



# Comprehensive School Improvement Plan

Woodland Middle School  
Kenton County School District

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Taylor Mill, KY 41015

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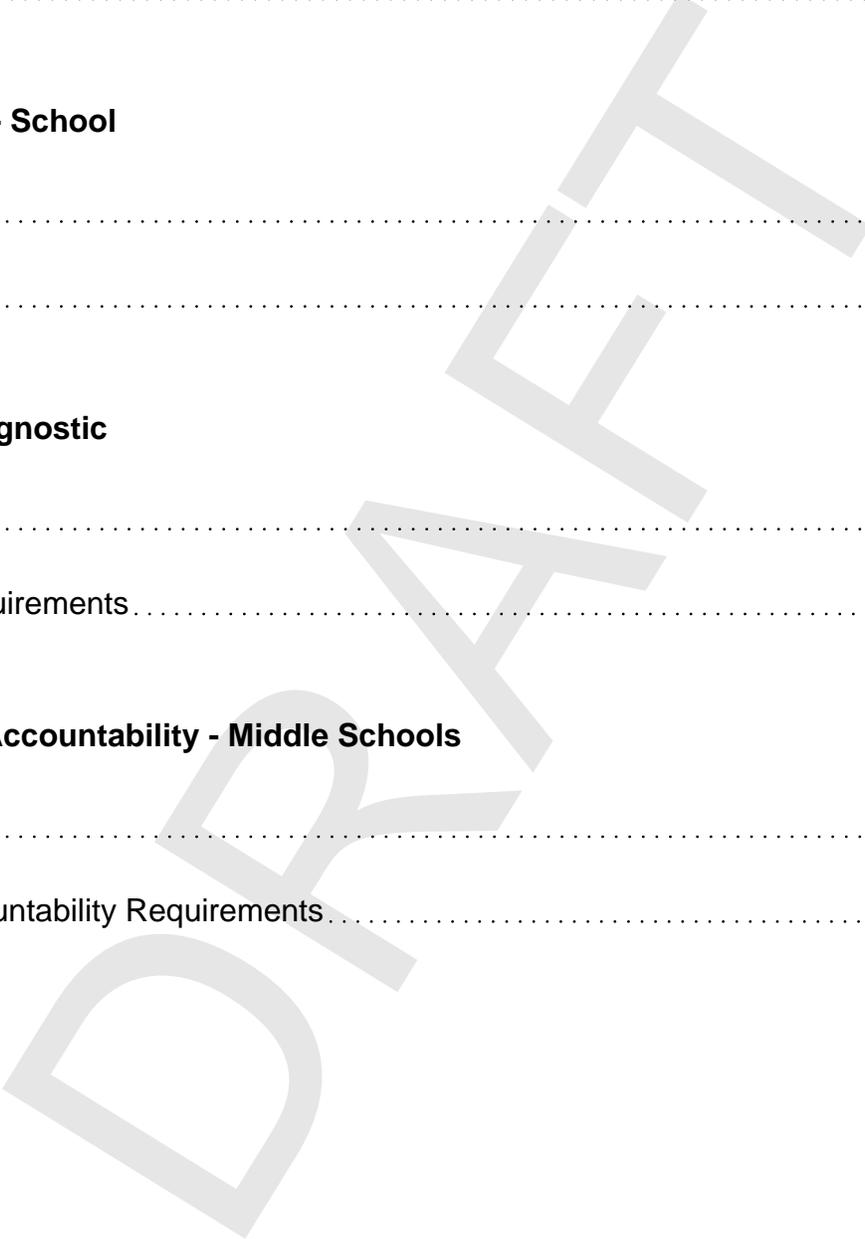
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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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# Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Woodland Middle School is located in Taylor Mill, KY. Taylor Mill is a suburb of Cincinnati and is surrounded by a supportive community. The majority of our families commute to Cincinnati and the surrounding areas for job opportunities. Woodland is the home of the Wildcats. We currently serve 743 students in grades 6-8.

Woodland is unique because the middle school shares a campus with Scott High School. This offers additional educational opportunities for both our students and the Scott High School students. During the 2013-2014 school year, Woodland 8th graders have had the opportunity to take elective courses at Scott High School. This year our 8th graders have the opportunity to take French, Spanish, and German for high school credit. Scott High School students have the opportunity to volunteer at Woodland during the school day as part of a service learning class. The students serve as peer tutors and mentors for our middle school students. This creates a community between the two campuses.

Over the past three years, Woodland has experienced changes in leadership. Woodland has had two principals since the 2010-2011 school year. This has been a challenge to the students and staff. The current Woodland administration is committed to Woodland and looking forward to the success it will experience over the next few years. During the 2013-2014 school year, there were no changes in administrative staff.

Woodland serves students in 6th, 7th, and 8th grade. Our current enrollment is 743 students. Our students come to us with both academic and social needs. Currently, 46% of our students receive free or reduced lunch and 12% of our students receive special education services. Woodland Middle has three structured teaching classrooms which serve the needs of our most disabled students.

Woodland Middle School functions as a true middle school. Each grade level consists of two four teacher teams. These teacher teams consist of a math teacher, a language arts teacher, a science teacher, and social studies teacher. The team concept allows teachers to foster relationships with students to guide them as learners. Woodland also has an interventionist at the 6th, 7th, and 8th grade level. These teachers work with smaller classes of students in math and reading to provide additional support to build skills. Woodland has 6 elective teachers and 8 special education teachers. We have three structured teaching units to address the needs of students with autism and moderately to severe handicaps. We also have two full time guidance counselors, a media specialist, and Family Resource Center.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Woodland is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' everyday and creating a culture of high expectations. The faculty and staff at Woodland are currently in the process of revising our mission statement and beliefs under the leadership of the new administration. The current mission statement of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing our students are in transition from childhood to adolescence.

Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth.

We believe:

- ☐ Each student is important.
- ☐ Every student can be a successful learner.
- ☐ Middle school is an important transitional period where students are encouraged to develop a sense of self-esteem and personal dignity.
- ☐ Students have a right to a quality education with rigorous learning opportunities.
- ☐ Students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed.
- ☐ Understanding and acceptance of cultural, social, physical, and economic differences creates a healthy learning environment.
- ☐ Learning is a lifelong process.

Woodland also provides opportunities for students to explore their role in society, and encourages lifelong participation in their community. The mission statement currently guides our practice and informs our daily work. This is evident through the inclusion of programs to meet the needs of students at all academic levels. We offer Read 180 for our students who are struggling readers and need more support. We offer Prep and Prep + which are designed to challenge and enrich our students who are excelling in math and English. We implement Springboard, a pre-AP curriculum, for all of our students in math and English. This curriculum supports our culture of high expectations and commitment to rigorous learning experiences for all students.

Woodland Middle School is committed to fostering the whole child. This commitment is seen through our extensive fine arts program offerings and extracurricular opportunities. Woodland Middle School has an award winning choral and band program. We also offer art and drama. This year our students will have the opportunity to audition and participate in a musical production. Our students have the opportunity to become involved in many extracurricular activities including Odyssey of the Mind, Academic Team, football, volleyball, basketball, track, dance team, Cats for a Cause, National Junior Honor Society, Forensics, Lego League, Yearbook Club, STLP, Bookfest, Academic Team, Future Problemsolvers, Chess Club, Construction 101, Quick Recall, Scrapbooking club, and Student Council are just a few examples of the opportunities for Woodland students.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Woodland Middle School is proud of the academic improvement of our students and their accomplishments through our Fine Arts program and clubs. For the past four years our choral program has received Proficient or Distinguished ratings at the KY Music Educators Association (KMEA) Choral Festival:

2010 6th grade chorus Distinguished rating at KMEA Choral Festival

2011 6th grade chorus Proficient rating at KMEA Choral Festival

2011 7th grade chorus Distinguished rating at KMEA Choral Festival

2012 6th, 7th and 8th grade choruses all received Proficient ratings at Choral Festival

2013 6th, 7th, and 8th grade choruses all received Proficient ratings at KMEAs Large Group Choral Festival

Our choral students also shine at the Solo and Ensemble Festival. At this festival students regularly receive Distinguished and Proficient ratings. In 2013, 9 students scored Distinguished as soloists, and 5 students scored Proficient. We also had 2 Distinguished ensembles and 2 Proficient ensembles. We have multiple singers selected from our program to the American Choral Directors Association and KMEA all-state choirs. One student was selected to participate in the KY Children's Chorus and 37 students participated in the Kenton County All-Star Chorus.

Our band program is also a significant point of pride for Woodland Middle School. Our band students excel and represent us with distinction at a variety of events. Both our 7th and 8th grade band received distinguished ratings at the KMEA large group assessment during the spring of 2012. All students who participated in the KMEA solo and ensemble festival received a proficient or distinguished rating in 2012. Several Woodland Middle School band students were chosen to participate in Northern Kentucky select band and the Junior Youth Wind Ensemble during 2011-2012, 2012-2013, 2013-2014.

Woodland is also very proud of its award winning Forensics Team. Forensics is a club and students compete in tournaments during the weekends. During the 2012-2013 school year our Forensics Team placed 1st in the small school division at the KESDA state tournament. This was the 3rd year in a row our team has won this division. Woodland ended the year at the KY High School Speech League state competition. For the third year in the row we won the Team Efficiency Award. This year we are expecting even more success from this committed group of students.

Woodland fields a competitive academic team and quick response team. Over the years, each team has represented the school with distinction as an extracurricular club. This year our 6th grade students were the district runner up at the 6th Grade Showcase. Woodland was also the district runner up at the Governor's Cup.

Our students also represent us well athletically. Many of our student athletes have qualified for state competitions and our teams have won district championships. Our competitive cheerleading squads were first place winners at two competitions during the 2011-2012 school year. In 2013-2014, our football team won the district championship. Two female students placed in the Top 20 in the state in cross country.

Woodland students are committed to serving the community. Our Cats for a Cause group raised over \$1000.00 for a variety of community organizations. These students led through service to others by making blankets for Holly Hill Girls Home. They also sponsored a canned  
SY 2013-2014

food drive to replenish our local food pantry.

Many of our students have been recognized individually for their talents. Over the past year we have had students win awards for writing and art at the district level for the PTA Reflections Contest and essay contests sponsored by the VFW. This year one student was a state winner for a 4-H art contest and one student was national Yes I Can Award winner. Woodland is proud of our students and the extracurricular programs and activities we are able to provide.

Woodland Middle School has shown significant academic improvement in the past four years. We are proud of the gains our school showed during the 2011-2012 school year. Woodland Middle School has moved to the 64th percentile of all middle schools in Kentucky based on 2012 KPREP results. This is a 28 point improvement from 2011 when Woodland Middle School was in the 36th percentile of all middle schools. Woodland Middle School had 74.8 percent of students score in the proficient and distinguished category in social studies. This is significantly higher than the state percentage of 58.8 percent. During the 2011-2012 school year, Woodland Middle School decreased discipline referrals by 59%. This decrease is attributed to the successful implementation of PBIS.

During the 2012-2013 school year, Woodland Middle School continued on the road to improvement. This year, Woodland moved from the 64th percentile to the 68th percentile. As a school, we met our Annual Measurable Objective set by the state which earned us the label of a "Progressing" School. Our scores in social studies continued to outperform the state average. 66.5% of our social studies students scored in the Proficient or Distinguished category compared to 59.2% in the state. Woodland Middle School students continued to score above the state averages in all areas tested. During the 2012-2013 school year, we focused on improving our students meeting benchmark on EXPLORE. Only 33.5% of our students met the college and career benchmark in math on the Explore test and 44.4% in reading during 2012-2013. During the 2013-2014 school year, the number of students meeting the college and career benchmark improved over the previous year. 48.18% of our students met the benchmark in reading and 39.68% in math on the 2013-2014 EXPLORE test.

Over the next three years we have identified several areas to target for improvement. These areas include: a continued focus on college and career readiness, math, writing, and increasing the number of students with disabilities who score at the proficient and distinguished level on KPREP. We know we can improve.

We are continuing to focus on improving the number of students who score at benchmark on EXPLORE. Instructional rigor has increased and improvement is being made toward this goal based on 2013-2014 EXPLORE data.

Only 31.2% of 6th and 8th graders scored at the Proficient or Distinguished level in writing. As a school, we are committed to creating better writers through the development of schoolwide writing non-negotiables and a focus on writing in all content areas.

Based on 2013 KPREP data 44.7% of our students scored in the proficient or distinguished level in math. We are continuing to target our math program in all three grades to improve student success. We have added a math intervention class at all three grade levels to support our students who are performing three grade levels or more below in math.

Finally, we are targeting our students with special needs based on 2012 KPREP data which showed us no students with disabilities scored Proficient or Distinguished in 6th grade writing, 6th grade language mechanics, and 7th grade math. This area showed tremendous improvement based on 2013 KPREP scores but we still recognize it is a continued area of growth and improvement.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Woodland Middle School is excited about the future! We are committed to increasing student achievement and giving our students access to a variety of opportunities. Woodland has one of the finest fine arts programs in the state. This statement is supported by the tremendous achievements of our choral and band students. Both our band and chorus programs regularly receive Distinguished ratings during KY Music Educators Association sponsored events. Woodland currently has over 15 clubs students can join and this list is growing! We also have over 15 competitive athletic teams and a strong intramural program. Our students have the opportunity to participate in the Scott High School marching band and on athletic teams at Scott High School. This allows our students to compete in swimming, cross country, tennis, soccer, basketball, diving, bowling, baseball, and softball.

Currently students can participate in the following clubs: Forensics, Yearbook Club, STLP, Construction 101, Student Council, Art Club, Wildcat Distinguished Scholars, Dance Team, Energywise, Paws for a Cause, Lego League, National Junior Honor Society, Math Club, Bookfest, Academic Team, Quick Recall, Future Problemsolvers, Chess Club, Scrapbooking Club, Construction 101, Book Club, and Odyssey of the Mind. Woodland students also have the opportunity to tryout for the following athletic teams at their grade level: archery, volleyball, football, cross country, cheerleading, competitive cheerleading, basketball, and track and field. Woodland also has an active intramural program which gives students a variety of opportunities. Basketball and bowling are just a few examples of our intramural offerings.

# Plan for Comprehensive School Improvement Plan

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## Overview

### Plan Name

Plan for Comprehensive School Improvement Plan

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
2	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$0
3	Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
4	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Woodland Middle School Tell Survey Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Woodland Middle School Program Review Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.

### Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.6% in May 2013 to 64.2% by 10/01/2014 as measured by school report card delivery targets.

### Strategy 1:

Best Practices for Common Core - This strategy will increase teacher proficiency and knowledge of the Common Core standards which will impact student achievement.

Activity - Continued Professional Development on Springboard Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analysis of student work focused on Common Core alignment.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal, grade level cadres, teachers

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to monitor classroom instruction through learning walks. Teachers will receive coaching based on the Professional Practices Rubric. Classroom teachers will also have the opportunity to volunteer to participate in learning walks with principal to improve instructional practice as related to their content area. Job embedded grade level collaboration will focus on data and provide strategies for the improving instructional practice. This will include examining learning targets and using formative assessment.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal, teachers

### Strategy 2:

Continued implementation of System 44, Read 180, and Expert 21 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and Expert 21 address gaps in reading.

Activity - Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the fidelity of implementation of System 44, Read 180, and Expert 21 through classroom walk throughs and data reports from System 44 and Read 180. Coach teachers on the use of data reports and hold bi-monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal, and district consultants
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Activity - Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program teachers, administrators, language arts teachers, and special education teachers will collaborate to monitor progress and data from System 44, Read 180, and Expert 21 to develop specific intervention plans for students who are not making growth.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal, teachers

### Strategy 3:

Progress Monitoring - Teachers will collaborate to use progress monitoring data to make instructional decisions for students.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, FRYSC, Guidance Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counslors

### Strategy 4:

Continue Literacy Design Collaborative Work - Language arts teachers will continue their work in the Literacy Design Collaborative (LDC).

Activity - LDC Module Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	05/31/2013	05/31/2014	\$0	No Funding Required	Language arts teachers, district consultants, principal, and assistant principal
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## Goal 2: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.

### Measurable Objective 1:

collaborate to increase proficiency in math among all students from 44.7% in May 2013 to 55.1% on KPREP by 05/31/2014 as measured by School report card delivery targets.

### Strategy 1:

Targeted Interventions During RTI - Students will receive targeted instruction during math RTI based on MAP RIT scores.

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	principal, assistant principal

### Strategy 2:

Enrichment Opportunities - Students performing below benchmark will have the opportunity to participate in additional enrichment opportunities.

Activity - Do the Math Now	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below benchmark in math will be provided the opportunity to take Do the Math Now to provide extra enrichment in math.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	Do the Math Now teachers, counselors

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	06/01/2013	05/31/2014	\$0	No Funding Required	Compass administrator, math teachers

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### Strategy 3:

8th Grade Co-Taught Math Class - Based on MAP data, 8th graders performing below benchmark will participate in a math class co-taught by two highly qualified math teachers. The teachers will use data and formative assessment to monitor student progress, address misconceptions, and prepare students for Algebra One.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment to monitor student progress and flexibly group students for small group instruction on a daily basis. Teachers will use this data with MAP data when goal setting with students and charting progress.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, principal, assistant principal, district consultant, guidance counselors

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct meetings for parents to arm parents with resources to help their child increase their math achievement. Teachers also created an Edmodo page for parents with links to class assignments and resources for extra help.	Parent Involvement	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, principal, assistant principal, FRYSC

### Strategy 4:

Continue Math Design Collaborative Work - Teachers will continue to collaborate through the Math Design Collaborative.

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet on a monthly basis in course specific groups to analyze student work around formative assessment lessons and adjust instruction based the data from student growth spreadsheet.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	math teachers, district consultants, principal, and assistant principal

### Strategy 5:

Progress Monitoring - Teachers will collaborate to analyze data related to student progress in math.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from MDC work products.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Guidance Counselors, FRYSC, Principal, Assistant Principal, District Consultant
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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Teachers, Principal, Assistant Principal, District Consultant

### Goal 3: Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.

#### Measurable Objective 1:

collaborate to increase proficiency in science among disabled students from 35.3% in May 2013 to 36.1% by 10/01/2014 as measured by School report card delivery targets.

#### Strategy 1:

Targeted interventions during RTI - Students with disabilities will receive targeted instruction on science RTI days.

Activity - Collaboration between Science and Special Education teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate with special education teachers to identify the needs of disabled students based on MAP RIT data and use this information to plan targeted interventions for students with disabilities during days designed for science RTI.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for special education students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal

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### Strategy 2:

Collaboration between Science and Special Education Teachers - Science teachers will collaborate with special education teachers to identify areas of student misconceptions.

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate with special education teachers to ensure the use of instructional strategies which will meet the needs of special education students.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers
Activity - Monitoring of Collaboration between Science and Special Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor collaboration between science and special education teachers by attending planning sessions and observing lessons.	Other	06/01/2013	05/31/2014	\$0	No Funding Required	Principal, assistant principal
Activity - Identification of Gaps in Core Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and science teachers will collaborate to identify gaps in science core content knowledge using analysis of common assessments. Teachers will work together to develop strategies to close these gaps.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Science teachers, special education teachers

## Goal 4: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.

### Measurable Objective 1:

collaborate to increase proficiency in writing from 31.2% in May 2013 to 53.9% by 10/01/2014 as measured by School report card delivery targets.

### Strategy 1:

Development of Schoolwide Writing Non-Negotiables - Language arts teachers will collaborate to develop schoolwide writing non-negotiables.

Activity - Schoolwide Commitment to Writing Non-Negotiables	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers

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### Strategy 2:

School wide On-Demand Writing - All students will participate in two schoolwide On-Demand writings. All teachers will be trained to score the on-demand writing using the state rubric.

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators, media specialist, guidance counselors

Activity - Identification of Schoolwide Trends in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators

Activity - Implementation of Strategies to Address Schoolwide Writing Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	06/01/2013	05/31/2014	\$0	No Funding Required	All Woodland Middle School teachers, administrators

## Goal 5: Woodland Middle School Tell Survey Goal

### Measurable Objective 1:

collaborate to increase the percentage of teachers who feel involved in School Improvement Planning from 62% in May 2013 to 82% by 05/31/2015 as measured by TELL survey data.

### Strategy 1:

Implementation of Wildcat Council - Woodland will create a Leadership Team. This team will be made of teachers who represent each grade level and content area. They will be involved in the school improvement planning processes.

Activity - Support Implementation of Wildcat Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrative team will collaborate with teacher leaders in the building to facilitate the school improvement planning process.	Other	01/01/2014	10/01/2015	\$0	No Funding Required	Principal, assistant principal, Wildcat Council Members, FRYSC
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Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings, leading professional development, and providing input into the school improvement planning process.	Professional Learning	01/03/2013	05/31/2015	\$0	No Funding Required	Principal, assistant principal, teachers

## Goal 6: Woodland Middle School Program Review Goal

### Measurable Objective 1:

collaborate to increase the percentage of standards that were Proficient in 2013 from 68% in May 2013 to 72.2% by 05/31/2014 as measured by Program Review scores in all three areas..

### Strategy 1:

Increase Collaboration - Teachers will collaborate to share and collect evidence for program review.

Activity - Teacher Training on Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning based on the program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of program review.	Professional Learning	06/01/2013	05/31/2014	\$0	No Funding Required	Elective teachers, writing cluster leader, principal, and assistant principal

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate writing in all content areas, as well as practical living and humanities skills across all curriculums. Teachers will also collaborate to develop a system to collect evidence and artifacts for program review on a monthly basis.	Policy and Process	06/01/2013	05/31/2014	\$0	No Funding Required	teachers, principal, assistant principal

## Goal 7: Next Generation Professionals: Percentage of Proficient Certified Staff

### Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX% in May 31, 2015 to YY% by 05/31/2020 as measured by evaluation results..

### Strategy 1:

PGES - Collaborate to ensure both principal and teacher understanding of TPGES components and expectations

Activity - Collaboration between Teachers and Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practice Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Teachers, Principal, Assistant Principal

### Strategy 2:

Professional Learning and Support - Provide teachers with professional learning and support around TPGES.

Activity - Development of a School Wide Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	No Funding Required	Principal, Assistant Principal, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Teachers	All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators, media specialist, guidance counselors
Do the Math Now	Students performing below benchmark in math will be provided the opportunity to take Do the Math Now to provide extra enrichment in math.	Academic Support Program	06/01/2013	05/31/2014	\$0	Do the Math Now teachers, counselors
Formative Assessment	Teachers will use formative assessment to monitor student progress and flexibly group students for small group instruction on a daily basis. Teachers will use this data with MAP data when goal setting with students and charting progress.	Direct Instruction	06/01/2013	05/31/2014	\$0	math teachers, principal, assistant principal, district consultant, guidance counselors
Collaboration between Science and Special Education teachers	Science teachers will collaborate with special education teachers to identify the needs of disabled students based on MAP RIT data and use this information to plan targeted interventions for students with disabilities during days designed for science RTI.	Direct Instruction	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	Monitor the fidelity of implementation of System 44, Read 180, and Expert 21 through classroom walk throughs and data reports from System 44 and Read 180. Coach teachers on the use of data reports and hold bi-monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	06/01/2013	05/31/2014	\$0	principal, assistant principal, and district consultants
Parental Involvement	Teachers will conduct meetings for parents to arm parents with resources to help their child increase their math achievement. Teachers also created an Edmodo page for parents with links to class assignments and resources for extra help.	Parent Involvement	06/01/2013	05/31/2014	\$0	math teachers, principal, assistant principal, FRYSC

# Comprehensive School Improvement Plan

Woodland Middle School

LDC Module Work	Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	05/31/2013	05/31/2014	\$0	Language arts teachers, district consultants, principal, and assistant principal
Monitoring of Collaboration between Science and Special Education Teachers	The administrative team will monitor collaboration between science and special education teachers by attending planning sessions and observing lessons.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal
Collaboration between Teachers and Administrators	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practice Rubric and expectations.	Professional Learning	01/01/2014	05/31/2015	\$0	Teachers, Principal, Assistant Principal
Development of a School Wide Professional Learning Plan	Develop a school wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Professional Learning	01/01/2014	05/31/2015	\$0	Principal, Assistant Principal, Teachers
Teacher Training on Program Review	All teachers will participate in professional learning based on the program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of program review.	Professional Learning	06/01/2013	05/31/2014	\$0	Elective teachers, writing cluster leader, principal, and assistant principal
Data Meetings	Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, FRYSC, Guidance Counselors
Identification of Schoolwide Trends in Writing	Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators
Continued Professional Development on Springboard Implementation	Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analysis of student work focused on Common Core alignment.	Professional Learning	06/01/2013	05/31/2014	\$0	Principal, assistant principal, grade level cadres, teachers

# Comprehensive School Improvement Plan

Woodland Middle School

Monitor Implementation of Targeted Instruction During RTI	The administrative team will monitor the implementation of targeted instruction for special education students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal
Support Implementation of Wildcat Council	Administrative team will collaborate with teacher leaders in the building to facilitate the school improvement planning process.	Other	01/01/2014	10/01/2015	\$0	Principal, assistant principal, Wildcat Council Members, FRYSC
Implementation of Strategies to Address Schoolwide Writing Trends	After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers, administrators
Analysis of Student Work	Teachers meet on a monthly basis in course specific groups to analyze student work around formative assessment lessons and adjust instruction based the data from student growth spreadsheet.	Professional Learning	06/01/2013	05/31/2014	\$0	math teachers, district consultants, principal, and assistant principal
Compass Learning	Students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	06/01/2013	05/31/2014	\$0	Compass administrator, math teachers
Instructional Strategies	Science teachers will collaborate with special education teachers to ensure the use of instructional strategies which will meet the needs of special education students.	Direct Instruction	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Continued Monitoring of Classroom Instruction	We will continue to monitor classroom instruction through learning walks. Teachers will receive coaching based on the Professional Practices Rubric. Classroom teachers will also have the opportunity to volunteer to participate in learning walks with principal to improve instructional practice as related to their content area. Job embedded grade level collaboration will focus on data and provide strategies for the improving instructional practice. This will include examining learning targets and using formative assessment.	Professional Learning	06/01/2013	05/31/2014	\$0	principal, assistant principal, teachers
Curriculum Alignment	All teachers will incorporate writing in all content areas, as well as practical living and humanities skills across all curriculums. Teachers will also collaborate to develop a system to collect evidence and artifacts for program review on a monthly basis.	Policy and Process	06/01/2013	05/31/2014	\$0	teachers, principal, assistant principal
Schoolwide Commitment to Writing Non-Negotiables	All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	06/01/2013	05/31/2014	\$0	All Woodland Middle School teachers

# Comprehensive School Improvement Plan

Woodland Middle School

Monitor Implementation of Targeted Instruction During RTI	The administrative team will monitor the implementation of targeted instruction for students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0	principal, assistant principal
Data Analysis	Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, District Consultant
Data Analysis	Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Principal, Assistant Principal, Guidance Counslors
Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Program teachers, administrators, language arts teachers, and special education teachers will collaborate to monitor progress and data from System 44, Read 180, and Expert 21 to develop specific intervention plans for students who are not making growth.	Other	06/01/2013	05/31/2014	\$0	Principal, assistant principal, teachers
Identification of Gaps in Core Content	Special education and science teachers will collaboarte to identify gaps in science core content knowledge using analysis of common assessments. Teachers will work together to develop strategies to close these gaps.	Professional Learning	06/01/2013	05/31/2014	\$0	Science teachers, special education teachers
Teacher Leadership	Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings, leading professional development, and providing input into the school improvement planning process.	Professional Learning	01/03/2013	05/31/2015	\$0	Principal, assistant principal, teachers
Data Meetings	Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of indiviual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from MDC work products.	Professional Learning	06/01/2013	05/31/2014	\$0	Teachers, Guidance Counselors, FRYSC, Principal, Assistant Principal, District Consultant
<b>Total</b>					<b>\$0</b>	

**KDE Needs Assessment**

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## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

As we reflect on the data as a school, we are searching for insight to the following questions:

What are our areas of strength and areas of improvement based on KPREP data?

How can we use the data to develop a plan for improvement?

How can we identify and isolate programs and strategies which worked from the previous year?

The examination of the data allowed us to identify areas of strength and target areas of improvement. It also gave us insight into our school wide program and allowed us to target programs and strategies which were successful. Our data allows us to identify subgroups of students we need to target however it does not explain why these students are not performing at the level they should be performing.

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## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Woodland Middle School has several reasons to celebrate. We are now in the 68th percentile of all middle schools in Kentucky based on 2013 KPREP results compared to the 64th percentile the previous year. We credit the improvement with the following actions which we will continue to seek avenues to improve on these practices.

Teachers goal set with all students for MAP testing to focus on academic growth and mastery of the standards.

Teachers used MAP data to provide targeted, flexible instruction for all students within the regular classroom environment.

Teachers flexibly grouped students based on RIT scores in reading and math for 30 minutes a day to provide remediation for struggling students and extension instruction for high performing students.

Teachers implemented the rigorous Springboard curriculum in math and English to prepare students for college and career readiness.

Students performing below grade level reading benchmarks received instruction through Read 180 and System 44 to remediate so they will be able to meet grade level expectations.

In addition to moving from the 64th percentile to the 68th percentile as a school, fifty five percent of Woodland students were in the Proficient or Distinguished category in reading based on 2013 KPREP scores. This is significantly higher than the state average of fifty one percent. We credit our success in reading on the following actions which will continue to reflect and improve on these practices:

Woodland Middle School added an additional tier of reading intervention with System 44. This intervention addressed the needs of our most struggling readers because it addresses basic reading skills.

Teachers were trained extensively in Springboard instructional strategies.

Language arts teachers collaborated with district consultants to improve instruction.

Sixty-four percent of Woodland students showed growth in the combined reading and math growth category based on 2013 KPREP scores. This is significantly higher than the state average of fifty nine percent. We attribute this growth to the following in math and reading to the following practices:

Expeert 21 was introduced as an additional language arts curriculum to address the gap between students who exit Read 180 and are not ready for Springboard.

Teachers participated in a variety of opportunities to strengthen their Springboard pedagogy in both language arts and math. These opportunities included collaboration with district consultants and job embedded training.

Do the Math Now was added as an intervention to assist our students who were performing below benchmark in math.

Teachers used RTI time to challenge our top performing students.

Collaboration increased between our special education teachers and regular education teachers.

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

Only 30.3% of students met the college and career readiness benchmark in math compared to 43.2% in reading.

We need to continue implementing Springboard with integrity so students are receiving challenging and rigorous instruction. We will continue with job embedded time focused on improving math Springboard instruction and implementing targeted skill instruction based on EXPLORE item analysis. Teachers will develop specific lessons during our RTI time to challenge and push our proficient and distinguished students. Teachers will use item analysis data to target individual needs based on 7th grade Explore scores. 7th grade students will goal set based on Explore results before taking 8th grade Explore.

Teachers will engage students in intentional, in-class instruction to focus on identified needs from Explore results in 7th grade. Teachers will use the data provided by 7th grade EXPLORE in planning 7th and 8th grade instruction

Only 44.7% of math students scored at the Proficient/Distinguished level compared to 48.1% in the district.

We will create a math department goal, steps to achieving the goal, and regular monitoring of progress toward goal. This will provide a laser like focus to work. Job embedded time will focus on improving math pedagogy and using data to differentiate based on student needs.

Teachers will use MAP data to differentiate, and target instruction for students. Teachers will continue with the fidelity of implementation with Springboard. Collaboration among math teachers in PLCs and with the district consultant will continue. All teachers will goal set with all students focusing on growth. Intentional classroom based instruction to address identified gaps in student mastery will continue to occur. The creation of an 8th Grade co-taught math class to serve the needs of students below benchmark in math. We will continue challenging students through a rigorous curriculum so they will make growth.

Only 31.2% of 6th and 8th grade students scored at the Proficient/Distinguished level in writing compared to 41.3% in the district and 43.4% in the state.

The creation of and commitment from every teacher to school wide commitment Writing Non-Negotiables will improve our students writing scores. We are committed to providing more opportunities to practice writing, including in our encore and elective classes. We will implement two school wide on-demand writing practices to give students the opportunity to experience an on-demand writing which will include the analysis of on-demand writing pieces by all teachers to identify school wide trends in writing. We will develop strategies to address school wide trends in writing based on the on-demand analysis. We will continue to work on the development of a common language among language arts teachers about writing. PLCs for teachers focused on integrating writing into the content area classroom will build teacher pedagogy.

Continue to increase the number of students with disabilities performing at the Proficient and Distinguished levels in all tested areas.

We will continue collaboration among special education teachers and regular education teachers to develop strategies to help students grow. We will begin sharing of progress monitoring data of special education teachers with content area teachers. We will continue providing support and training for instructional aides on strategies to work with students. We will continue job-embedded PD to focus on effective co-teaching strategies in collaborative classes. We will continue opportunities for professional development for special education teachers in all content area.

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## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Data is a powerful tool. It allows you to see your areas of strength and identify areas of improvement. Woodland Middle School has shown tremendous growth in the span of a year. We are confident the plans we have developed will continue to impact student achievement as Woodland Middle School strives for improvement. Our next step as a school will be to continue to monitor the implementation of our plans we have developed to address our areas of improvement. We will continue to use MAP data to guide decisions as we reflect on the fidelity of the implementation of our action plans.

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## KDE Assurances - School

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## Introduction

KDE Assurances - School

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Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	Not applicable	

# Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not applicable	

# Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not applicable	

# Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

# Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

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## School Safety Diagnostic

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## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The policy was approved on September 23, 2013.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Approved by SBDM on Sept. 23, 2013.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Sept. 5, 2013 reviewed by first responders. Sept. 23, 2013 reviewed by SBDM.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	We reviewed as much as we had completed on the plan. Next year, our policy we will have our plan completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

# Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Date: September 19, 2013	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# Compliance and Accountability - Middle Schools

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Woodland Middle School Tell Survey Goal

**Measurable Objective 1:**

collaborate to increase the percentage of teachers who feel involved in School Improvement Planning from 62% in May 2013 to 82% by 05/31/2015 as measured by TELL survey data.

**Strategy1:**

Implementation of Wildcat Council - Woodland will create a Leadership Team. This team will be made of teachers who represent each grade level and content area. They will be involved in the school improvement planning process.

Research Cited:

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Foster teacher leadership within the building by giving teachers opportunity to participate in shared decision making through team meetings, leading professional development, and providing input into the school improvement planning process.	Professional Learning	01/03/2013	05/31/2015	\$0 - No Funding Required	Principal, assistant principal, teachers

Activity - Support Implementation of Wildcat Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the school improvement planning process.	Other	01/01/2014	10/01/2015	\$0 - No Funding Required	Principal, assistant principal, Wildcat Council Members, FRYSC

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

**Goal 1:**

Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.

**Measurable Objective 1:**

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.6% in May 2013 to 64.2% by

# Comprehensive School Improvement Plan

Woodland Middle School

10/01/2014 as measured by school report card delivery targets.

## Strategy1:

Continue Literacy Design Collaborative Work - Language arts teachers will continue their work in the Literacy Design Collaborative (LDC).

Research Cited:

Activity - LDC Module Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	05/31/2013	05/31/2014	\$0 - No Funding Required	Language arts teachers, district consultants, principal, and assistant principal

## Strategy2:

Best Practices for Common Core - This strategy will increase teacher proficiency and knowledge of the Common Core standards which will impact student achievement.

Research Cited:

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to monitor classroom instruction through learning walks. Teachers will receive coaching based on the Professional Practices Rubric. Classroom teachers will also have the opportunity to volunteer to participate in learning walks with principal to improve instructional practice as related to their content area. Job embedded grade level collaboration will focus on data and provide strategies for the improving instructional practice. This will include examining learning targets and using formative assessment.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	principal, assistant principal, teachers

Activity - Continued Professional Development on Springboard Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analysis of student work focused on Common Core alignment.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Principal, assistant principal, grade level cadres, teachers

## Strategy3:

Continued implementation of System 44, Read 180, and Expert 21 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and Expert 21 address gaps in reading.

Research Cited:

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Activity - Monitor fidelity of Implementation of System 44, Read 180, and Expert 21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the fidelity of implementation of System 44, Read 180, and Expert 21 through classroom walk throughs and data reports from System 44 and Read 180. Coach teachers on the use of data reports and hold bi-monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	principal, assistant principal, and district consultants

Activity - Progress Monitoring of students in System 44, Read 180, Expert 21, and Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program teachers, administrators, language arts teachers, and special education teachers will collaborate to monitor progress and data from System 44, Read 180, and Expert 21 to develop specific intervention plans for students who are not making growth.	Other	06/01/2013	05/31/2014	\$0 - No Funding Required	Principal, assistant principal, teachers

## Strategy4:

Progress Monitoring - Teachers will collaborate to use progress monitoring data to make instructional decisions for students.

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	06/01/2013	05/31/2014	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, FRYSC, Guidance Counselors

## Goal 2:

Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.

### Measurable Objective 1:

collaborate to increase proficiency in math among all students from 44.7% in May 2013 to 55.1% on KPREP by 05/31/2014 as measured by School report card delivery targets.

# Comprehensive School Improvement Plan

Woodland Middle School

## Strategy1:

Continue Math Design Collaborative Work - Teachers will continue to collaborate through the Math Design Collaborative.

Research Cited:

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet on a monthly basis in course specific groups to analyze student work around formative assessment lessons and adjust instruction based the data from student growth spreadsheet.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	math teachers, district consultants, principal, and assistant principal

## Strategy2:

8th Grade Co-Taught Math Class - Based on MAP data, 8th graders performing below benchmark will participate in a math class co-taught by two highly qualified math teachers. The teachers will use data and formative assessment to monitor student progress, address misconceptions, and prepare students for Algebra One.

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct meetings for parents to arm parents with resources to help their child increase their math achievement. Teachers also created an Edmodo page for parents with links to class assignments and resources for extra help.	Parent Involvement	06/01/2013	05/31/2014	\$0 - No Funding Required	math teachers, principal, assistant principal, FRYSC

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment to monitor student progress and flexibly group students for small group instruction on a daily basis. Teachers will use this data with MAP data when goal setting with students and charting progress.	Direct Instruction	06/01/2013	05/31/2014	\$0 - No Funding Required	math teachers, principal, assistant principal, district consultant, guidance counselors

## Strategy3:

Targeted Interventions During RTI - Students will receive targeted instruction during math RTI based on MAP RIT scores.

Research Cited:

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0 - No Funding Required	principal, assistant principal

## Strategy4:

Progress Monitoring - Teachers will collaborate to analyze data related to student progress in math.

Research Cited:

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from MDC work products.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Teachers, Guidance Counselors, FRYSC, Principal, Assistant Principal, District Consultant

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job embedded professional development on the analysis of MAP data. Teachers will use MAP data to develop interventions for students performing below benchmark in math.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, District Consultant

### Strategy5:

Enrichment Opportunities - Students performing below benchmark will have the opportunity to participate in additional enrichment opportunities.

Research Cited:

Activity - Do the Math Now	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below benchmark in math will be provided the opportunity to take Do the Math Now to provide extra enrichment in math.	Academic Support Program	06/01/2013	05/31/2014	\$0 - No Funding Required	Do the Math Now teachers, counselors

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to access Compass learning before and afterschool and from home to address skill deficiencies.	Academic Support Program	06/01/2013	05/31/2014	\$0 - No Funding Required	Compass administrator, math teachers

### Goal 3:

Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.

### Measurable Objective 1:

collaborate to increase proficiency in writing from 31.2% in May 2013 to 53.9% by 10/01/2014 as measured by School report card delivery targets.

### Strategy1:

Development of Schoolwide Writing Non-Negotiables - Language arts teachers will collaborate to develop schoolwide writing non-negotiables.

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Research Cited:

Activity - Schoolwide Commitment to Writing Non-Negotiables	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	06/01/2013	05/31/2014	\$0 - No Funding Required	All Woodland Middle School teachers

## Strategy2:

School wide On-Demand Writing - All students will participate in two schoolwide On-Demand writings. All teachers will be trained to score the on-demand writing using the state rubric.

Research Cited:

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	All Woodland Middle School teachers, administrators, media specialist, guidance counselors

Activity - Implementation of Strategies to Address Schoolwide Writing Trends	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	06/01/2013	05/31/2014	\$0 - No Funding Required	All Woodland Middle School teachers, administrators

Activity - Identification of Schoolwide Trends in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	All Woodland Middle School teachers, administrators

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Gap Goal: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in science among our special education student population.

## Measurable Objective 1:

collaborate to Increase proficiency in science among disabled students from 35.3% in May 2013 to 36.1%. by 10/01/2014 as measured by

# Comprehensive School Improvement Plan

Woodland Middle School

School report card delivery targets.

## Strategy1:

Collaboration between Science and Special Education Teachers - Science teachers will collaborate with special education teachers to identify areas of student misconceptions.

Research Cited:

Activity - Identification of Gaps in Core Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and science teachers will collaborate to identify gaps in science core content knowledge using analysis of common assessments. Teachers will work together to develop strategies to close these gaps.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Science teachers, special education teachers

Activity - Monitoring of Collaboration between Science and Special Education Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor collaboration between science and special education teachers by attending planning sessions and observing lessons.	Other	06/01/2013	05/31/2014	\$0 - No Funding Required	Principal, assistant principal

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will collaborate with special education teachers to ensure the use of instructional strategies which will meet the needs of special education students.	Direct Instruction	06/01/2013	05/31/2014	\$0 - No Funding Required	Science teachers, special education teachers

## Strategy2:

Targeted interventions during RTI - Students with disabilities will receive targeted instruction on science RTI days.

Research Cited:

Activity - Monitor Implementation of Targeted Instruction During RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor the implementation of targeted instruction for special education students delivered during RTI.	Other	06/01/2013	05/31/2014	\$0 - No Funding Required	Principal, assistant principal

Activity - Collaboration between Science and Special Education teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will collaborate with special education teachers to identify the needs of disabled students based on MAP RIT data and use this information to plan targeted interventions for students with disabilities during days designed for science RTI.	Direct Instruction	06/01/2013	05/31/2014	\$0 - No Funding Required	Science teachers, special education teachers

# Comprehensive School Improvement Plan

Woodland Middle School

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## Goal 1:

Woodland Middle School Program Review Goal

## Measurable Objective 1:

collaborate to increase the percentage of standards that were Proficient in 2013 from 68% in May 2013 to 72.2% by 05/31/2014 as measured by Program Review scores in all three areas..

## Strategy1:

Increase Collaboration - Teachers will collaborate to share and collect evidence for program review.

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate writing in all content areas, as well as practical living and humanities skills across all curriculums. Teachers will also collaborate to develop a system to collect evidence and artifacts for program review on a monthly basis.	Policy and Process	06/01/2013	05/31/2014	\$0 - No Funding Required	teachers, principal, assistant principal

Activity - Teacher Training on Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional learning based on the program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of program review.	Professional Learning	06/01/2013	05/31/2014	\$0 - No Funding Required	Elective teachers, writing cluster leader, principal, and assistant principal