approaches Grade Level or Above: 40% Meets: 17% Masters: 7%

Algebra I At Approaches Grade Level or Above: 98% Meets: 66% Masters: 28%

Biology At Approaches Grade Level or Above: 88% Meets: 71% Masters: 35%

Student Learning Strengths

We are making progress in 7th grade reading in the "Meets" category with a 4 % increase from 2022 to 2023(40%/44%). In 8th grade Math there was a increase of 17% (16%/33%). We also made progress with our EL population in the "Meets" category in Reading, 3% increase(32%/35%). We attribute the progress to the campus literacy initiative that focuses on reading and writing strategies and as well as comprehension.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of student efficacy. Student are reluctant to participate in their learning for fear of being wrong and embarrassed. **Root Cause:** Teacher's lack knowledge on how to instruct, encourage, and differentiate for struggling learners.

School Processes & Programs

School Processes & Programs Summary

Acceleration and remediation programs for Math

Acceleration and remediation programs for RLA

Saturday School

After School Tutoring

Embedded Professional Development

PLC

Academic Coaching

School Processes & Programs Strengths

Saturday School Intervention is a strength of the campus due to the content specific curriculum and high participation rate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Acceleration and remediation programs for Math are not consistent and therefore are unsuccessful. **Root Cause:** Teachers lack of belief in student's ability to perform and or/ willingness to participate prevents them from buying into and participating programs that would benefit students.

Perceptions

Perceptions Summary

To access how well we conduct business we have will initiate the following:

Surveyed Faculty and Staff regarding culture, climate, processes and procedure efficiency

Panorama Survey for Parents and Students

7th Grade Parent Forum

8th Grade Parent Forum

Teacher recognition every 9 weeks

Provide Grade Level Intervention every 4 weeks(Saturday School)

Perceptions Strengths

Recognize the need for continual improvement in the area of motivating and educating our struggling students. We routinely review data to identify specific student groups for small group interventions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are not motivated to try or participate actively in class or on unit assessments which are a predictor of future STAAR performance. **Root Cause:** WHMS Cultural belief among students as well as teachers that success on State Assessments is not possible because previous progress has been minimal.

Priority Problem Statements

Problem Statement 1: Lack of student efficacy. Student are reluctant to participate in their learning for fear of being wrong and embarrassed.

Root Cause 1: Teacher's lack knowledge on how to instruct, encourage, and differentiate for struggling learners.

Problem Statement 1 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- 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 leadership 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
- T-PESS 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
- Capacity and resources data
- Study of best practices





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 approaches by 5%, meets by 3%, and masters by 1% on STAAR tests for all STAAR tested subjects.

Evaluation Data Sources: STAAR Results and Accountability Rating

Strategy 1 Details	Reviews			
<p>Strategy 1: The consistent use of HQIM's such as Carnegie Learning(Math) and HMH(RLA) with fidelity as the primary instructional material.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR performance in the areas of Math and RLA</p> <p>Staff Responsible for Monitoring: Academic Trainers, Assistant Principals, and Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 7th and 8th grade social studies classes will utilize the Lowman Education Warm-Ups and Lessons (lessons are 8th grade only) to improve direct teach instruction and implement rigorous, TEKS-aligned warm-up activities.</p> <p>Strategy's Expected Result/Impact: An increase in achievement levels on STAAR assessments and District Common Assessments.</p> <p>Staff Responsible for Monitoring: Associate Principal, Department Chairperson, Academic Trainers, and Teachers.</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Based on data (NWEA MAP, common assessments, and district assessments), we will provide professional development to staff to improve Tier 1 instruction for Emergent Bilingual and Special Education Students.</p> <p>Strategy's Expected Result/Impact: Increase in achievement levels on standardized state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Academic Trainers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Based on data (NWEA MAP, common assessments, and district assessments), we will fill in achievement gaps by providing remediation time utilizing Saturday School to increase STAAR scores by the end of the year.</p> <p>Strategy's Expected Result/Impact: Increase in NWEA MAP scores and STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Academic Trainers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<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 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

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, math and literacy night sign-in sheets





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.

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 2: Provide recognition and support to teachers and staff in their pursuit to help students succeed.

Evaluation Data Sources: TASB survey results, records of staff appreciation expenditures

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize staff members for their dedication and efforts to promote student success by providing staff appreciation items and awards.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more motivated to have a positive impact on the campus and students</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, and Academic Trainers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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: Identify and support aspiring campus leaders by providing professional development opportunities focused on growth and leadership development

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend ongoing professional development for administrators, leaders, teachers and aspiring leaders. Principal will attend SEN trainings</p> <p>Strategy's Expected Result/Impact: Increased capacity for campus leadership and increase</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 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 with all stakeholders.

Evaluation Data Sources: Stakeholder feedback