



Judson Independent School District

Woodlake Hills Middle School **Campus Improvement Plan** **2009-2010**



CIP revised and approved by CSBC on June 3, 2009
Judson Independent School District

**Woodlake Hills Middle School
Campus Improvement Plan
2009-2010**

Campus Site-Based Committee

Name	Position
Marcus Anthony	Principal
Brandy Adkins	Teacher
Marignie McMillian	Teacher
Sarah Rodriguez	Teacher
Christine Trevino	Teacher
Donna Slaughter	Para-Professional
Christopher Helkey	Non-Teaching Professional
Sharlene Alexander	District Level Professional
Angela Branum	Parent
Beverly Logue	Parent
Alicia Zepeda	Community
Raymondo Luna	Community
Megen Sinclair	Business
Ron Mitchell	Business

NOTICE OF NONDISCRIMINATION

“Judson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.”

“Es norma del Distrito Escolar Independiente de Judson de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.”

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District Vision

To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empowers students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.

Campus Vision

The Vision of Woodlake Hills Middle School is to provide our students the foundation to become lifelong learners and productive citizens in their community. The students, staff and parents will work collaboratively to increase respect for others and academic achievement.

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District Mission

The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.

Campus Mission

Woodlake Hills Middle School seeks to create an educational environment that empowers every student to be successful in life by combining educational resources, community involvement, and parental support which fosters academic achievement resulting in performance at the highest level.

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No Child Left Behind Performance Goals

Performance Goal 1:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

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Board/District Goals

Goal 1: **Academic Excellence**

To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.

Indicators for Measurement: TAKS scores, PBMAS Data, AYP Data, Graduation Rates, Scholarship Awarded, College or Trade School Enrollment, National Merit Data, AP/IB Enrollment, PSAT/SAT/ACT Scores etc...will be used to measure progress.

Goal 2: **Communication**

To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process.

Indicators for Measurement: Survey administered to set a base-line for measuring awareness, communication and understanding of district programs and services, then repeated annually (to all stakeholders). In addition, the numbers of parents and community members involved in clubs, programs, and planning both at the campus and district level will be compiled and tracked, annually. Number of complaints, grievances and exit reports will be analyzed to identify issues resulting from miscommunication. Finally, Web Site hits will be monitored.

Goal 3: **Budget**

To receive a “Superior Rating” from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.

Indicators for Measurement: *State Rating, and the Number of Budget Amendments requested during the year will be considered. During the budgeting process, goals from Master Planning and the priorities set by the committee will guide expenditure discussions.*

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods.

Indicators for Measurement:

Comprehensive student data will be collected to measure the goals from academic data to attendance data etc. Data identified through Master Planning by each department will be collected annually to evaluate for progress, effectiveness, and efficiency.

Goal 5: **Collaboration**

To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders.

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Executive Summary

Woodlake Hills Middle School is a Title I school which services approximately 55% of low socioeconomic students. We are focused on closing the achievement gap between our African American, Hispanic and White populations. According to our data we will focus on increasing Science scores for our LEP students and Math scores for our special education students. In order to comply with NCLB standards the campus has determined the following goals and initiatives to be established to address these issues and move the campus to recognized status.

Goal # 1: **Increase TAKS score in all sub populations:**

- a) Targeting Special Education Math & Science
- b) Targeting LEP students in Math & Science

Goal # 2: **Increase student and teacher attendance to 97%**

Goal # 3: **Increase parental involvement to foster student success by establishing a Parent Teacher Organization**

Goal #4: **Provide all members with a safe and orderly school environment conducive to learning**

Focus for Woodlake Hills Middle School

- **TAKS Prep Classes:** are designed to provide remediation of skills in the areas of Math and Reading. Classes are in addition to a regular math class and reading classes which are designed to meet the need of the individual learners in the classroom while providing test taking skills and objective analysis. The 2009-2010 school will increase classes to 6th and 7th grades.
- **Math Block Classes:** Math Students falling below a certain scale score on 08-09 TAKS in all grades will receive ninety minutes of math instruction.
- **Data Analysis:** all teachers will keep an assessment notebook with TAKS, CBA, and benchmark data. Teachers will monitor data in order to drive instruction and tutoring.
- **Retainee Intervention Program:** designed for retained eighth grade students to provide social and academic skills to be successful. The 2009-2010 school years will include 6th and 7th grade students.
- **Scientifically Researched Based Professional Devolvement:** The initiatives for next year include: Rigor and Relevance, Science, FISH for Schools, Failure is Not an Option, and Math Solutions
- **Attendance & Saturday School:** provide incentives and monitor student and teacher attendance. Students who are absent will attend Saturday School to make up lost instruction.
- **Saturday Science & Testing:** is aimed to provide TAKS strategies and materials to help Science student become success on the Science TAKS test. All students in grades 6th and 7th will take a comprehensive diagnostic test in conjunction with the 8th grade Science TAKS test. Data will be used to determine areas of strengthens and weakness for next year's teachers and to determine Saturday TAKS camp attendees.
- **Positive Behavior System:** is aimed to prevent inappropriate behavior through teaching and reinforcing appropriate behavior while promoting a positive learning environment. PBS is a three year campus wide initiative through Region 20 based on three tiers. This year we will focus on Tier II.
- **Transition programs:** sixth and eighth grade students will go through a transition program in order to be socially and academically ready for middle school and high school.
- **Administrative Communication:** increase communication with parents and community by holding Saturday meet and greets with Administrators on the first and third Saturday of every month. This will allow parents or community members who work during the week to have access to meet with administrators.

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Needs Assessment Summary

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
All students that fit certain criteria are placed in 90 minutes of math classes	TAKS data	All students	Gives students more time in a math classroom which allows more time for instruction and remediation.	Grouping of students in support teacher classrooms	Spread Spec. Ed students across other math blocks leaving support-teach populations
Optional Extended Day Program	Previous TAKS data and benchmark data	All students	Gives students a smaller class size setting to receive more individualized instruction Extends the school week or school day to remediate or solidify objectives taught	Attendance	More Parental involvement More frequent communication about attendance
Students whom previously failed Math TAKS test will be placed in a math remediation class for a third class period of math	Previous TAKS data	All Students	Gives students an extra amount of time to cover commonly missed objectives.	Low number of students passed TAKS with 3 rd math.	Curriculum Needs to be individualized.
Parent Involvement: Math Family Night	AEIS	All Students	Involves parents in the child's learning Informs parents of the math departments goals Helps students become more involved in math	Attendance	Better communication of program More family nights
After School tutoring	AEIS	All students	Provides an extended amount of time for students to fully understand concepts	Attendance Tutoring being a lesson not a homework/makeup center	Better communication of tutoring program with parents Better communication with students on what they need extra help with Teachers post what they will be covering in tutoring for the week Focus on objectives and Specific TEKS
Students who do not pass the reading TAKS test.	TAKS reading, benchmarks	ESL, special education, At-risk	The READ 180 program is researched based and approved by our district. It has been proven, when used effectively, to raise students reading level abilities. Students in our school have shown	As of now, our program does not have the materials to support a student who is in the program for consecutive years. Additional resources and materials need to be purchased to support the program's growth.	Using the Response to Intervention pyramid, the READ 180 program should be used as a TIER II and TIER III interventions. TIER III should be used to better support our

		students	growth using this program.		special population groups such as ELL and Special Education.
ESL instructional team	ESL student's performance on TAKS test in English and reading.	ELS, ELL, LEP students	Instructional team is able to meet the needs of students whose second language is English by scaffolding instruction across the contents.	ELA teachers who are teamed to teach English language learners on the sheltered team should have available additional resources and professional development opportunities. SIOP training as well as ELS certification training should be made available to better support our staff that teach on the sheltered team.	ELA teachers on the sheltered team should be given the opportunity to attend SIOP training and training to become ESL certified throughout the school year.
Students writing process and grammar within writing.	TAKS test, common assessments of students writing in the school year.	Low socio-economic status students, At-risk, ELL, special pops	7 th grade students have been given the opportunity to take a written essay through to the publishing phase. Students, who may never have had opportunities like this, have been given the chance to experience the process of writing up to the act of publishing.	Publishing has only happened in the seventh grade. Students have not been able to experience this process in every grade level. If students could publish their works in each grade, they would have a better idea of what they have improved upon and where they still struggle in their writing. This process could also improve parent involvement for the school. English teachers would host a parent night where students published works could be shared with the community.	Each English teacher in 6 th , 7 th , and 8 th grade will have students publish a book. Throughout the three years in middle school students will be able to have 3 books published with their original works. It will enhance students understanding of the writing process as outlined in the TEKS. Students will also learn skills in publishing that will help them in other areas such as organization and staying on deadlines.
Reading classes	TAKS reading, CBAs, and other reading tests done by teachers.	At-risk students	A new curriculum will be implemented for the 2009-2010 school year in reading classrooms. The students will be required to read, in class, novels at and above their reading levels to strengthen their reading ability.	Students have not always been challenged nor been at a rigor appropriate for their abilities in classes.	The district and our teachers have created a curriculum using novels that will challenge our students and bring the level of rigor up in the classroom. Unfortunately, the school currently does not have all the proper novels in our possession or do not have enough novels for instructional use.

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NCLB Goal #1	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	Students will meet or exceed the state performance standard on TAKS in all sub populations							
Objective	1) All students will attain a 95% or better on the reading and writing TAKS							
Summative Evaluation	2009-2010 TAKS, AYP							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Teachers will analyze data from CBA, TAKS, and other assessments to target objectives to be reinforced	AEIS	All	Teachers	Assessment Binder, teachers, Eduphoria, in-service days, Campus Instructional Facilitator	Each six weeks			TAKS, CBA, Benchmarks

Participation in department professional development to provide training and resources for student achievement	AEIS	All	Dept. Chairs, CIF	Dept, chairs, district specialist	Monthly			Lesson Plans, Student grades
All teachers will use common planning and vertical alignment along with the district approved curriculum guide for appropriate content area	AEIS	All	Dept. chairs, content administrators	District curriculum, curriculum specialist, Dept. Chair,	Weekly			TAKS, CBA, Benchmarks
Teachers will provide tutoring to increase student's academic success	AEIS	All	Administration, teachers	Teachers, TAKS booklets, teacher created material	Twice a week			Grades, TAKS, CBA
Provide READ 180 program for students who are struggling in reading	AEIS	At-risk	Administration, Counselors	READ 180 software, Teachers, ELA district specialist, (Title 1 \$500.00)	All Year			CBA, TAKs, Benchamrks
Student who did not pass the TAKS in Reading will be placed in a reading workshop class	TAKS, TAKS-A results, Report cards	Special Ed At-Risk	Counselors	Teachers	8/2009			TAKS

Provide OEY Program for all special populations students who did not pass the Reading TAKS	AEIS	At-Risk	OEY Coordinator	OEY teachers, Title I funds (\$500)	Twice a week			TAKS, Benchamrks, grades
Special Education students will be placed in a co-teaching team to ensure access to general education curriculum	AEIS, IEP	Special ED	Administrators, Special Ed teachers, Counselors, Administration,	General Education and Special education teachers,	8/2009-6/2010			IEP, TAKS, CBA
Increase content specific vocabulary and practice reading strategies on current nonfiction pieces using Weekly Readers	AEIS	All	Dept. Chair, teachers	Weekly readers, Title I (\$3,000)	Every two weeks			TAKS, CBA, SRI
Provide reading strategies to struggling students due to dyslexia	AEIS	At-Risk	Counselors	Dyslexia – aid (SCE \$19,300)	Daily			TAKS, CBA, Benchamarks
Department will continue to examine data and possible strategies for SMART goals	AEIS	At-risk, Sped, GT, ESL, eco dis, All	Teachers, Dept chair,	ELA teachers, Curriculum specialist	Every six weeks			CBA, TAKS, Benchamarks

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NCLB Goal #1	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning							
Campus Goal	Students will meet or exceed the state performance standard on TAKS in all sub populations							
Objective	1) Increase the number of students passing the Math TAKS by 10% 2) Close the achievement gap between all subpopulations							
Summative Evaluation	2009-2010 TAKS, AYP							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Teachers will analyze data from CBA, TAKS, and other assessments to target objectives to be reinforced	AEIS	ALL	Teachers	Assessment Binder, teachers, Eduphoria, in-service days, CIF	Every six weeks			TAKS, CBA, Benchmarks

All teachers will use the district created/approved curriculum guide for appropriate content area	AEIS	ALL	Dept. chairs, Curriculum specialist	District curriculum, curriculum specialist, Dept. Chair,	Each six weeks			TAKS, CBA, Benchmarks
Teachers will provide tutoring to increase student's academic success	AEIS	ALL	Administration, teachers	Teachers, TAKS booklets, teacher created material	Twice a week			TAKS, benchmark, classroom assessments
Student who did not pass the Math TAKS class will be placed in Math workshops for remediation	TAKS results, Report cards	Special Ed At-Risk	Principal, Counselors	SEC Teachers (\$50,600.00)	8/2009, and as needed			TAKS
Provide Optional Extended Day Program students who did not pass the Math TAKS	AEIS	At-Risk	Administrators, OED coordinator	OED teachers, Title I funds (\$300.00)	Twice a week			TAKS, CBA Report cards, Benchmarks
All students will receive one and half hours of math instructions	AEIS, grades	All	Administrations, counselors	Teachers, Title Math Teacher (\$50,600.00), supplemental resources Title1(\$500.00)	All Year			Grades, TAKS, CBA
Increase content specific vocabulary through the uses of journaling	AEIS, grades	All	Dept chairs, grade level administrator	Teachers, Title 1(\$300.00)	All Year			Grades, TAKS, CBA

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NCLB Goal #1	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning							
Campus Goal	Students will meet or exceed the state performance standard on TAKS in all sub populations							
Objective	1) Increase the number of students passing the Science TAKS by 10% 2) Close the achievement gap between all subpopulations							
Summative Evaluation	2009-2010 TAKS, AYP							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Teachers will analyze data from CBA, TAKS, and other assessments to target objectives to be reinforced	AEIS	ALL	Teachers	Eduphoria, teachers, in-service days, CIF(Title 1 \$54, 676.00)	Every six weeks			TAKS, CBA, Benchmarks
All teachers will use the district created/approved curriculum guide for appropriate content area	AEIS	ALL	Dept. chair, Dept. Administrator Curriculum specialist	District curriculum, curriculum specialist, Dept. Chair	Each six weeks			TAKS, CBA, Benchmarks

Special education students will be placed on a co-teaching team to ensure access to general education curriculum	AEIS	Special Ed	Counselors, Administration, Special Ed. Dept Chair	Special Education teachers, General education teachers	8/2009 and As needed			TAKS, CBA
Teachers will provide tutoring to increase student's academic success (8 th grade teachers will designate one tutoring day for TAKS reinforcement activities)	AEIS	ALL	Transportation, administration, teachers	Teachers, TAKS reinforcement materials, LabKit activities (\$800)	Twice a week			TAKS, CBA, Benchmark, classroom assessments
Provide Optional Extended Day Program students who did not pass the Science TAKS Benchmark	AEIS	At-Risk	Administrators, OEY coordinator,	OEY teachers, Title I funds, Lab materials (\$500)	Once a week			TAKS, CBA, Benchmark,
All Science teachers will conduct high quality labs in order to facilitate higher order thinking skills	AEIS	ALL	Science teachers, Dept. Chair, Dept. Administrator	Science teachers, lab equipment, Title I (\$3500)	Twice each 6 week grading period			Benchmark, TAKS, CBA
All Science teachers will assign weekly homework to reinforce TEKS and TAKS objectives	AEIS, grades	ALL	Science teachers Dept. Chair, Dept. Administrator	Science teachers, Measuring Up reinforcement books,	Once a week			TAKS, CBA, Report Cards

All Science teachers will conduct calculator based labs using probe ware in order to facilitate high order thinking skills	AEIS	ALL	Science teachers, Dept. Chair, Dept. Administrator	Science teachers, lab equipment, Title I (\$1500)	Once a year			Student created written lab report, TAKS, CBA
Increase teacher resource materials in order to build professional library.	AEIS	ALL	Dept. Chair	Title I (\$2000)	Once a year			Lesson Plans,
Increase content specific vocabulary through the uses of journaling & Warm ups	AEIS, Grades	ALL	Dept chairs, grade level administrator	Teachers, Title 1(\$300.00)	All Year			Grades, CBA, TAKS

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NCLB Goal #1	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better.							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning							
Campus Goal	Students will meet or exceed the state performance standard for Social Studies							
Objective	1) 91% of students will pass the Social Studies TAKS test 2) Close the achievement gap between all subpopulations by 5%							
Summative Evaluation	2009-2010 TAKS exam							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Teachers will provide effective tutoring to increase student's academic success	Grades, AEIS, CBA's, classroom performance	All	Social Studies teachers, Dept. Chair,	Transportation, teachers, parents, administration Eduphoria, Title I	Twice a week			TAKS, CBA, tutoring roster
Teachers will identify students who need assistance and provide individual assistance in areas of concern	AEIS, classroom performance	All	All Social studies teachers	Social Studies teachers Eduphoria, Title I	Weekly			CBA, TAKS, OEY & tutoring roster

Teachers will analyze TAKS, CBA's, and other assessments to target objective to be reinforced.	AEIS, classroom performance	All	All Social studies teachers	Social Studies teachers, Curriculum specialist, CIF Eduphoria	Weekly			CBA, TAKS, Benchmark
Teachers will find new resources and strategies to reach all students.	AEIS, classroom performance	All	All Social studies teachers	Social Studies Teachers, CIF, Curriculum specialist, Title I (\$600.00)	As needed			Training, purchases
All curriculum will be aligned with TEKS and the District frameworks.	AEIS, classroom performance	All	All Social studies teachers, Dept Chair	Social studies teachers, CIF	Every six weeks			Lesson plans, CBA, TAKS
Teachers will use strategies such as word walls, objectives, and journaling to increase student learning.	AEIS, classroom performance	All	All Social studies teachers, Dept Chair	Social studies teachers, Curriculum specialist, CIF, Title 1	Every six weeks			Lesson plans, TAKS, CBA
Teachers will find specialized resources to accommodate LEP students.	AEIS, classroom performance	LEP	Social studies teachers on LEP teams.	Social studies, Dept Chair, Curriculum Specialist, CIF Title I	As needed			Training, purchases
Increase content specific vocabulary through the uses of journaling & Warm ups	AEIS, Grades	All	Teachers	Teachers, Instructional materials title I (\$400.00)	All year long			TAKS, CBA, Benchmark

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NCLB Goal #2	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning							
Campus Goal	LEP students will meet or exceed the state performance standards on TAKS							
Objective	Increase number of LEP students passing TAKS by 5% Increase number of LEP students passing the Science TAKS by 10%							
Summative Evaluation	TAKS, AYP							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
ESL students will be educated in general education classrooms in ESL Teams	AEIS	ESL	Administration	General education teacher, ESL teacher	Daily			TAKS , Benchmarks, CBA
ESL students will receive instruction from a teacher with SIOP training	AEIS	ESL	Administration,	Teachers, ESL district specialist	8/2009			Lesson Plans, TAKS, Benchmarks, CBA

ESL students will be provided with additional support from a highly qualified ESL teacher	AEIS	ESL	Administration, ESL teacher	ESL teacher, ESL district resources	Daily			TAKS , classroom assessments, TELPAS
ESL students will use technology applications & software to increase awareness of how to access it for academic assistance/translations and functional information	AEIS	ESL	Individual teachers	Computer labs, CIT	As needed			TAKS, benchmarks, other assessments
All migrant students will be identified and serviced by a working coop with Region 20	AEIS	ESL, At-risk	Federal Programs	Migrant survey, Region 20	8/2009			TAKS , Benchmarks

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NCLB Goal #3	By 2006-2007, all students will be taught by highly qualified teachers							
District Goal #4	To ensure all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st century work force that are supported by effective and efficient operations through the implementation of a comprehensive, Master Planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media							
Campus Goal	All teachers will meet the required standards on NCLB							
Objective	All campus teachers will be highly qualified							
Summative Evaluation	TAKS, AEIS							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
All teachers will meet highly qualified criteria	District Mandate	All	Human Resources	District personnel	10/2009			Review teaching certifications
Attract highly qualified skilled staff	District Mandate	All	Human Resources, School Administration	Job Fair	8/09, 5/10			Recruitment of highly qualified skilled staff

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NCLB Goal #4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
District Goal #3	To receive a "Superior Rating" from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.							
Campus Goal	To provide a safe and positive learning environment for all students and staff							
Objective	<ol style="list-style-type: none"> 1. Decrease number of campus drug and violence incidents. 2. Decrease number of office referrals. 3. Provide tools and strategies for students to use when making decisions about their personal goals, safety, and future lives. 							
Summative Evaluation	AEIS, Police reports, Referrals							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Students with behavior problems and disciplinary reports to be referred to counseling support groups to identify behaviors and set up strategies to decrease negative behavior	Number of referrals to the office per grade level	All	Counselors & Social Worker	Resource games, Group supplies, Social Worker (SCE \$53,000)	Each six weeks			Discipline Reports

United Parcel Services (UPS) mentors to increase students awareness of choices and consequences while increasing leadership skills by setting short and long term goals	Parent , Teachers & student feedback	All	Social Worker, Administration, and Counselors	UPS Mentors	Twice a semester			Student/teacher feedback
Host Wildcat Camp for 5 th grade students transitioning the 6 th grade	Transition	All incoming 6 th grade students	Counselors	All 6 th grade teachers, parents	08/2009			Student/teacher feedback
Transition planning for 8 th grade students entering 9 th grade through a 9 th grade	Transition to high school	8 th grade students	WHMS Counselors & Judson staff	Judson teachers	4/2010			Student feedback, student parent attendance
Drug Awareness Red Ribbon Week	Drug related incidents	All	Counselors, teachers, social worker	Schools Activity Fund Donations , Social Worker (SCE \$53,000) Title (200.00)	11/2009			Decrease in Drug related referrals
Gang Resistance Education & Training G.R.E.A.T. Program	Gang related incidents	6 th grade students	WHMS Police officers	G.R.E.A.T program materials,	Twice a year			Decrease gang related incidents from occurring on campus

Teachers will stand at their door during passing periods to ensure that students arrive to class on time	# of incidents during passing periods	All	Administration	All Teachers	Daily			Decrease # of incidents occurring during passing periods & reduction in number of students tardy each period
Provide students with a mentor for social skills and school work through JHS PAL mentoring program	AEIS	All	Counselors, JHS Pal Coordinator	Judson High School Pal Mentors	Once a week			Student Feedback evaluation
Increase awareness and prevention of dating violence	AEIS	All	Counselors & Social Worker	Risk prevention personnel from the Rape Crisis center	Twice a year			Student climate survey, decrease in dating violence incidents
Create a safe school by implementing the Positive Behavior System for the entire campus	AEIS	All	Administration	Region 20 staff & materials, Special Ed funds, teachers, Title 1 (\$800.00)	Twice a year			Decrease in office referrals
Implement FISH for schools to increase a positive learning environment	Surveys	All	CIF & Administration	Teachers, FISH Program Title I (\$1000.00)	Once a month			Climate survey, decrease in number of referrals
Students will wear ID badges and lanyards to promote a safe school	# of students in wrong hallways & mischievous activities	All	WHMS Staff	Teachers, Title IV 1000.00	Daily			Decrease in students in wrong hallways, Or mischievous activities

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2009-2010

NCLB Goal #5	All students will graduate from high school							
District Goal #1	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	Improve student attendance							
Objective	Increase overall attendance to 97%							
Summative Evaluation	AEIS, PEIMS reports							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Inform parents of students attendance	AEIS	All	Attendance clerk, Administration	Auto call system, letters sent home title 1\$2000, PEIMS data	At 3,6,&9 absences			Increase in daily attendance
Use attendance tracker to monitor student attendance	District initiatives	All	Attendance clerk, Administration	Attendance tracker software, PEIMS data	Daily			Increase in daily attendance

Teachers will contact student's parents regarding attendance issues	AEIS	At-risk	Administration, teachers	Teachers, grade speed	At two consecutive absents or three combined			Increase in daily attendance
Incentives for student perfect attendance	AEIS	At-risk	Counselors	Title 1 funds \$1,500)certificates & tangible rewards	Twice a tear			Increase in daily attendance

Judson Independent School District
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Title I School Components-Teacher Retention & Recruitment

Percent of Teachers by Ethnicity

African American 13%	Asian 1%	Hispanic 18%	Native American 1%	White 66%
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Percent of inexperienced teachers (5 years or less of teaching experience): 43%

Campus Goal	Retain Highly qualified teacher							
Objective	Decrease the turnover rate by 5%							
Summative Evaluation	Teacher resignations							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Provide all new teacher with a mentor	Teacher feedback	All	CIF	Teachers, title 1 \$400.00	08/2009 or as hired			Survey
All new teachers will be provided support from a mentor program	AEIS	All	CIF	Teachers, Title I \$300.00	Once a six weeks			Lesson plans, surveys

Provide teachers with instructional strategies and feedback	Teacher Feedback, AEIS	All	CIF, Administration	CIF, Curriculum specialist	Periodically as needed		Teacher Observations, district walkthroughs
Provide teachers with technology professional development	AEIS	All	Campus instructional technologist	Teachers	As Needed		Lesson plans
Host Teacher of the Month to recognize outstanding teacher performance	Turnover rate	All	CIF	Certificates, Teachers	Once a Month		Decrease in teacher turnover rate
Provide Teacher luncheons to allow teachers time to collaborate with other teachers in a friendly environment	Teacher Feedback	All	Administration	Teachers, Staff	Four times a year		Decrease in teacher turnover rate
All new teacher will meet once a month with administration for feedback and support	Retain high quality teachers	All	Administration	New teachers	Once a Month		Decrease in turnover rate of first year teachers
All teachers will have ongoing department meetings to increase parent involvement and student achievement	Teacher feedback	All	Department Chairs	Teachers, CIF	Once a Month		Decrease turnover rate, teacher phone logs

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District Goal #2	To annually increase awareness and understanding of district programs, services, and planning among JISD stakeholders in a way that fosters involvement in the educational process.							
Campus Goal	Increase Parent Involvement at Woodlake Hills							
Objective	1) Increase parent involvement foster students' academic success							
Summative Evaluation	2008-2009 TAKS, AYP,							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Increase parental involvement through the Parent Teacher Organization (PTO)	AEIS, grades, attendance	ALL	Administration	Teachers, Parents,	Once a month			Parent attendance, students grades
Create a Parent Advisory Committee	AEIS	All	Administration	Parents	Once a month			Parent attendance,
Increase parents understanding of the Gifted and Talented program by hosting a GT night	AEIS	GT	Administration, GT coordinator	GT teachers, Title I funds (\$500.00)	Once a year			Parent attendance, students grades,

Host a Veteran's Day to increase awareness and support to parents and students of Military families	AEIS	All	Social Studies department	Randolph AFB, performing Arts, Teachers, Parents, Title I funds (\$500.00)	November 2009		Parent/community attendance
Host a young Poet's Night to promote parent understanding of literature	AEIS	All	ELA Teachers	Teachers, Parents, Students, Title I \$1,500	Once a year		Student reflection rubric, parent survey, Parent attendance
Increase Awareness of gangs, drugs, and internet activities	AEIS	All	Administration/JISD police	JISD Police, Title I (\$400.00)	Once a Year		Parent Attendance, Parent evaluation survey
Host a Science Family night to expose parents to Science concepts and technology	AEIS	All	Science Teachers	Teachers, Title I (\$800), students, parents	Once a year		Parent Attendance
Increase parents use and understanding of technology resources available to them	AEIS	All	Technology Committee, Campus instructional technologist	Title Teachers, students, parents, Title I (\$800)	Once a year		Parent attendance
Host open house to increase parent communication and interaction with child's classroom teachers(provide overview of school and programs	AEIS	All	Administration, CIF	Teachers, Title I (\$500.00)	Once a year		Parent attendance, teacher phone logs

Increase parent understanding of eservices for special education students	AEIS	Special Ed	Special Ed Dept. chair	Special Ed teachers, Title I (\$150.00)	Once a year			Parent attendance
Host a Family Math night to promote parent involvement of Math concepts and requirements for each grade level.	AEIS	All	Math Department	Math teachers, students, parents, Title I (\$500.00)	Once a year			Parent attendance

Woodlake Hills Middle School

School – Family – Student

Title I Learning Compact

Woodlake Hills Middle School is a school-wide Title I school. Along with this designation comes additional funding which can be utilized school wide to implement special programs that enhance/remediate student learning. In order for the programs to be successful, students, parents, and teachers must work together. Please review this compact with your child and have your child return the compact signed to school.

Team is everything!

Marcus Anthony
Principal

School will	Family will	Student will
Care for your child's safety and happiness	See that my child attends school daily and on time	Attend school daily and on time
Provide an outstanding and varied curriculum to meet your child's individual needs	Inform the school of any concerns that might affect my child's behavior	Follow directions and participate in all areas
Help your child achieve his/her full potential	Provide time and place for my child to do homework	Complete class work and homework on time
Keep you informed about your child's progress	Attend school sessions sharing ideas for learning	Show RESPECT for self, others, and follow guidelines in the student code of conduct
Assist your child in developing a sense of RESPECT and responsibility	Reinforce Woodlake Hills Middle School's academic and behavior polices	Attend tutoring when needed to maximize learning potential
Welcome you to parent sessions that share ideas on enriching learning	Review my child's work each week	Take pride in Woodlake Hills Middle School and exhibit a positive attitude

Parent Signature

Student Signature

Date

Date

* Will be distributed with enrollment packet 8/2009



Woodlake Hills Middle School

6625 Woodlake Parkway • San Antonio, TX 78244

Ph: 210.661.1110 • Fax: 210.666.0169

Parent Involvement Program

Woodlake Hills Middle School will involve parents in the joint development of the Title I plan and the process of school review and improvement. An adequate number of parents will work collaboratively with the Woodlake Hills Middle School committee in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program (Examples: Parent Advisory committee, Parent Teacher Organization (PTO), and Campus site base decision making committee)

Annually, the school will convene a meeting to which parents of the participating students are invited to inform the parents of the school's participation in the Title I program and of the parent's right to be involved.

Parents will be provided timely information about available programs. (Newsletters, flyers, calendar)

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and proficient levels students are expected to meet.

Parents will be provided the opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decision relating to education of their children.

Parents will receive a timely response to their suggestions.

The school will coordinate, provide technical assistance, and provide other support necessary to assist parents in actively participating in the planning and implementing of a parent involvement program. (Parent Advisory Committee, PTO)

Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary. The school shall jointly develop with, and distribute to parents a written parental involvement policy that describes the requirements in an understandable and uniform format.

The school district shall submit to the Texas Education Agency, along with the parent involvement plan, any comments of dissatisfaction with the parent involvement program.

Each month the school will host parent meetings at varying times to address issues of concern to the children/families of Woodlake Hills Middle School. (Parent /Teacher Conferences)

***Will be distributed with enrollment packet 8/2009**

