

Judson Independent School District
Judson Middle School
2020-2021 Campus Improvement Plan



Mission Statement

District Mission

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Campus Mission

Our mission is to provide a safe, positive, and nurturing environment where students are encouraged to become leaders, life-long learners, and productive members of a global society. Our teachers and staff will help Judson Middle School produce excellence by instilling confidence, motivation, and a desire for continuous growth in our students through relationship building, meaningful positive experiences, and the use of engaging rigorous instruction.

Vision

District Vision

Judson ISD is Producing Excellence!

Campus Vision

Judson Middle School is Producing Excellence!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

<u>Year</u>	<u>Total</u>	<u>AA</u>	<u>H</u>	<u>W</u>	<u>AI</u>	<u>A</u>	<u>PI</u>	<u>2+</u>
2015	1015	272	531	157	1	16	5	33
2016	1166	285	630	184	3	26	7	31
2017	1207	263	660	206	5	28	8	37
2018	1194	286	638	183	2	30	9	46
2019	1245	294	681	184	3	27	7	49

AA – African American

H - Hispanic

W – White

AI – American Indian

A - Asian

PI – Pacific Islander

2+ – Two or more races

<u>Year</u>	<u>Total</u>	<u>Eco D</u>	<u>ELL</u>	<u>SpEd</u>	<u>A/R</u>	<u>Mob R</u>
2015	1015	592	71	116	660	248
2016	1166	730	77	134	910	223
2017	1207	732	61	122	824	265
2018	1194	742	63	110	693	229
2019	1245	786	84	123	700	277

Eco D – Economically Disadvantaged

ELL – English Language Learner

SpEd – Special Education

A/R – At-Risk

Mob R – Mobility Rate (from previous year)

Demographics Strengths

The demographics of the campus have remained mostly steady since 2015. Small fluctuations within each demographic category are small and considered insignificant. Because of the stability, the campus has been able to properly plan for support systems and programs that help the students be successful. Data shows that we still serve a population that is a high percentage of minority and at-risk. This information allows the campus to strategically plan for better instruction, as well as supports that may be needed throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus needs additional services and staff to address the growing student population. **Root Cause:** Total number of students has steadily increased since 2015, due to new housing developments and students wanting to attend as a school of choice.

Problem Statement 2: The At-Risk student population (56%) and Mobility Rate (22%) continue to remain high which requires strategic intervention to address student needs. **Root Cause:** Students enter middle school with significant gaps in curriculum and struggle to pass classes and STAAR assessments.

Student Learning

Student Learning Summary

App – Approaches Grade Level	Meet – Meets Grade Level	Master – Masters Grade Level
SpEd – Special Education at Approaches Grade Level or better	ELL – English Language Learners at Approaches Grade Level or better	* - Not reported

Note: TAPR report for 2016 and 2017 did not report Meets and Masters, but reported “Meeting Approaches Grade Level or Above”

<u>6th Grade Reading</u>						<u>6th Grade Math</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>	<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	68			32	56	2016	66			35	39
2017	66			33	47	2017	70			40	67
2018	70	38	20	24	68	2018	70	31	9	39	71
2019	63	31	13	22	67	2019	76	37	11	34	85

<u>7th Grade Reading</u>						<u>7th Grade Math</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>	<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	66			22	35	2016	53			19	41
2017	70			22	53	2017	43			27	*
2018	79	48	27	53	91	2018	51	6	1	48	56
2019	74	46	24	30	68	2019	55	18	2	33	60

<u>7th Grade Writing</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	62			23	38
2017	67			22	*
2018	72	43	17	22	79
2019	74	44	18	33	73

<u>8th Grade Reading</u>						<u>8th Grade Math</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>	<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	81			46	68	2016	72			46	62
2017	87			51	76	2017	80			51	91
2018	90	50	31	54	93	2018	81	41	11	41	79
2019	89	52	28	48	90	2019	85	41	11	67	89

<u>8th Grade Science</u>						<u>8th Grade Social Studies</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>	<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	70			32	41	2016	40			18	32
2017	74			41	60	2017	66			33	*
2018	84	53	26	33	91	2018	64	34	21	80	58
2019	80	39	14	59	74	2019	67	32	21	57	65

<u>End of Course Algebra</u>						<u>End of Course Biology</u>					
<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>	<u>Year</u>	<u>App</u>	<u>Meet</u>	<u>Master</u>	<u>SpEd</u>	<u>ELL</u>
2016	98			*	*	2016	100			*	*
2017	99			*	*	2017	98			*	*
2018	99	81	56	*	100	2018	100	93	64	*	100
2019	100	85	60	*	100	2019	99	96	64	*	100

Student Learning Strengths

- Judson Middle School students make progress as a cohort in Reading, showing a strength in vertical alignment.
- An increase in scores has been observed in all grade levels of Mathematics since 2016.
- TAG and Pre-AP students achieve at a high level, showing very high passing rates and meeting grade level expectations in Algebra I and Biology end of course exams.
- EL students are showing growth in both Reading and Math at all grade levels.
- 7th Grade writing has made significant gains since 2016, demonstrating a growth in teacher capacity for writing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education and English Learner students achieve at a significantly lower level than other student groups on standardized assessments. **Root Cause:** Effective instructional practices are lacking, such a differentiated instruction and sheltered instruction, in order to meet the needs of these students.

Problem Statement 2: All students are not achieving at the Meets and Masters performance levels. **Root Cause:** Lack of differentiated instruction to address students that need additional challenges.

School Processes & Programs

School Processes & Programs Summary

Curriculum/Instructional: Processes have been in place in order ensure that our teachers follow the District's Scope and Sequence, the pacing schedule, examine student work, and to provide formative assessments to inform our instruction. Once the data has been analyzed and disaggregated, teachers have an opportunity to spiral back to reteach and provide their students with scaffold and differentiated instruction to meet their academic needs. Remedial classes will be offered in addition to regularly scheduled courses. RTI Tier II and Tier III will be part of the remediation efforts. Programs include: TAG, ESL, Pre-AP, CTE, Music, and Athletics, in addition to various student organizations. The J-STEM academy allows students with additional opportunities for accelerated learning and it increases campus STAAR scores.

Personnel: All personnel qualifications have been reviewed by the Campus Principal and HR to ensure that teachers met Highly Effective state mandated standards. Teachers are expected to attend professional development to stay up-to-date of rigorous teaching instructional strategies, creative hands on student activities, and classroom management.

Technology: The campus realizes the challenges of preparing students to meet the changing technological demands of education and the workplace and thus has made a commitment to develop a technology plan and provide the resources necessary for its implementation.

Organizational/Administrative: Administration conducts weekly Professional Learning Communities (PLC's), Collaborative Planning for each grade level weekly, in order to assess student academic achievement and plan lessons.

School Processes & Programs Strengths

Teachers are meeting regularly during a common planning time to design assessments and lessons. Teachers meet regularly to analyze data and student work in order to drive instructional decisions.

Judson Middle School is fortunate to have quality applicants who desire to teach in JISD. Judson Middle School has a low attrition rate and our faculty and staff members have stability as of late. 100% of the professional and paraprofessional staff are considered to be “Highly Effective” under NCLB. Teachers regularly participate in a variety of campus, District, and state trainings.

We have many organizations by which our students can participate in as a part of our school community. Those organizations include: National Junior Honor Society, Student Council, Robotics Club, Science Club, Girls Who Code, Newspaper, and Yearbook. The student journalism staff produced the first-ever actual printed student newspaper.

PTSO collaborates closely with teachers and administrators to work towards meeting campus and student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need additional support in collaborative planning, especially for development, administration, and utilization of common assessments in all content areas. **Root Cause:** With demands on teachers completing paperwork and documentation, attending professional developments, curriculum meetings, and program meetings, collaborative planning time is interrupted and team attendance is affected.

Problem Statement 2: Teachers have difficulty using resources and materials in the classroom to differentiate, remediate, and provide highly engaging and rigorous lessons. **Root Cause:** Lack of continuous professional development on new technology, resources, and materials.

Problem Statement 3: Teachers have difficulty focusing on evidence-based data to determine success of research-based strategies implemented in the classroom. **Root Cause:** Lack of follow up from department heads and administration in relation to strategies learned in PD that have not been implemented with fidelity in the classroom.

Perceptions

Perceptions Summary

The campus had several new staff members in teacher and paraprofessional positions during the 2019 – 2020 school year. Parental involvement continues to be an area of concern, and additional efforts will be made during the previous school year to increase the level of parental involvement.

The campus has begun to implement increased opportunities for collaboration, input, and training. Campus administration will continue to seek and implement programs and ideas in order to improve campus culture and climate.

We have good parental participation with respect to athletic and our fine arts programs. Also, our monthly event "Coffee with the Counselors" receives constant positive comments. There is a strong focus on increasing family and community involvement. A monthly newsletter will serve as a means of sending parents important campus information and news. This will be in addition to using Bright Arrow and the campus website.

Several committees have been established, including a campus climate committee, to gauge and address campus climate and culture with input from all stakeholders.

Perceptions Strengths

There has been a decrease in student disciplinary referrals from the previous school year, with a reduction in ISS placements and OSS placements.

Along with a focus on campus discipline, the campus has taken a proactive approach to create a comprehensive school crisis/safety plan.

The campus has implemented the employee of the month, which recognizes employees from different categories (paraprofessionals, teachers, non-teaching professionals) each month based on a different trait each month.

The National Junior Honor Society and Student Council have taken on various community and campus service initiatives such as campus beautification and collection of donations for various charity groups.

PTSO has collaborated with teachers and administrators to help fund raise to meet the needs of campus, teachers and students.

The campus established its share table where students put unwanted food for other students to take and eat. It has been a successful endeavor as the campus has reduced waste and we were able to see the large amount of students picking up food from the share table.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The discipline data shows that a classroom management/discipline and student engagement is an area that needs to be addressed school-wide, to include professional development. **Root Cause:** Inconsistent PD for teachers in previous years

Problem Statement 2: PTSO membership remains low, with limited participation. **Root Cause:** At the secondary level, parent involvement typically supports the individual extracurricular activities their students are participating in.

Problem Statement 3: There is currently a very limited number of community and business partnerships. **Root Cause:** No staff members were identified as community liaisons. Furthermore, businesses were not invited to provide positive incentives for students.









Priority Problem Statements







Goals

Goal 1: Judson Middle School will increase its overall campus score to an 83 in order to earn a B rating on the 2021 TEA Accountability Rating.

Performance Objective 1: JMS will increase STAAR performance in Reading and Math by 5 percentage points for each performance category in each grade level.

Evaluation Data Sources: STAAR Results and Accountability Rating









<p>Strategy 1: Provide collaborative planning time for staff using the Professional Learning Communities model to plan lessons and assessments.</p> <p>Strategy's Expected Result/Impact: Lessons aligned to TEKS standards and equitable learning throughout the campus.</p> <p>Staff Responsible for Monitoring: Administration, department chairs, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Implement Readers Workshop and Close Reading strategies throughout the campus to improve reading skills in all content areas.</p> <p>Strategy's Expected Result/Impact: All content areas support the skills and strategies introduced in ELAR class to improve scores on the Reading STAAR.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Utilize extended day intervention in order to provide additional support for students who struggle, especially White, Two or More Races, ELL, and SpEd subpopulations.</p> <p>Strategy's Expected Result/Impact: Additional instructional supports for the students will result in more time to acquire skills and strategies to be successful on the Reading and Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, RtI teachers, General Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Provide instructional materials and professional development for STAAR tested content areas and RtI classes to increase student achievement and mastery.</p> <p>Strategy's Expected Result/Impact: Additional materials and training will provide teachers the ability to create more targeted and enriching lessons to aid student mastery and classroom management.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Mentoring Minds Think Up 171-1 - 171-1 State Comp Ed - \$10,692</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 5: During the instructional day, after school and Saturday tutoring will be provided for students with the use of multiple learning centers, manipulatives, and graphic organizers. Includes all Economically Disadvantaged, African American, At-Risk, LEP (denials), SPED, Mckinney Vento, Section 504, and RTI students to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration Teachers RTI Coach RTI Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Incentives - 171-1 State Comp Ed - \$565.95</p>	Formative Reviews		
	Nov	Feb	May
	 60%	 80%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Judson Middle School will improve communication with all stakeholders in order to provide opportunities for community involvement and at-home support of learning.

Performance Objective 1: Improve communication with all stakeholders by creating pathways for information using a variety of platforms.











Evaluation Data Sources: Parent Surveys, Teacher Surveys, Sign-In Sheets/Attendance Records, Records of communication

<p>Strategy 1: Utilize social media and the campus webpage to communicate school events, volunteer opportunities, and learning opportunities for families.</p> <p>Strategy's Expected Result/Impact: Better communication will result in higher parental/guardian involvement in school events and opportunities.</p> <p>Staff Responsible for Monitoring: Administration, Webmaster</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Increase opportunities for parent involvement, such as Coffee with the Counselors, Pastries with the Principal, Academic Nights, and Parent/Teacher Conferences.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase at all campus events.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Judson Middle School will increase employee satisfaction and retention of highly effective teachers and paraprofessionals.

Performance Objective 1: Improve employee retention to 96% in the 2020-2021 school year.









Evaluation Data Sources: Employee retention data

<p>Strategy 1: Create a mentoring program for novice teachers that focuses on instructional and management strategies, effective mentors, and peer observations.</p> <p>Strategy's Expected Result/Impact: The mentor program will provide a safe-space for novice teachers to express ideas and concerns, leading to improved instruction and employee retention.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Provide job-embedded professional development and instructional support throughout the school year through professional learning communities and collaborative planning.</p> <p>Strategy's Expected Result/Impact: Professional development will provide training for teachers to utilize in their classrooms and improve instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Content Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Provide job-embedded leadership opportunities for experienced teachers to increase employee participation and leadership potential throughout the campus.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity within the campus personnel.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Judson Middle School will provide an environment for student learning that is safe, drug-free, and conducive to learning.

Performance Objective 1: Incorporate systems to address social-emotional learning, as well as the physical and cognitive needs of students.











Evaluation Data Sources: Discipline records, Counselor/Social Worker logs, bullying reports

<p>Strategy 1: Provide appropriate services to at-risk, homeless, and mobile students to improve academic progress and attendance.</p> <p>Strategy's Expected Result/Impact: Appropriate services will provide a stronger family-school partnership and improve attendance and success in school.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Social Worker</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Allocate funds for professional development and learning materials to assist social-emotional learning on the campus.</p> <p>Strategy's Expected Result/Impact: With additional training, faculty and staff will be able to address the social-emotional needs of students and result in better academic performance.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Social Worker</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Judson Middle School will provide an environment for student learning that is safe, drug-free, and conducive to learning.

Performance Objective 2: Improve daily average attendance rate to 96% in the 2020-2021 school year.




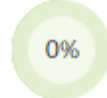




Evaluation Data Sources: Average Daily Attendance, TAPR Report

<p>Strategy 1: Teachers provide and deliver an engaging curriculum that is of high interest to students. Strategy's Expected Result/Impact: Improved classroom instruction will encourage daily attendance. Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Monitor and improve student attendance through incentives, awareness, and promotion. Strategy's Expected Result/Impact: Incentives and rewards will improve the likelihood of daily attendance at school. Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Improve parent communication about tardies and absences. Strategy's Expected Result/Impact: Increase communication with the parents will result in increased daily average attendance. Staff Responsible for Monitoring: Administration, Counselors, Teachers, Office Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Judson Middle School will provide an environment for student learning that is safe, drug-free, and conducive to learning.

Performance Objective 3: Support classroom management and reduce discipline incidents by 10%.

Evaluation Data Sources: Discipline data

<p>Strategy 1: Provide professional development for faculty and staff in classroom management, de-escalation strategies, and building relationships.</p> <p>Strategy's Expected Result/Impact: Better relationships, as well as improved instruction, will lead to a decrease in disciplinary referrals and increased student learning</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Create an anti-bullying/positive choices initiative to decrease bullying reports and support academic and behavioral goals.</p> <p>Strategy's Expected Result/Impact: Safe environments result in increased student learning.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Social Worker, Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Personnel for Judson Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dotson-Lara, Troy	RTI Teacher		100%
Evans, Kevaughn	RTI Teacher Math		50%
Johnson, Katrina	Academic Trainer		100%
Ochoa, Maria	RTI Teacher		100%
Reyes, Christina	RTI Teacher		100%