

Judson Independent School District
Woodlake Hills College Prep.
2024-2025 Improvement Plan

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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 community's 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 new campus, reviewing the interim assessment data from Spring 2024 provides us with the information needed to project the academic focus for our campus. From the data we've identified a need to improve student performance on the STAAR in Math, Reading, Writing, and Social Studies. This improvement will be accomplished through collaborative planning, high quality instructional materials, and targeted professional development. We will also focus on garnering the support and engagement of parents in achieving our goal. As a new campus established as a college and career 6th grade academy, we will aim 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 qualifications 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: 6thgrade:244:

Hispanic 43% , Am In/Akn: 0.27% Asian.: 1.1% , AA/Black :18% ,Hw/Pacific Islander:, White: Two or more races: 5%

Two or more races:, Emergent Bilingual: SPED :: , At-RISK,, TAG:

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: 46% of students of our 6th graders 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 of 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.

Student Learning

Student Learning Summary

6th Grade Reading: At Approaches Grade Level or Above 68% Meets: 36% Masters:11%

6th Grade Math: At Approaches Grade Level or Above: 59% Meets: 17% Masters: 3%

Student Learning Strengths

Predicating our future performance on past behavior, one of the previous academic foci for the campus was Literacy. We saw significant gains (14%) in the "Meets category for 6th grade Reading . As of 2022 we were at 22% and in 2023 we are 36%.. We have also made progress with our 6th grade EL population in this category with an increased 9% from 2022 to 2023(20%/29%)). With these indicators we intend to continue our focus on literacy using HQIM for both Math and RLA

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Historically students have struggles with content specific literacy. Reading and Writing across the curriculum. **Root Cause:** 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 STAAR scores for more than 5 years at both the primary and secondary level.

School Processes & Programs

School Processes & Programs Summary

Daily use of HQIM(High Quality Instructional Materials)

Instructional Routines

Leadership Instructional Rounds

Weekend Student Intervention-Saturday School (every 4 weeks)

Daily Intervention/Acceleration through "Advisory" class

PLC by Content and Grade Level

Professional Development(morning/afternoon/ weekend)

Technology is integrated throughout the curriculum. ex. Mathia, Writable, and Waggle

School Processes & Programs Strengths

One of the strength of our programs is our commitment to continually improving our instructional practice. Whether this is through department or grade level PLC, after school professional development, or Saturday content training/refresher, the entire campus is committed to becoming a better educator and learning what our students need from us instructional in order for them to be successful. We believe that when the teacher improves their practices the students are the direct benefactors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Campus instructional program in the area of Math competency shows a lack of teacher preparation, content knowledge, and pedagogical practices. **Root Cause:** Changes within education, post-pandemic, has seen the rise of teachers who are new to the profession and lack the content and pedagogical skills necessary to be effective in the classroom. Likewise, even established teachers find themselves challenged with content and pedagogy and are hesitant receiving to instructional coaching.

Perceptions

Perceptions Summary

To assess 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

6th Grade Parent Forum

Teacher recognition every 9 weeks

Provide Grade Level Intervention every 4 weeks(Saturday School)

Perceptions Strengths

We provide opportunities for open communication and feedback among students, faculty and staff. We also engage parents prompting conversations about their child's progress and goals. One of our strengths is the effort we put into ensuring that we parents have a voice in helping us to improve the culture and climate of our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Two way, timely communication between parents and school staff has not been ideal or consistent to affect student outcomes academically or behaviorally

Root Cause: The root cause can be attributed to accountability on both the parent and school staff. There does not seem to be a sense of urgency until students are not performing well.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- 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 End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Equity data
- T-TESS data
- T-P ESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 10 percent, meets by 5 percent, and masters by 3 percent on the 2025 Reading STAAR.

Evaluation Data Sources: STAAR Results and Accountability Rating

Strategy 1 Details
<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>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Carnegie In-Person Consulting - 286 LASO Continuation - \$12,000</p>
Strategy 2 Details
<p>Strategy 2: Content area teachers will regularly use the blended learning instructional model when introducing a new or unfamiliar concepts.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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.

Strategy 1 Details
<p>Strategy 1: Organize seasonal community events to encourage family and community engagement.</p> <p>ESF Levers: Lever 3: Positive School Culture</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.

Strategy 1 Details
<p>Strategy 1: Create and promote the 3 R's: Rigor ,Responsibility and Relationship. Post throughout campus, make visible in all classroom, and reinforce standards as an example everyday.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

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
Strategy 1: Attend SEN Professional Development

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.

Strategy 1 Details
Strategy 1: Teachers will create classroom commitments with each class to establish a classroom community.