

New Caney Independent School District

2017-2018 Improvement Plan



Mission Statement

Woodridge Forest Middle School, and ultimately, Porter High School will graduate students who are equipped to thrive in the REALITY of their future.

Vision

Preparing the Woodridge Forest Middle School learning community for the REALITY of tomorrow.

Core Values

We believe that Woodridge Forest students and staff must be: **Responsible citizens, Effective communicators, Academically prepared, Lifelong learners, Interpersonal collaborators, Thinking with innovation, and Yes Minded.**

Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodridge Forest Middle School enrollment has increased since the school was established in 2014. In a recent demographic survey New Caney ISD has seen a 36.71% growth from 2011-2015. This survey also indicates that from 2014-15 to 2015-16 New Caney ISD ranked 17 among the fastest growth districts in Texas, a growth rate of 6.4%. Enrollment for for the 2017-2018 school year is projected below by grade level:

8th grade -250

7th grade - 286

6th grade - 298

Actual enrollment for 2017-2108 is currently:

8th grade -259

7th grade - 302

6th grade - 298

Student demographic data as indicated in the 2015-2016 TAPR data:

Total Students: 739

African American 7%

Hispanic 52.8 %

White 35.3%

American Indian .1%

Asian 3.5%

Pacific Islander 0.0%

Two or more races 1.2 %

Economically Disadvantaged 53.7%

Non-Economically Disadvantaged 46.3%

English Language Learners (ELL) 18.7%

Students w/ Disciplinary Placements (2014-2015) 2.8%

At Risk 54.8%

Mobility 18.2%

TAPR 2014-2015

Total Students: 671

African American 6.4%

Hispanic 53.8%

White 35.8%

American Indian .1%

Asian 2.5%

Pacific Islander 0.0%

Two or more races 1.3 %

Economically Disadvantaged 58.1%

Non-Educational Disadvantaged 41.9%

English Language Learners (ELL) 14.8%

Students w/ Disciplinary Placements (2014-2015) ---

At Risk 55.3%

Mobility ---

Woodridge Forest Middle School has placed an emphasis on the importance of attending school. The school recognizes the importance of attendance as it relates to student achievement. Students with regular school attendance are most likely to achieve at a higher level. The attendance rate for WFMS has seen an increase over the past 3 years.

Attendance Rate 2014- 2015--- 94.7%

Attendance Rate 2015- 2016 -- 95.6 %

Attendance Rate 2016-2017 -- expected 96 +%

WFMS will continue to promote the importance and value to attendance and creating positive habits through a variety of campus activities.

WFMS is committed to supporting students through keeping class sizes as small as possible. According to the TAPR 2015-2016 data class sizes are below:

Secondary:

English/Language Arts 22.4

Foreign Languages 16.7

Mathematics 18.8

Science 21.6

Social Studies 18.0

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals








Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.












Performance Objective 1: Students in 6th, 7th, and 8th grades will master ELA curricula as evidenced by earning scores on the 2018 STAAR Reading tests and 7th grade STAAR Writing tests that meet or exceed the state averages.

Evaluation Data Source(s) 1: Disaggregated data from the 2018 STAAR Reading and Writing tests will show student performance exceeded the state average on each grade level test.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Utilizing the LMS (Learning Management System) CANVAS, teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in ELA and Basic Reading and Language and STAAR Reading classes each day.	Administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
2) Teachers will develop high quality, TEKS connected lesson plans and post them in the designated district program each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
3) All 6th and 7th grade on level students are "double blocked" in ELA.	Counselors	Students will meet performance levels identified in Performance Objective 1.				
4) 6th and 8th grade students identified through SSI/GPC recommendations, previous year's assessment results, grades, or teacher recommendation were placed in "double-blocked" ELA classes.	Counselors, Administrators and Instructional Coach.	Students will meet performance levels identified in Performance Objective 1.				
5) Students will use web-based intervention programs and other online diagnostic software to improve reading comprehension and fluency.	ELA teachers, Media Center Specialist and Instructional Coach.	Students will meet performance levels identified in Performance Objective 1.				
6) Teachers will offer weekly ELA tutorials, at a minimum, each morning before and/or after school.	ELA department head	Students will meet performance levels identified in Performance Objective 1.				

7) Students set performance goals and participate in district designed tests; teachers disaggregate data to monitor results and conference individually with students concerning their performance, adjusting and monitoring goals as necessary.	ELA teachers, department head, Instructional Coach and Administrator.	Students will meet performance levels identified in Performance Objective 1.				
8) Teachers increase H.E.A.T. of their lessons through the use of chromebooks in class and at home.	ELA teachers, Media Center Specialist, Technology department, and administrators	Students will meet performance levels identified in Performance Objective 1.				
9) Students support will be given in the Inclusion setting as identified by students' Individualized Education Plan, ELL status or achievement gaps.	Department heads and administrators. Special Education Case Managers	Students will meet performance levels identified in Performance Objective 1.				
10) Utilize AWARE to identify students who need remediation and/or RTI referral	Staff, Counselors and administrators	Students will meet performance levels identified in Performance Objective 1.				
11) Teachers will attend high quality, research based staff development in weekly PLCs with Instructional Coach. Attend other training sessions, such as Rice Institute, Lead4ward, Gretchen Bernabei, NCTE, Writing Academy, Empowering Writers etc. and will implement strategies in their classrooms.	ELA Instructional Specialist, Campus Instructional Coach and Administrators	Students will meet performance levels identified in Performance Objective 1.				
12) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. All core teachers have been SIOP trained. A pullout tutorial program will be implemented for targeted ELL/LEP students in the spring semester. Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided.	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
13) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 1.				

<p>14) Teachers who teach Advanced or Pre-AP ELA classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. Many ELA teachers are RICE Institute trained. District instructional specialists and the Director of Advanced Academics and the Campus Instructional Coach support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement.</p>	<p>Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative and Instructional Coach.</p>	<p>Academic performance and satisfaction indicated on year-end student and parent survey results.</p>				
<p>15) 6th, 7th & 8th grade students will be scheduled in "double-blocked" ELA classes. These courses are created to address specific student needs in order to increase Reading Fluency and Comprehension to improve student achievement.</p>	<p>Administrators, Instructional Coach, Department Chair</p>	<p>Students will meet identified performance levels.</p>				
<p>16) WFMS will continue to provide students identified dyslexia and related disorders interventions, accommodations and services.</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Students in 6th, 7th, and 8th grades will master Math curricula as evidenced by earning scores on the 2018 STAAR Math and Algebra EOC tests that exceed the state averages by at least 5%.

Evaluation Data Source(s) 2: Disaggregated data from the 2016 STAAR Math and Algebra EOC tests will show student performance exceeded the state average on each grade level test by at least 5%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Utilizing the LMS CANVAS, teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Math and STAAR Math classes each day.	Administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
2) Teachers will develop high quality, TEKS connected lesson plans and post them in LMS each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
3) All 6th, 7th and 8th grade on-level students and those who were identified through SSI/GPC recommendations, previous year's assessment results, grades, or teacher recommendation were placed in "double-blocked" Math and/or a STAAR Math class. All students taking Algebra are double blocked.	Counselors and administrators	Students will meet performance levels identified in Performance Objective 2.				
4) Students will use web-based Math intervention programs, as well as other interactive and online software and websites to increase math knowledge and skills.	Math teachers and department head	Students will meet performance levels identified in Performance Objective 2.				
5) Students set performance goals and participate in district bundle tests; teachers disaggregate data to monitor results and conference individually with students concerning their performance, adjusting and monitoring goals as necessary.	Math teachers, department head, Administrators and instructional Coach.	Students will meet performance levels identified in Performance Objective 2.				
6) Teachers will hold weekly tutorial sessions, at a minimum on Thursdays before and/or after school.	Math department head and administrators	Students will meet performance levels identified in Performance Objective 2.				
7) Teachers increase H.E.A.T. of their lessons through the use of chromebooks in class and at home.	Media Center Specialist, Technology Department, and administrators	Students will meet performance levels identified in Performance Objective 2.				

8) Students support will be given in the Inclusion setting as identified by students' Individualized Education Plan, ELL status or achievement gaps.	Administrators and SPED department head	Students will meet performance levels identified in Performance Objective 2.				
9) Utilize AWARE to identify students who need remediation and/or RTI referral	Counselors and administrators	Students will meet performance levels identified in Performance Objective 2.				
10) Teachers will attend high quality, research based staff development in weekly PLCs and training sessions, such as Lead4ward, and CAMT, etc. and will implement strategies in their classrooms.	Math Instructional Specialist, department head, Administrators and Instructional Coach.	Students will meet performance levels identified in Performance Objective 2.				
11) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 2.				
12) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 2.				
13) Teachers who teach Advanced or Pre-AP Math classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. Many teachers have attended the RICE Institute. Supplemental staff development will be attended by GT/Algebra teacher.	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
14) 8th grade students will become proficient in the use of scientific/graphing calculators.	Math teachers and department head	Students will be able to use scientific/graphing calculators as evidenced by performance on bundle and STAAR/EOC assessments.				
15) Teachers will be trained in the learning management program, Canvas, to create online access to curriculum for students. Curriculum will be aligned to TEKS, ELPS and CCRS.	Administrators, Media Specialist and Instructional Coach.	Students will meet identified performance levels.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue













Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: Students in 6th, 7th, and 8th grades will master Science curricula as evidenced by 8th graders earning scores on the 2018 STAAR Science test that meet or exceed the state average.

Evaluation Data Source(s) 3: Disaggregated data from the 2018 STAAR Science test will show student performance met or exceeded the state average.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Utilizing the LMS CANVAS, teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Science classes each day.	Department head and administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
2) Teachers will develop high quality, TEKS connected lesson plans and post them in LMS each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
3) Teachers will be trained in effective use of StemScopes curriculum and will be proficient in delivering instruction.	Science Instructional Specialist, administrators, and department head	Students will meet performance levels identified in Performance Objective 3.				
4) Students set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary.	Administrators	Students will meet performance levels identified in Performance Objective 3.				
5) Students identified through recommendations, previous year's assessment results, grades, or teacher recommendation will participate in Science remediation.	Counselors and Administrators	Students will meet performance levels identified in Performance Objective 3.				
6) Teachers will hold weekly tutorial sessions, at a minimum on Mondays before and/ or school.	department head and administrators	Students will meet performance levels identified in Performance Objective 3.				
7) Teachers increase H.E.A.T. of their lessons through the use of chromebooks in class and at home.	Media Center Specialist, Technology Department and administrators	Students will meet performance levels identified in Performance Objective 3.				
8) Students support will be given in the Inclusion setting as identified by students' Individualized Education Plan, ELL status or achievement gaps.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 3.				

9) Utilize AWARE to identify students who need remediation and/or RTI referral	Counselors, Administrators and Instructional Coach	Students will meet performance levels identified in Performance Objective 3.				
10) Teachers will attend high quality, research based staff development, weekly content based PLCs and training sessions, such as Lead4ward, and CAST, etc. and will implement strategies in their classrooms. Teachers will be released for half-day vertical alignment meetings with the instructional specialist 2 times during the fall semester.	Science Instructional Specialist, Campus Instructional Coach, department head and administrators	Students will meet performance levels identified in Performance Objective 3.				
11) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. Teachers will implement a new content specific vocabulary improvement program. ELL staff will use funds for testing and instructional supplies (bilingual support and translation materials, parent information, bilingual dictionaries, etc.)	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 3.				
12) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 3.				
13) Teachers who teach Advanced or Pre-AP Science classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. Many teachers are RICE Institute trained.	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
14) Teachers will be trained in the learning management program, Canvas, to create online access to curriculum for students. Curriculum will be aligned to TEKS, ELPS and CCRS.	Administrators	Students will meet identified performance levels.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						











Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 4: Students in 6th, 7th, and 8th grades will master Social Studies curricula as evidenced by 8th graders earning scores on the 2018 STAAR Social Studies test that meet or exceed the state average.

Evaluation Data Source(s) 4: Disaggregated data from the 2018 STAAR Social Studies test will show student performance met or exceeded the state average.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Utilizing the LMS CANVAS, teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Social Studies classes each day.	Administrators and department head	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
2) Teachers will develop high quality, TEKS connected lesson plans and post them in LMS each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
3) Teachers will be trained in the usage of LMS Canvas and will become proficient in delivering instruction through these resources.	Media Center Specialist, department head, and administrators	Students will meet performance levels identified in Performance Objective 4.				
4) Students set performance goals and participate in district bundle/CBA tests; teachers will disaggregate data to monitor results and conference individually with students concerning their performance, adjusting and monitoring goals as necessary.	Department head, Campus Instructional Coach, Social Studies Instructional Specialist and Administrators	Students will meet performance levels identified in Performance Objective 4.				
5) Teachers will hold weekly tutorial sessions, at a minimum on Fridays before and/or school.	Department head and administrators	Students will meet performance levels identified in Performance Objective 4.				
6) Teachers increase H.E.A.T. of their lessons through the use of chromebooks in class and at home.	Administrators	Students will meet performance levels identified in Performance Objective 4.				
7) Students support will be given in the Inclusion setting as identified by students' Individualized Education Plan, ELL status or achievement gaps.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 4.				
8) Utilize AWARE to identify students who need remediation and/or RTI referral.	Administrators Instructional Coach and department head	Students will meet performance levels identified in Performance Objective 4.				










9) Teachers will attend high quality, research based staff development content based PLCs ,and training sessions and will implement strategies in their classrooms. Teachers will meet 2 times each semester for half-day vertical planning sessions.	Administrators and department head, Instructional Coach	Students will meet performance levels identified in Performance Objective 4.				
10) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 4.				
11) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 4.				
12) Teachers who teach Advanced or Pre-AP Social Studies classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. GT identified students will complete the Texas Performance Standards Project.	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 5: WFMS will increase course offerings and services to maximize potential of all students and to prepare them for college and careers.

Evaluation Data Source(s) 5: Course requests and enrollment data will show higher and more diverse numbers.

Summative Evaluation 5:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) WFMS will develop a rich and varied offering of elective courses to expose and develop our middle schoolers' interests and talents. Counselors from PHS and from our 4 feeder elementaries communicate several times per year with our students and families. CTE offerings include Career Portals in Tech Systems, Career Portals in Pre-Agriculture and in Career Exploration. Two teachers attend PD sessions and CTE conferences as well as take students to various competitions and shows related to these 3 courses.	Counselors and administrators	Students will choose to enroll in athletics, fine arts, foreign language, CTE courses, Teen Leadership, and Technology Applications.	✓	✓	✓	
2) WFMS will offer Algebra I and Spanish for Spanish Speakers I & II for high school credit.	Counselors and administrators	High school transcripts will reflect credit earned in middle school.	✓	✓	✓	
3) WFMS will provide parents and students with information regarding higher education admissions, financial aid, college readiness, and the Texas Grant Program. 7th and 8th graders are encouraged to enroll in CTE Portal-Career Explorations	Counselors	Parent meetings, Personal Graduation Plans, scholarship applications, Readistep test results, and Duke TIP search will reflect our efforts				
4) WFMS will provide students with rich and diverse opportunities for extracurricular activities and clubs.	Administrators and club sponsors	Students will participate in Chess Club, Anime Club, Knitting Club, UIL competitions, SFJ Club, FCA Club, FFA Club, NJHS, Student Council and Coding Club.				
5) WFMS will have College Day on the first Tuesday of each month to highlight a local university, its traditions and why higher education is important.	All staff	Students are exposed to a variety of post-high school opportunities.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 6: WFMS will have a dropout rate of zero and a student attendance rate that exceeds the state middle school average.

Evaluation Data Source(s) 6: PEIMS and TAPR reports will reflect the dropout and attendance rate.

Summative Evaluation 6:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) WFMS will celebrate students who have perfect attendance at awards ceremonies. WFMS will hold 9 weeks incentives for students who have perfect attendance each 9 week period.	Attendance clerk, teachers, and administrators	Attendance rate will be monitored each week.				
2) Attendance clerk and School Messenger will call absent students, and attendance committee will meet bi-weekly to take appropriate action on excessive absences and investigate immediately any possible dropout situations.	Attendance clerk, teachers, and administrators	Attendance rate will be monitored each week.				
3) 3) Administrators will hold attendance intervention meetings when student attendance falls below 90%. Conferences will work toward resolutions with parents, student and staff to improve attendance. Administration will follow district policy and state laws regarding procedures when students become chronically absent.	Attendance clerk, administrators	Individual student attendance will be reviewed. Attendance for students who are chronically absent will be monitored.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Woodridge Forest Middle School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 7: WFMS will foster the use of technology as an effective instructional strategy.

Evaluation Data Source(s) 7: A yearly technology evaluation of overall campus technology program will be conducted.

Summative Evaluation 7:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) WFMS will support the NCISD 1Vision initiative by deploying chromebooks, training staff and students in their use, providing ongoing staff development, encouraging participation in the Google summit, and utilizing the department of Digital Learning, Media Center Specialist and campus technology technician to troubleshoot and support chromebook integrated instruction.	Campus Media Specialist, teachers, and administrators.	Positive response from staff, students, and parents via phone calls, emails and survey.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Woodridge Forest Middle School will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 1: WFMS will investigate, establish, and promote programs to ensure the safety of students and staff.

Evaluation Data Source(s) 1: TAPR and PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS 425 discipline records. Parent, staff, and student surveys will also be conducted.

Summative Evaluation 1:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) All NCISD resources and programs which help insure a safe and orderly environment will be fully implemented: School Peace Officer with K-9 on campus; Raptor visitor screening; 76 security cameras; bullying and violence prevention training for staff and students; Red Ribbon Week anti-drug abuse activities; dating violence education; safety drills; health services; random drug testing for athletes and coaches; counseling services; transition from DAEP/JJAEP placements; CPI PBSI training; mandatory staff and student ID badge display; local anti-bullying reporting systems;	All staff	TAPR and PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS 425 discipline records. Parent, staff, and student surveys will also be conducted.				
2) Students identified as homeless will be monitored closely for need of supplemental support and services. WFMS has access to \$1000 budget to meet these needs. Homeless students will be documented, tracked, and reported on each month. Counselors do regular well-being checks to be certain that all needs are met.	Counselors, Registrar, Director of Federal/Special Programs	Staff observation and student reports of satisfaction and safety.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Woodridge Forest Middle School will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 2: Woodridge Forest Middle School will engage in proactive programs to respond to the changing social and emotional needs of the students body.

Evaluation Data Source(s) 2: TAPR and PEIMS data will be disaggregated to identify attendance rates and PEIMS 425 discipline records.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Counselor will implement the Why Try It curriculum to teach resilience education that provides solutions for increased academic success, positive behavior, dropout prevention, violence prevention and truancy reduction. The curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).	Counselors, Administration	TAPR and PEIMS data will be disaggregated to identify attendance rates and PEIMS 425 discipline records.				
2) Mentor Program in which staff members will mentor students who have been identified as students who are At Risk..... and will meet to encourage and build relationships and discuss goals. Teachers will use data to choose 6 students to mentor and will engage in discussion of their progress during PLC.	Administration, Instructional Coach, Teachers and staff.	Disaggregated data from the 2018 STAAR tests will show an increase in student achievement as measured by STAAR Progress. Attendance reports and discipline referrals will also provide evidence of success.				
3) Power Program will be presented to 6th grade students by NCISD Police Officer to cover risk and responsibility; peer pressure; bullying; cyber-bullying; gang awareness; tobacco, alcohol and drug awareness; and also goal setting.	Administrators, NCISD Police Officer	Attendance reports and discipline referrals provide evidence of success.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Woodridge Forest Middle School will engage in proactive planning and visioning to respond to the changing educational needs of the campus and the district and to maximize our resources.

Performance Objective 1: All WFMS teachers and paraprofessionals will participate in

Evaluation Data Source(s) 1: The WFMS staffing plan will reflect 100% of teachers and paraprofessionals meeting the

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Administrators will network and attend job fairs as needed to attract and hire highly effective staff.	Administrators	The WFMS staffing plan will reflect 100% of teachers and paraprofessionals meeting the highly effective standards.	✓	✓	✓	

Goal 3: Woodridge Forest Middle School will engage in proactive planning and visioning to respond to the changing educational needs of the campus and the district and to maximize our resources.

Performance Objective 2: NCISD will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals.

100% of identified staff will participate in a minimum of 40 hours of high quality professional development activities during the year.

Evaluation Data Source(s) 2: NCISD will collect data regarding staff participation and the effectiveness of staff development activities.

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Staff development opportunities will provide teachers with strategies to better address the needs of a culturally diverse student population and to maximize the academic success of at-risk students.	Administrators, Instructional Coach	Agendas, sign-in sheets, handouts, walk-throughs, observations,				
2) Staff will participate in the state required professional development trainings. (Bloodborne pathogens, Suicide prevention, Bullying, Reporting Child Abuse, etc.) through Eduhero.	Administrators	Certificate of completion				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Woodridge Forest Middle School will engage in proactive planning and visioning to respond to the changing educational needs of the campus and the district and to maximize our resources.

Performance Objective 3: Administrators will support district new teacher mentor program efforts; will strive to create a positive and pleasant school climate; and also to support WFMS staff in order to retain happy and productive educators in each classroom and in each department on campus.

Evaluation Data Source(s) 3: Staff retention rates and survey results will be evaluated each year and any suggestions for improvement will be considered.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) New teachers (zero years of experience) will be assigned a mentor teacher to support, guide, and train them throughout the year. Mentors will be compensated \$500 for their off contract time spent in meetings and trainings.	Principal and Director of Advanced Academics	Surveys, appraisals, walkthroughs, and high retention rates indicating successful first years for rookie teachers.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Woodridge Forest Middle School will increase opportunities for parent/community involvement in all educational processes of our campus and our district.

Performance Objective 1: WFMS parents are provided the following options, among others, for involvement in their child's education: parent volunteers at Spartan Spirit Days; attend and volunteer at fine arts, extracurricular, and athletic competitions and functions; book fairs; fundraising; awards ceremonies; Spartan summer camps; Meet the Spartans open house event; technology summer camps; various parent training events and communication avenues such as the campus website, facebook, twitter, school marquee board; School Messenger callout system; SchoolWay app, Remind 101 app, and the parent portal in the online gradebook

Evaluation Data Source(s) 1: Parent and student surveys will reflect positive impact of these parent involvement programs and opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Meet the Spartans Open House event	Administrators	Increase parent/community involvement				
2) Provide opportunities for parents to visit campus; book fairs, band/choir/theatre arts/awards ceremonies, sporting events and parent meetings	Administrators	Parent participation				
3) Update the following to show current information; facebook, twitter, school marquee board, School Messenger callouts to parents, SchoolWay app, REmind 101 app and parent portal in the online gradebook.	Administrators, Webmaster	Increase parent/student awareness and involvement in activities and all current information				
4) Provide opportunities for students to serve and volunteer in the community. Each club/organization will participate in at least one charitable event. Students will learn the value of community and service. Event options would be community, school, community organizations, food drives, events for a specific cause and would be determined by the student organization and sponsor.	Sponsors, Coaches, Teachers, Administrators	Increase in the number of events supported and charitable giving.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Bridgette Heine	Principal
Paraprofessional	Donna Phavorchit	Principal Secretary
Non-classroom Professional	Carol Candy	Instructional Coach
Administrator	Julie Babbs	Assistance Principal
Administrator	Stephen Young	Assistant Principal
Classroom Teacher	Tetyana Bernyk	SPED Dept Head
Classroom Teacher	Tonya Hopkins	ELA Dept Head
Classroom Teacher	Candace Leonard	Social Studies Dept Head
Classroom Teacher	Kathy Pickett	Math Dept Head
Classroom Teacher	Ann Tomlinson	Science Dept Head
District-level Professional	Michelle Marable	Director of Secondary Education
Classroom Teacher	Alicia Evans-Pickens	Girls Athletics Coordinator
Non-classroom Professional	Karri McKissick	Counselor
Non-classroom Professional	Amber Smith	Counselor
Parent	Jennifer Dean	Parent