

Judson Independent School District
Woodlake Hills Middle School
2016-2017 Campus Improvement Plan



Mission Statement

The role of Woodlake Hills Middle School is to ensure that each child will experience optimal social, emotional, academic, and physical success through a challenging and progressive student-centered educational program in a safe learning environment.

Vision

Woodlake Hills Middle School's vision is to create an educational experience that produces personal excellence and productive citizenship.

Value Statement

Woodlake Hills Middle School believes that all students deserve a quality education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodlake Hills is located in the Northeast quadrant of JISD with a diverse population of students. Enrollment of students is consistent with the last 3 years. The community is comprised of mostly single family dwellings, apartments and military families. There is a need to increase STAAR scores in all content areas. Also needed is an increase in parental involvement, positive relationships on campus, and professional development for teachers in order to increase student achievement.

Demographics Strengths

Woodlake Hills has a diverse population of students.

Enrollment: 6th grade 249, 7th grade 314, 8th grade 286

(509 Hispanic, 3 Pacific Islander, 18 Asian, 198 Black, 1 Native, 102 White, 18 Two or more races / 24 Dyslexic, 72 ESL, 104 LEP, 101 SPED, 555 At-RISK, 50 TAG

Demographics Needs

- Differentiation to service the student groups.
- Increase attendance.
- Cultural Diversity training for teachers.
- More involvement of community.

Student Achievement

Student Achievement Summary

8th Grade Math percentage meeting Level II Satisfactory was 63%. 8th Grade Reading STAAR percentage was 83% which was above the district. Algebra and Biology EOCs were 100% meeting Level II Satisfactory with 30% meeting Level III in Algebra and 62% meeting Level III in Biology. 8th Grade Science STAAR percentage was 64%. 8th Grade Social Studies STAAR percentage was 38%. 7th Grade STAAR Math was 59%. 7th Grade STAAR Reading was 64%. 7th Grade STAAR Writing was 63%. 6th Grade STAAR Math was 58%. 6th Grade STAAR Reading was 54%.

Student Achievement Strengths

- 8th Grade Reading STAAR: 83% which was above the district.
- Increased EOC Level 3 scores with Algebra at Level 3 Advanced scores with Algebra at 30% and Biology 62%.

Student Achievement Needs

- STAAR Math first administration was at 38%.
- Closing performance gaps for ELL and SPED
- Minimal movement between Tiers on Universal Screens.

School Culture and Climate

School Culture and Climate Summary

Many teachers feel the culture and climate of school is positive & common principles are identified with room for improvement next year.

School Culture and Climate Strengths

- Teacher, staff and student recognition throughout the year.
- Students participate in school organizations and functions outside the classroom.

School Culture and Climate Needs

- Need for positive behavior strategies implemented school wide.
- More opportunity for positive teacher to student interaction.
- Training for teachers to deal with difficult and reluctant students. (SPED)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All personnel qualifications have been reviewed by the Campus Principal and HR to ensure that teachers met HQ state mandated standards. Teachers attended multiple workshops this year in the content areas to strengthen instruction.

Staff Quality, Recruitment, and Retention Strengths

- New teacher mentor program.
- 100% highly qualified

Staff Quality, Recruitment, and Retention Needs

- - Classroom Management PD
 - Motivating students and building relationships
 - More training on parent communication
 - Smaller content specific training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

There was evidence of common planning and data analysis. There is a need for a framework provided for instruction to align all teachers and foster a culture of collaboration and consistency. Although data collection and analysis was very evident, more development is needed on how the data transfers to the classroom.

Curriculum, Instruction, and Assessment Strengths

- Common Planning
- Data is used to drive instruction.
- Interventions and remediation evident.

Curriculum, Instruction, and Assessment Needs

- Implement common instructional practices: Fundamental Five (High 5)
- Student engagement and hands on activities
- School wide implementation of All in Learning

Family and Community Involvement

Family and Community Involvement Summary

There was an increase in Parental Involvement this year with the Watch D.O.G.S. program implemented this year. Various parent events were held. Campus also has a PTO. There is a need for more events, trainings and workshops for parents.

Family and Community Involvement Strengths

- Increased parental involvement through WatchDogs and Coffee with the Counselors.
- Communicated with parents in various ways including Remind101.

Family and Community Involvement Needs

- More family and community events to include training and workshops.
- A survey was provided to parents at the end of the year and presented to identify areas parents need to build a partnership between school and home.
- Need for more PTO members and involvement on the campus.

School Context and Organization

School Context and Organization Summary

Reflective Practice Model was implemented every 6 weeks. Teachers met weekly to plan and review data. Staff meetings were held monthly and weekly e-mails were disseminated with pertinent information for the campus.

School Context and Organization Strengths

- Reflective Practice Model
- Common Planning
- 5 Step Data Analysis
- Weekly Information sent to teachers
- Monthly staff meetings

School Context and Organization Needs

- Campus Calendar visible to employees
- Restructure RPM (once every 9 weeks)

Technology

Technology Summary

Document Cameras are provided for every classroom. Technology was purchased for PE and Fine Arts to utilize technology and support campus Advisory program. There is a need for more technology and more training on how to use the technology in the classrooms. Chromebook carts were utilized this year.

Technology Strengths

- All in Learning
- Utilizing Eduphoria for common assessments
- Chromebooks used in the classrooms

Technology Needs

- Integrate more technology in lessons in classroom.
- More training for technology implementation and applications offered by district.
- Document Cameras for All in Learning

Comprehensive Needs Assessment Data Documentation

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

Goals


Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: 7th Grade Writing will increase 10 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Writing Administration.

Evaluation Data Source(s) 1: 73% of students will meet the Level II Satisfactory Academic Performance on the 2017 STAAR Writing Administration.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 6th- 8th grade, students will use research and inquiry to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs and timelines. Purchase dry erase covers to use for hands on editing and using sources listed above.	2, 9	Teachers, Academic Dean, Assistant Principals, Principal.	Writing assignments and assessments				
2) 6th and 7th grade teachers will attend writing workshops throughout the year offered by District Office.	4	Teachers, Assistant Principal, Principal	Lesson Planning, writing assignments, common assessments, CBA, STAAR				
State System Safeguard Strategy 3) Use data collection tools to maximize effective grouping and re-teaching in class. Break down data by student groups focusing on African American Students.	1, 2, 8	Teachers, Instructional Coaches, Academic Dean, Assistant Principal, Principal.	Common Assessments, CBAs, Department Meetings, RPM				
4) Ensure all teachers have been trained for Writer's workshop.	4	Academic Dean	PD Certificate, and implementation of Writer's Workshop.				

<p>5) ELA and Reading Departments through common planning/PLC-vertical alignment develop goals and teaching strategies to address all sub pops to increase STAAR satisfactory achievement or higher using data from All in Learning/CBA's/Semester exams</p> <p>Through Close Reading during Target Time our campus will use close reading strategies to support the increase of WHMS' STAAR goal of increasing 10 percentage points</p> <p>Our ELL/Spec Ed Remediation plan will be initiated second semester</p>	8	Department Chair, Academic Dean, Assistant Principal, Principal	Signature sheets, classroom observations				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue









Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: 7 & 8 Grade Reading will increase 10 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Reading Administration. 6th Grade will increase 15 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Reading Assessment.

Evaluation Data Source(s) 2: There will be an increase of 10 percentage points on the Level II Satisfactory Academic Performance on the 2017 Reading STAAR Administration

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reporting Category 2 will be an area of focus for the Reading Department. 6th and 7th will also focus on Reporting Category 3. Teachers will use journaling to implement Reader's Workshop. Journals will be used in conjunction with interactive journaling.	1	Teachers, Assistant Principal, Academic Dean, Principal	Common Assessments, CBAs, STAAR and Reading Journal				
2) Teachers will implement the Checking for Understanding formative assessment Strategy, to include exit slips, graphic organizers and reflective journaling.	2, 8	Reading Teachers, Academic Dean, Assistant Principals, Principal	Student performance on Common Assessments, CBAs , and BOY, MOY, EOY Universal Screening				
3) Use vocabulary journal and or academic vocabulary walls to support language development for ELL Learners	9	ELL Teacher, Core Teacher, Academic Dean, Assistant Principal, Principal	Journals, After School Program, ELL data on Assessments				
4) Provide prescriptive for 6th, 7th, and 8th grade. 2-4 STAAR Saturday Schools Sessions to prepare for STAAR Assessment and reteach the big ideas/readiness standards.	2, 9, 10	6th, 7th, and 8th grade Reading Teachers, Instructional Coach/Tutoring Coordinator, Title 1 Coordinator/Administrator.	Data charted from those attending tutoring and TEKS being taught, CBAs, STAAR, Department Level RPM Data				
5) As part of Reader's Workshop model, ELL and SPED will engage in interactive reading. Use small invitational groups to reach different student groups in a smaller or more individualized instruction.	2, 9	Teachers, Academic Dean, Assistant Principal, Principal	Mini and Common Assessments, CBAs, STAAR, Walkthroughs				
6) Purchase Instructional technology for RTI Reading classrooms, and supplemental material: Total Motivation Reading - Mentoring Minds for Reading 6th and 7th.	9, 10	Teachers, Instructional Coach, Academic Dean, Assistant Principal, Principal.	Common Assessments, CBA,s, STAAR				
7) Ensure all teachers are trained on Reader's Workshop	4	Academic Dean assistant Principal, Principal	PD Certificate, and implementation of Reader's Workshop				












8) ELA and Reading Departments will meet in PLC's to vertical align/ collaboratively plan/assess and share data through All in Learning/and participate in RPM	8	Department Chair, Academic Dean, Assistant Principal, Principal	Signature sheets, classroom observations				
9) Laptops are to be purchased for the RtI Instructional Coaches for the intensified remedial Reading instruction of Tier II and Tier III at-risk students.	10	RtI Instructional Coaches, Academic Dean, Principal	Progress Monitoring of at-risk students for Tier II and Tier III				
Funding Sources:							
<p align="center">State System Safeguard Strategy</p> 10) Teachers of ELL students use Eduporphia to create STAAR data profiles by class period; TelPas Proficiency Levels; implement ELL Accommodations; Teachers receive on going professional development from District Personnel for the 2016-2017 school year	4, 8, 9	Teachers, RTI Instructional Coaches, Academic Dean, Principal	All in Learning, CBA's, TelPas Assessment, STAAR				
Funding Sources:							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: 8th Grade will increase 22 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Social Studies Administration.

Evaluation Data Source(s) 3: 50% of students will meet the Level II Satisfactory Academic Performance on the 2017 8th Grade Social Studies STAAR Administration.

Summative Evaluation 3: Some progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Use DBQs more in class to promote critical thinking skills.	1	Teachers, Department Chair, Instructional Coach, Academic Dean	STAAR, Campus Common Assessments, CBA's				
2) Provide supplemental material, updated Texas and World Atlases, mini-white boards for classroom activities, Pull down map for 8th grade, illustrations, and graphic organizers that focus strictly on the TEKS tested by STAAR.	10	Teachers, Instructional Coach, Academic Dean, Administration	STAAR, Campus Common Assessments, CBA's				
3) Provide prescriptive for 6th, 7th, and 8th grade. 2-4 STAAR Saturday Schools Sessions to prepare for STAAR Assessment and reteach the big ideas/readiness standards.	2, 9, 10	6th, 7th, and 8th grade Reading Teachers, Instructional Coach/Tutoring Coordinator, Title 1 Coordinator/Administrator.	Data charted from those attending tutoring and TEKS being taught, CBAs, STAAR, Department Level RPM Data				
4) Attend professional development to increase student performance on TEKS.	4	Teachers, Instructional Coach, Academic Dean	Training Certificate, STAAR, Campus Common Assessments, CBA's				
5) Use Data in RPM/PLC to review and develop and test new strategies. Use data to implement our Remediation Plan beginning Second Semester.	2, 8	Teachers, Instructional Coach, Academic Dean, Assistant Principals, Principal	STAAR, Campus Common Assessments, CBA's				
State System Safeguard Strategy 6) Continually scaffold foundational facts. Purchase dynonotes.	1, 10	Teachers, Instructional Coach, Academic Dean,	Walkthroughs, observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: 8th Grade will increase 10 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Science Administration.

Evaluation Data Source(s) 4: 74 % of students will meet the Level II Satisfactory Academic Performance on the 2017 8th Grade STAAR Science Administration.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reinforce the use of technology in the classroom through the use of Vernier Science Probes, and other Laboratory data collection tools to increase math skills through data analysis.	1, 9, 10	Science Teachers, Department Chair	Common Assessment data, Written lab reports, Formative assessments				
2) Create a multi-grade level review day for TEKS covered in Category 1 (Matter and Energy) of STAAR.	9	6th and 8th Grade Science Teachers, Department Chair	Analysis of Pre- and Post-Assessment Data				
3) 3. Establish a Vocabulary Monday for all grade levels during which all students will be immersed in vocabulary instruction through the creation of anchor charts, foldables, and manipulatives (card sorts). Using our Remediation Plan for our ELL/Spec Ed focus on data from CBA's Semester Exam to address student needs on individual TEKS to increase STAAR performance.	1, 9	Science Teachers, Department Chair	Common Assessment data, Written Lab reports, Formative assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: 7th-8th Grade Math will increase 10 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Math Administration. 6th Grade Math will increase 15 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR Math Administration.

Evaluation Data Source(s) 5: There will be an increase of 10 percentage points on the Level II Satisfactory Academic Performance on the 2017 Math STAAR Administration.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate SELFIE problem solving strategy regularly to improve solving strategies and incorporate the Writing Bug using math problems to improve student's process skills through their writing Using our Remediation Plan second semester to address our ELL/Spec Ed through data analysis of CBA's Semester exams to increase student achievement on STAAR	2, 9	Teachers, Instructional Coach, Academic Dean, Assistant Principals, Principal	Journals, assessments, CBAs, STAAR				
2) 24 game Challenge for 6th grade students to strengthen foundational math facts.	9	24 Challenge Coordinator, Department Chair, Instructional Coach	Mini-assessments, common assessments, CBA, STAAR				
3) Address student groups specifically SPED/ African American students through differentiating process or product in conjunction with student's needs and accommodations/ modifications. Vary instructional groupings to ensure meeting all learner's needs.	9	Teachers, Instructional Coach/Tutoring Coordinator, Title 1 Coordinator/Administrator	Data charted from those attending tutoring and TEKS being taught, CBAs. STAAR, Department Level RPM Data				
4) Incorporate ELL Strategies such as visual aids and peer tutoring.	9	Teachers, Department Chairs, Instructional Coach, Academic Dean. Assistant Principal, Principal	Walkthroughs, common formative assessments, CBAs, STAAR				
5) Purchase Instructional technology for RTI Math classrooms, and supplemental material: Total Motivation Math - Mentoring Minds for Math 6th and 7th.	9, 10	Teachers, Instructional Coach, Academic Dean, Assistant Principal, Principal.	Common Assessments, CBA,s, STAAR				

State System Safeguard Strategy 6) Laptops are to be purchased for the RtI Instructional Coaches for the intensified remedial Math instruction of Tier II and Tier III at-risk students.	10	RtI Instructional Coaches, Academic Dean, Principal	Progress Monitoring of at-risk students for Tier II and Tier III				
	Funding Sources:						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 6: There will be an increase in all tested subject areas meeting Level II Satisfactory Academic Performance on the 2017 STAAR.

Evaluation Data Source(s) 6: Each subject tested will increase from 2016 STAAR to 2017 STAAR.

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use data collection tools to maximize effective grouping and re-teaching in class. Review common assessment data in vertical teams in Department Level RPMs to identify areas of strength and areas that need to be re-taught/scaffolded within the grade level and vertical teams.	2	Department Chair, Teachers Instructional Coach, Academic Dean, Assistant Principals, Principal	Common Assessments, Department Level RPM Data, CBAs				
2) Purchase supplies and materials for teachers to use in Extended Day Tutoring and Saturday Camps.	2	Principal, Academic Dean, Title 1 Tutoring Coordinator	requisition, Walkthroughs and observations of supplies being utilized in Title 1 Extended Day Tutoring.				
3) Purchase incentives for teachers to use in Saturday Camps. (bookmarks, pencils, pens incentive charts, stickers for incentive charts)	2	Principal, Academic Dean, Title 1 Tutoring Coordinator	Requisition, Walk-through and Observations, Incentive Charts				
4) Purchase snacks for students for Saturday STAAR Camps	1	Principal, Academic Dean, Title 1 Tutoring Coordinator	P.O., Receipts				
State System Safeguard Strategy 5) Purchase sheet protectors to support All in Learning for teachers to be able to use to share common assessments and data to effectively plan lessons.	8, 10	Teachers, Department Chairs, Instructional Coaches, Academic Dean, Assistant Principal, Principal	Common Assessments, CBAs, STAAR				








6) Common assessments mirror STAAR in types of questions and rigor.	8	Teachers, Department Chairs, Instructional Coaches, Academic Dean, Assistant Principal, Principal	Common Assessments, CBAs, STAAR			
7) Implement PBIS as a school wide initiative for positive behavior supports and restorative discipline.	1, 2	Teachers, Department Chairs, Instructional Coaches, Academic Dean, Assistant Principal, Principal	Referrals, CBAs, Common Assessments, STAAR			
State System Safeguard Strategy 8) Use All-in-Learning to collect data for common assessments. Use data to redesign and reteach lessons when necessary. Use data to recommend students for prescriptive tutoring. Purchase Document Cameras.	8, 9, 10	Content Teachers and Department Chairs, Academic Dean, Instructional Coaches, Principal, and AP T-TESS Appraiser.	Common Assessments, Department Level RPM data analysis			
Funding Sources: 211-7 - Title I - \$700.00						
9) Offer tutoring for Migrant and McKinney Vinto Students	8, 9, 10	Administration and Academic Dean	Monitor student success through CBA, STAAR			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 7: Special Education and ELL will increase 10 percentage points for all students meeting Level II Satisfactory Academic Performance on the 2017 STAAR.

Evaluation Data Source(s) 7:

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Using data, best teaching practices, and classroom strategies, WHMS will close the gap in Special Education and ELL by 10% to address the Level II Satisfactory Academic Performance on STAAR 2017. Using our Remediation Plan address ELL/Spec ED TEK needs using data from CBA's Semester exams to increase student achievement on STAAR</p> <p>Every Tuesday, our District ELL Specialist will provide support working with our Sheltered Teams as well as attend PLC's to provide strategies to close the gap of our ELL students 10% to address 2017 STAAR Level II Satisfactory Academic Performance</p>	8, 9, 10	Administration, Teachers	CBA's, STAAR				
<p>State System Safeguard Strategy</p> <p>2) Teachers/Co-teachers will use Eduphoria to create STAAR Data profiles for Spec Ed students for each core content per class period; using Best Teaching Practices, effective co-teach model, and specific grouping techniques to increase Spec Ed student achievement on all campus, district, and state assessments.</p>	8, 9	Teachers/Co-Teachers, Academic Dean, Principal	All in Learning-common assessments, CBA's, STAAR				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 8: Migrant and McKinney Vento students will close the gap of achievement and increase performance on STAAR 2017 10 percentage points.

Evaluation Data Source(s) 8: There will be an increase of 10 percentage points on the Level II Satisfactory Academic Performance on the 2017 STAAR.

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assign Instructional staff to assess student level of performance and provide academic Best Teaching Practices to close the gap of achievement.	9	Teachers / Academic Dean/Principal	All in Learning Assessments CBA's STAAR				
2) Students will have counselor and social worker support to address attendance, academic, and social-emotional needs.	9	Social Worker, Counselor, Academic Dean, Principal	Attendance , IPR's, Report Cards				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Identify students who are Homeless by collecting SRQ's during registration process or when a student is referred by a staff member.Immediate enrollment for students identified as homeless.	9	Counselors, Social Worker, PEIMS Clerk, Registrar, Secretary	PEIMS Homeless Reports, Student Residency Questionnaires				
State System Safeguard Strategy Federal System Safeguard Strategy 4) Monitor the attendance and grades of Homeless students and communicate immediately when barriers or concerns exists for Homeless students/families.	9	Social Worker, Counselor	Nine week report card grades, Attendance reports for Homeless				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase attendance by 2% for the 2016-2017 school year.

Performance Objective 1: WHMS will increase by 2 percentage points for the 2016-2017 school year.

Evaluation Data Source(s) 1: Incentives for classes with largest attendance percentages.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incentives for students for each 9 weeks.	1	Administration, Principal	Attendance List				
2) Absent call log for teachers to complete when students have been absent for 2 consecutive days.	1	Administration, Principal	Attendance List				
3) 8th Grade Field Trip to the high school.	7	Counselors, Dean	8th grade attendance				
4) Attendance Focus Group to to work with students with chronic absences.	2	Administration	To meet District goal of 96%.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: To continue to expand communication through community engagement and parental involvement

Performance Objective 1: By June 2017, the campus will hold various events to increase parent involvement

Evaluation Data Source(s) 1: Documentation of events held and sign in sheets showing participation of parents at school activities/functions

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Invite PTO to all parent events.	6	Principal, Administration	Parent Involvement Increase, sign ins, surveys				
2) Continue PTO store to gain revenue for PTO.	6, 10	Principal, Academic Dean, Department Chairs	Sign in Sheet; Use of parental involvement Title I funds				
3) Continue Watch D.O.G. Program.	6	Principal, Administration	More involvement from male parents and members of the community.				
4) Fall Festival to promote community involvement.	6	Administration, Teachers	Community Attendance				
5) Family Breakfast to promote community involvement.	6	Administration; Social Worker	Community Attendance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: To continue to expand communication through community engagement and parental involvement

Performance Objective 2: By June 2016, meetings will be held to increase parent input and communication between school and parent.

Evaluation Data Source(s) 2: Meetings were held to gain parent input and create communication between school and parent.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold Wildcat Camp for incoming 6th Grade students	2, 6, 7, 10	Principal, Admsinitration	Attendance at Wildcat Camp				
2) Hold Open House for parents to meet students' teachers.	2, 6, 10	Principal, Admsinitration	Attendance of parents at the meeting				
3) Hold two parent meetings to discuss parental involvement compact, policy and plan. Parents are able to provide feedback.	2, 6, 10	Principal, Adminstration	Attendance of parents at the meeting				
4) Improve parent involvement plan with all of the events and dates for next year before the end of the 2016-2017 school year.	2, 6, 10	Principal, Admsinitration	School Parent Involvement Plan				
5) Monthly parent nights with the librarian. These will be paired with core content areas for parents to learn ways to help children at home.	2, 6, 10	Librarian, Department Chairs, Instructional Coaches, Title 1 Coordinator	Attendance of parents at events, sign in sheets				
6) Purchase supplies and snacks for monthly parent nights with the librarian.	6	Librarian, Department Chairs, Title 1 Coordinator	Requisitions, purchase orders, sign in sheets from parent nights				
7) Principal Newsletter to parents	6	Principal, Assistant Principals, Academic Dean	Sign in sheet, parent signing up app				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To make Judson I.S.D. a premier employer in Bexar county increasing employee retention and morale

Performance Objective 1: Retain 90% of all employees evaluated at the satisfactory or higher level for the 2016-2017 school year.

Evaluation Data Source(s) 1: For 2016-20167 Retain 57 out of the 62 teachers currently allotted to the campus for 2015-2016.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue Mentor program for new teachers, teachers new to Judson and teachers with 1 year experience. Also create entry plan if teachers are hired during the school year.	3, 5	Principal, Administration, Counselors, Lead Teachers	Lead Mentor monthly meetings Retention of staff				
2) Monthly teacher recognition at faculty meetings.	1	Principal, Administration, Counseors, Teachers	Teacher chosen and recognized monthly.				
3) Provide Instructional Rounds two times per school year.	4	Principal, Administration, Counselors, Lead Teachers, Teachers	Evidence of professional development given through whole staff, signature sheets.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: To make Judson I.S.D. a premier employer in Bexar county increasing employee retention and morale

Performance Objective 2: Increase student and teacher participation on our campus to increase morale and foster a positive school climate and culture.

Evaluation Data Source(s) 2: For 2016-2017 school year, student achievement will increase and there will be at least 90% retention of current staff.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Fundamental 5 as an instructional framework for the campus through the book study.	1, 2	Administration, Principal	Walkthroughs, T-TESS observations, CBA, STAAR.				
2) Implement positive behavior program to foster a cohesive and consistent culture regarding the expectations of the campus.	1, 2	Positive Behavior Committee, Administration, Principal	Walkthroughs, T-TESS observations, CBA, STAAR.				
3) Hold various activities and events that promote camaraderie among staff. Example: Luncheons	1, 2, 10	Administration, Principal	Walkthroughs, T-TESS observations, CBA, STAAR.				
4) Teacher focus group to involve teachers in decision making on the campus.	8	Instructional Coaches	Presentation by Instructional Coaches from focus group.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Use data collection tools to maximize effective grouping and re-teaching in class. Break down data by student groups focusing on African American Students.
1	2	10	Teachers of ELL students use Eduphoria to create STAAR data profiles by class period; TelPas Proficiency Levels; implement ELL Accommodations; Teachers receive on going professional development from District Personnel for the 2016-2017 school year
1	3	6	Continually scaffold foundational facts. Purchase dynonotes.
1	5	6	Laptops are to be purchased for the RtI Instructional Coaches for the intensified remedial Math instruction of Tier II and Tier III at-risk students.
1	6	5	Purchase sheet protectors to support All in Learning for teachers to be able to use to share common assessments and data to effectively plan lessons.
1	6	8	Use All-in-Learning to collect data for common assessments. Use data to redesign and reteach lessons when necessary. Use data to recommend students for prescriptive tutoring. Purchase Document Cameras.
1	7	1	Using data, best teaching practices, and classroom strategies, WHMS will close the gap in Special Education and ELL by 10% to address the Level II Satisfactory Academic Performance on STAAR 2017. Using our Remediation Plan address ELL/Spec ED TEK needs using data from CBA's Semester exams to increase student achievement on STAAR Every Tuesday, our District ELL Specialist will provide support working with our Sheltered Teams as well as attend PLC's to provide strategies to close the gap of our ELL students 10% to address 2017 STAAR Level II Satisfactory Academic Performance
1	7	2	Teachers/Co-teachers will use Eduphoria to create STAAR Data profiles for Spec Ed students for each core content per class period; using Best Teaching Practices, effective co-teach model, and specific grouping techniques to increase Spec Ed student achievement on all campus, district, and state assessments.
1	8	3	Identify students who are Homeless by collecting SRQ's during registration process or when a student is referred by a staff member.Immediate enrollment for students identified as homeless.
1	8	4	Monitor the attendance and grades of Homeless students and communicate immediately when barriers or concerns exists for Homeless students/families.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	8	3	Identify students who are Homeless by collecting SRQ's during registration process or when a student is referred by a staff member.Immediate enrollment for students identified as homeless.
1	8	4	Monitor the attendance and grades of Homeless students and communicate immediately when barriers or concerns exists for Homeless students/families.

State Compensatory

Budget for Woodlake Hills Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,700.00
11	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
21	6118 Extra Duty Stipend - Locally Defined	\$1,500.00
11	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
11	6129 Salaries or Wages for Support Personnel	\$500.00
6100 Subtotal:		\$11,200.00
6300 Supplies and Services		
11	6399 General Supplies	\$16,995.00
13	6399 General Supplies	\$4,000.00
6300 Subtotal:		\$20,995.00
6400 Other Operating Costs		
11	6494 Reclassified Transportation Expenses	\$3,000.00
6400 Subtotal:		\$3,000.00

Personnel for Woodlake Hills Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenny Rhodes	RTI ELL	State Comp	1.0
Lisa Lopez	RtI Reading Teacher	State Comp	1.0
Yvonne Barriffe	RtI Reading Teacher	State Comp	1.0

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Complete Campus Needs Assessment collected from multiple data sources and input from staff, parents, community.
2. Principal analyzes various data sources (student performance, staff curriculum, parent and community involvement, and campus facilities)
3. Develop a vision for school wide reform.

2: Schoolwide Reform Strategies

1. Student Awards for grades, attendance, and character development.
2. Counselors and Administration conduct a student, parent and teacher survey to identify groups that will best serve the campus. Groups: Career and College Readiness, Retention and ongoing development of groups as needs present themselves on campus to support student's emotional health and student achievement).
3. Parent and Community Survey is provided for parent and community feedback.
4. Saturday Campus for opportunity to re-teach material to students.
5. Professional Development provided for staff that links to their needs and to improve student achievement.
6. Data disaggregated by subpops in Department Level RPMs.
7. PBIS: 3 year implementation

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers will participate in the District Level Mentor Program and will participate in campus level Instructional Rounds
3. Ensure all paraprofessionals meet the qualifications for the position.
5. GT Coordinator ensures all teachers have their foundational hours updated yearly.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Site Based Decision Making Committee meets 2 times a year to review Campus Improvement Plan and professional development throughout the year based on student data.
2. Provide staff opportunity to attend Professional Development throughout the year in the different content areas to improve student performance.
3. Provide department time within the master schedule to allow departments to meet by grade level and vertically. Electives/PE will meet after school.
4. Instructional Rounds held 2 times within the school year.
5. Implement Fundamental 5 as an Instructional Framework for the campus.

5: Strategies to attract highly qualified teachers

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications needed for the position.
3. Provide a mentoring program for new teachers.
4. Instructional Coaches provide support for teachers and offer PD and ongoing coaching to support teachers needs to increase student achievement.
5. Assist teachers to complete graduate coursework.
6. Promote leadership within the departments, committees, clubs and organizations
7. Administration will attend District Job Fairs.

6: Strategies to increase parental involvement

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Hold Parent Involvement Meetings 2 times a year for parents to provide input on parent compact and policy.
3. Increase parent and teacher participation and enrollment in PTO.
4. Various events held on campus and invitation extended for parents and community to attend.
5. Hold more campus events and a curriculum night for parents to come and learn academic activities they could use at home with their children.
6. Coffee with the Counselors and the counselor app Remind 101
7. Increase parent volunteers on campus by setting up a computer station in the front office where parents can sign up and creating a flyer explaining the parents how they can become involved.
8. Develop committees on campus to increase campus events for more parental involvement
9. Involve more male parents, grandparents and community members on campus through WatchDog program and volunteering on campus
10. Hold Wildcat Camp for incoming 6th Grade students
11. Hold Open House for parents to meet students' teachers.
12. Improve parent involvement plan with all of the events and dates for next year before the end of the 206-2017 school year.
13. Celebrate diversity with multicultural events with parents as participants.
14. Increase communication to parents through e-mail, website, marquee, remind 101 and weekly newsletter from the Principal.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

1. Wildcat Camp
2. 8th Grade Field Trip

3. Open House

4. Elective and Registration Nights

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Provide training on the Judson ISD Instructional Planning Cycle and how to create a Formative Assessment
2. Administration will model the Reflective Practice model the 5 steps: Charting the Data, Analyzing the results, writing a SMART Goal, Instructional Strategies and Identifying the results indicator.
3. Campus RPMs held every 9 weeks by department or as a school.
4. Review data consistently through common assessments in All in Learning.
5. Provide academic support through Instructional Coaching.
6. Provide instructional feedback from classroom walk-throughs.
7. Grade Level Planning weekly utilizing the Judson ISD Instructional Planning Cycle.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.
2. Collect and utilize student data to determine appropriate tiers and interventions.
3. Teachers tutor 2 days a week offered morning and afternoon.
4. Saturday Camps throughout the year offered to re-teach concepts.
5. Remediation Classes for Reading and Math
6. School Counseling offers groups based on the need of the campus, meet with students who are not being successful.
7. Teacher referral to GIST Committee when student has been identified as struggling.
8. Ensure parents are given knowledge of resources available to assist their student's needs.
9. Professional Development in content areas and schoolwide needs to strengthen best practices and teaching strategies.

10: Coordination and integration of federal, state and local services and programs

1. Use Title Funds for parent involvement

2. All in Learning
3. PBIS
4. Purchase materials and supplies for Saturday Camps
5. Provide staff, parents and community with adult education classes.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Penney	RtI Math Teacher	Title 1	1.0
Erika Martinez-Pawkett	Instructional Coach	Title 1	1.0
Krista Watt	Instructional Coach	Title 1	1.0
V M Haggard	Academic Dean	Title 1	1.0

Campus Funding Summary

211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8	Document Cameras		\$700.00
Sub-Total					\$700.00
171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Laptops		\$0.00
1	5	6	Laptops		\$0.00
Sub-Total					\$0.00
195-6 Bilingual/ESL State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10	Funding Sources: N/A		\$0.00
Sub-Total					\$0.00
Grand Total					\$700.00