

MIDWAY

INTERMEDIATE SCHOOL

MIDWAY INDEPENDENT SCHOOL DISTRICT

Woodgate Intermediate School Improvement Plan

2010-2011

MIDWAY INTERMEDIATE IMPROVEMENT PLAN 20010-2011

Date of Committee Approval: September 2010

Date of Board Approval: October 19, 2010

Beliefs – We believe:

1. Education is a collaborative partnership among students, parents, school, and community, built on clear, ongoing communication.
2. High expectations held by all partners in the educational process are essential to learning.
3. A safe, nurturing environment is essential to the total learning experience.
4. Students' needs are the foundation for actions.
5. Each student is entitled to a quality education through meaningful learning experiences.
6. Change must be embraced by all partners for improvement to occur.

Mission Statement:

Woodgate Intermediate, a school at the forefront of educating today's youth and tomorrow's leaders, provides and maximizes individual potential within a learner-centered environment to prepare citizens who excel in a global society.

Goals – The goals of the Midway Intermediate School are:

1. All Midway ISD students will reach their full academic and social potential and will be responsible citizens in a global society.
2. All parents, community members, and educators at Midway ISD will be active partners in the education of our students.
3. Midway ISD will have a safe, orderly environment that promotes successful learning.

Woodgate Intermediate Campus Advisory Committee (CAC)

2010-2011 School Year

Member	Role
Nickolas Smith	Principal
Hazel Shumaker	Assistant Principal
Angel Heath	Non-teaching Professional
Sara Rivera	Non-teaching Professional
Holly Alman	Teacher
Jimmy Ross	Teacher
Kara Gasaway	Teacher
Elaine Spence	Teacher
Laura Cubos	Teacher
Pam Kent	Teacher
Susan Lucenay	Teacher
Sylvia Gast	Teacher
Kelley Floyd	Teacher
Linda James	District Representative
Darlene Somers	Parent Representative
Susan Sims-Olivarez	Parent Representative
Randy Woodlock	Business Representative

Woodgate Intermediate Improvement Plan

2010-2011 School Year

GOAL 1: All WIS students will reach their full academic and social potential and will be responsible citizens in a global society.

Summary of Needs Assessment Findings:

- Student assessment results indicate the need to focus on mathematics and science achievement.
- Student assessment results indicate the need to focus on subgroup achievement.

SMART S= Specific M= Measurable A= Attainable R= Results-oriented T= Time bound

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p>Desired State: WIS will maintain an Exemplary rating in 2010-2011 with at least 90% of all student groups meeting or exceeding state standards on TAKS.</p> <p>As Is:</p> <hr/> <p>5th Grade Reading: All 98% AA 96% Hisp. 98% White 99% ED 97%</p> <hr/> <p>5th Grade Math: All 99% AA 96% Hisp. 99% White 99% ED 97%</p>	<p>Administer TAKS simulation assessments and analyze results in department meetings.</p> <p>Schedule identified students in math and reading to tutorials during 6th grade ST time.</p> <p>Schedule 5th grade students identified as in danger of failing TAKS to TAKS acceleration classes and/or small group science class.</p> <p>Provide tutorial services through The Learning Center (TLC) for identified general</p>	<p>Dept. Chairs</p> <p>Principal</p> <p>Intervention team (IT) members</p>	<p>Released TAKS tests AWARE</p> <p>5th grade math scores 4th grade TAKS scores</p> <p>Progress reports</p> <p>State compensatory funds - \$750 used towards TAKS acceleration classes and Rally to Read</p>	<p>Oct., Dec., Feb., March</p> <p>Sept.- April</p> <p>Sept. -April</p>	<p>Results of TAKS simulations and 2011 TAKS scores</p>

<p>5th Science: All 94% AA 81% Hisp. 90% White 97% ED 90%</p> <hr/> <p>6th grade Reading All 96% AA 93% Hisp. 94% White 98% ED 93%</p> <hr/> <p>6th grade Math All 89% AA 82% Hisp. 86% White 90% ED 78%</p>	<p>education and special education students in math, reading, science and social studies.</p> <p>Provide special reading class for dyslexic and other low performing 5th and 6th grade students.</p> <p>Implement the use of progress monitoring tools/universal screeners to target struggling learners.</p> <p>Tracking TAKS data in mathematics, reading and science to determine SE's that are in most need of re-teaching.</p>		<p>STAR Assessments</p>		
<p>Desired State: All teachers in grades 5-6 will utilize and implement the MISD RtI 4-Tier model.</p> <p>As Is: Woodgate Intermediate is in the third year of RtI implementation. Until this year, Woodgate Intermediate had used a 3-Tier model.</p>	<p>Provide on-going training for MIS teachers on Response to Intervention (RtI): process of identification and progress monitoring, data analysis, and intervention strategies for struggling students (academic and/or behavioral).</p> <p>Convene weekly RtI/Intervention Team (IT) meetings to monitor students needing interventions in Tier 1, progress of students in</p>	<p>Principal, Director of SPED, ELA, Math and Assessment Coordinators, Asst. Supt. C&I</p> <p>Principal/or Asst. Principal, Counselors, TLC teachers, Team/block teachers</p> <p>Campus Administrators, counselors, TLC</p>	<p>Local Funds Campus budget</p>	<p>Sept.- May</p>	<p>Agendas Training Evaluations Feedback from district RtI Committee</p> <p>IT minutes</p> <p>IT minutes, IAP documents</p>

	<p>Tiers 2, 3 and 4 and to review accommodations required for student success in class and on state assessments and simulations.</p> <p>AWARE training provided for teachers to help measure student growth and needs.</p>	<p>teachers, Tier 2 and 3 instructors, Team/block teachers, Evaluation Specialist</p>			
<p><u>Desired State:</u> Attract and maintain 100% highly qualified professional and paraprofessional instructional staff.</p> <p><u>As Is:</u> As of August 2010 100% of required WIS paraprofessional staff is highly qualified. All professional staff is appropriately certified and all are highly qualified.</p>	<p>Review applicants from MISD job fair.</p>	<p>Central Administration</p> <p>Campus Administration</p>		<p>February</p>	<p>Annual district highly qualified report</p>
<p><u>Desired State:</u> Curriculum bundles in all core areas will be accessed in Forethought and are to be used for department planning.</p> <p><u>As Is:</u> MISD Curriculum is being reviewed by the Office of Curriculum and Instruction.</p>	<p>Weekly department meetings will review Forethought bundles and plan using the recommended scope and sequence.</p>	<p>Teachers</p>	<p>Weekly department planning time</p>	<p>Aug. -May</p>	<p>Lesson plans, department meeting minutes</p>
<p><u>Desired State:</u> All teachers will provide differentiated instruction and assessment based on student needs.</p>	<p>Analyze data from universal screenings, progress monitoring, and IT meeting minutes to determine appropriate instructional strategies for struggling students.</p>	<p>Teachers, IT members, District and campus administrators</p>	<p>Planning periods, IT weekly meetings</p>	<p>Aug. – May</p>	<p>Progress monitoring data on identified students</p>

<p><u>As Is:</u> Current model of much instruction is teacher led. Assessment activities are usually written tests.</p>	<p>Math and science teachers will be trained on the use of Mobi classroom instruction devises. These instruments will provide visual and kinesthetic learners with a classroom tool to learn the material.</p>				
<p><u>Desired state:</u> Students identified as English Language Learner (ELL) will receive instruction to develop social and academic English by staff specifically trained to meet their needs.</p> <p><u>As Is:</u> Most students in fifth and sixth grade identified as ELL are receiving instruction from ELL teacher and within one block of teachers per grade level.</p>	<p>Administrators, specialist and select teachers will participate in ongoing English Language Proficiency Standards (ELPS) professional development.</p> <p>Staff will understand methods for providing linguistically accommodated instruction for ELL students.</p> <p>ELL students will receive tutoring to further their understanding of the English language.</p>	<p>Campus administration, ELL district coordinator</p>	<p>Title 3 budget used for student tutoring and supplies</p> <p>Campus budget</p>	<p>Oct.-May</p>	<p>Documentation of completed staff development for administrators and teachers.</p>
<p><u>Desired state:</u> Fifth and sixth grade students will increase percentage reaching health fitness zone standard in all six required test areas on the Fitnessgram.</p>	<p>Daily PE classes of 45 minutes, cross curricular lessons on health topics.</p>	<p>PE teachers, District Health Coordinator, Campus Administrators</p>	<p>Campus budget</p>	<p>Aug.-May</p>	<p>Fitness gram results</p>

As Is: All eligible students participate in Fitnessgram assessments 2 times per year. Improvement demonstrated school wide during the 09-10 school year.	The Great Body Shop Curriculum is being taught within the P.E. classes as part of the CSH.				
Desired state: Active Student Health Advisory Committee (SHAC) offering wellness education and activities such as CPR certification, exercise classes. As Is: SHAC formed. Meeting schedule set.	Conduct SHAC meetings using time to determine needs for campus. Staff participation in designated Fitness Days after hours to encourage exercise.	Campus administrator, school nurse Staff	Campus budget	Oct. – May	Documentation of events held for staff
Desired state:					
As Is:					

GOAL 2: All Parents, community members, and educators at Woodgate Intermediate will be active partners in the education of our students.

Summary of Needs Assessment Findings:
<ul style="list-style-type: none"> • Feedback from parents indicates desire to have frequent, personal communication. • District expectations are for a high level of customer service to support all students, particularly those that struggle academically.

Measureable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
Desired state: 90% of MIS students will have a parent enrolled in Parent Connection. As Is: As of September 2010 70% of WIS students have a	Provide Parent Connection enrollment information to parents. Update Parent Connection information weekly.	Exec. Director of Technology Teachers Campus	District website Block/team planning periods	August 2009 Sept. – May	Site open and sign up procedures posted Parent Connection data reports provided by Technology department

parent enrolled in Parent Connect.		Administrators			
<p>Desired State: Fully implement a Reading Buddies program on campus to meet the needs of our struggling learners and get parents involved.</p> <p>As Is: Parent involvement in the school has been limited to PTA partnership.</p>	Parents and volunteers will come to Woodgate one day a week to read to/with students that are struggling readers.	Parents Reading IS Teachers		Oct. – May	Improved reading TAKS scores for struggling readers
<p>Desired state: Parents of students with grade averages of 75 or less will be personally contacted by the subject teacher.</p> <p>As Is: Parents receive written progress reports for students with grades of 75 or less every three weeks.</p>	Provide a personal parent contact initiated by team/block teachers via email or phone call, requesting a conference to discuss a student's academic progress when a student drops below 75 in core subjects, and has shown no response to teacher interventions.	Team/block Leader	Team/block conference period	Sept. – May	<p>Updated information and grades available to parents weekly</p> <p>Calendar of parent conferences</p> <p>Teacher logs of parent conferences and telephone conversations</p>
<p>Desired state: Teachers will attend two after hours events to observe student performances and/or participation in after-school activities.</p> <p>As Is: Expectation for attendance at after-school activities was stated to staff at the beginning of the year.</p>	Facilitate relationships with students by attending two or more choir, orchestra, band, music class performances, and/or sporting events.	Teachers		Sept.-May	Teacher documentation of attendance

GOAL 3: Safe and Orderly Environment: Midway ISD will have a safe, orderly environment that promotes successful student learning.

- Campus administration received 1,053 discipline referrals during the 2009-2010 school year.
- Fire drills were held monthly during 2009-2010. During course of school year one intruder drill and two tornado drills were conducted.

Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p>Desired state: Conduct monthly disaster drills to include: fire, tornado, and intruder for 100% of building occupants.</p> <p>As Is: Teachers and students new to MIS are not familiar with disaster drill procedures.</p>	<p>Place tornado and intruder drills on the administrators' calendars to insure at least three of each drill per year.</p> <p>Teach and practice with all students the plans included in the Emergency Operations Plan.</p>	<p>Campus Administrators</p>		<p>Sept. –May</p>	<p>Log of all drills kept by administrators</p>
<p>Desired State: Implement and maintain a campus character education program.</p> <p>As Is: Until this year there was no character ed. program widely used across the campus.</p>	<p>Faculty and students will participate in the Rachel's Challenge Program.</p> <p>Homeroom Teachers will teach one lesson a month on character traits that are highlighted.</p> <p>Morning announcements used to discuss desired student character traits.</p>	<p>Teachers</p> <p>Campus Administration</p> <p>Students</p>	<p>Campus Funds</p>	<p>Sept. – May</p>	<p>Fewer behavior referrals to the principals' office</p>
<p>Desired State: Reduce total discipline referrals by 40% from data of 2009-2010</p>	<p>Apply discipline management system consistently across grade level/block teams.</p>	<p>Teachers</p> <p>Campus Administration</p>		<p>Aug.-May</p>	<p>Comparison of May 2010 discipline data to May 2011 discipline data</p>

<p><u>As Is:</u> Data for 2009-2010 488 fifth grade students' referrals 565 sixth grade students' referrals</p>	<p>Teachers will be trained with the Safe and Civil Schools program. Program purpose is to reduce discipline in the classrooms by instructing teachers how pro-actively manage the classroom environment.</p>				
<p><u>Desired State:</u> 100% of visitors to MIS will use the Raptor safety identification system</p> <p><u>As Is:</u> The Raptor system is used for visitor check in on a daily basis.</p>	<p>Provide training on the use of the Raptor system to office staff.</p> <p>Consistently use established plan for addressing any individual who triggers an alert or when system malfunctions.</p>	<p>Campus Administration Office staff</p> <p>Campus Administration</p>	<p>District funds</p>	<p>Aug.-May</p>	<p>Data log of visitors to WIS</p>

TAKS DATA
Woodgate Intermediate School

2008 Woodgate

Student Population	5 th Math		5 th Reading		5 th Science		6 th Math		6 th Reading	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	99%	46%	98%	52%	88%	46%	93%	46%	98%	52%
African American	100%	16%	95%	27%	70%	10%	79%	16%	92%	27%
Hispanic	96%	35%	97%	37%	81%	41%	89%	35%	98%	37%
White	99%	51%	99%	59%	93%	52%	96%	51%	99%	59%
Economically Dis	96%	35%	97%	32%	80%	34%	81%	35%	94%	32%

2009 Woodgate

Student Population	5 th Math		5 th Reading		5 th Science		6 th Math		6 th Reading	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	100%	55%	98%	45%	93%	53%	94%	48%	99%	62%
African American	100%	43%	100%	19%	78%	16%	95%	16%	95%	47%
Hispanic	100%	49%	99%	31%	93%	41%	92%	47%	99%	51%
White	100%	57%	97%	51%	94%	60%	94%	51%	99%	66%
Economically Dis	100%	42%	98%	21%	84%	34%	91%	44%	98%	46%

2010 Woodgate

Student Population	5 th Math		5 th Reading		5 th Science		6 th Math		6 th Reading	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	99%	53%	98%	50%	94%	60%	89%	35%	96%	47%
African American	96%	35%	96%	25%	81%	30%	82%	14%	93%	21%
Hispanic	99%	40%	98%	39%	90%	46%	86%	21%	94%	41%
White	99%	58%	99%	57%	97%	68%	90%	42%	98%	52%
Economically Dis	97%	32%	97%	31%	90%	37%	78%	14%	93%	31%