Comprehensive School Improvement

Plan

Woodland Middle School

Kenton County

Mr. Jerry Cline, Principal
5399 Old Taylor Mill Rd
Taylor Mill, KY 41015

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic WMS

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

75.61% of teachers with 4 or more years of experience

3/4 of the teachers (31) in the building are experienced educators

17.07% of teachers with 1-3 years of experience

7 teachers with 1-3 years of experience

7.32% of KTIP, new or emergency certified

3 KTIP teachers

49.02% of students from poverty (free/reduced priced meals)

351 students, almost 1/2 of the WMS student population on free or reduced priced meals

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

A barrier and challenge at Woodland is that we have 356 students who receive free/reduced priced meals. This is about 1/2 of our student population. It is evident that we have a large number of students that come from a challenging home life. This is a barrier that we continue to address for our students in need.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals WMS

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Woodland Middle School Tell Survey Goal 2016-17

Measurable Objective 1:

collaborate to increase the percent of teachers who feel that the non-instructional time provided for teachers at Woodland is sufficient from 58.1% in May 2015 to 70% by 05/31/2017 as measured by TELL survey data.

Strategy1:

Implementation of Instructional Technology resources - Teachers will be trained on how to best use Edgenuity, Grade Cam, Mastery Connect and Brain Pop with students..

Category: Continuous Improvement

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 opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

Activity - Support Implementation of Instuctional Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM Council - Amy Eads, Tyler Lucas, Allison Stacy-Schaefer, Erin Jordan, Toni Walden

PTSA - Toni Walden, Terrah Kelly

Administrative Team - Dave Campbell, Kelly Dolwick, Rachel Retherford

Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	**Response**	**Rating**
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 2.83

	Statement or Question	**Response**	**Rating**
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	**Response**	**Rating**
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

We are dedicated to meeting the needs of our students and we welcome all stakeholders to assist in the education of our students

Report Summary

Scores By Section

Section Score

SY 2016-2017

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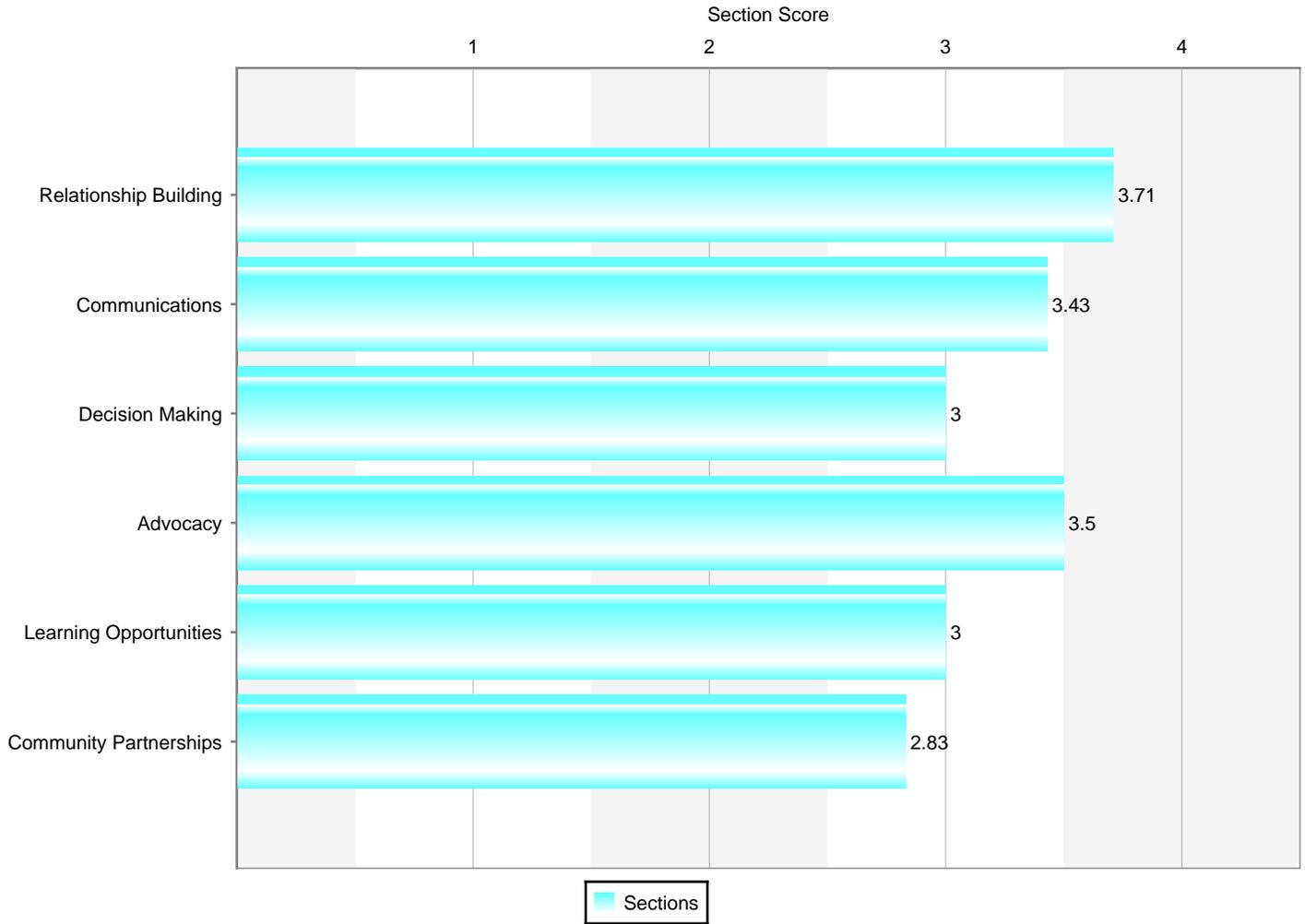
Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Woodland Middle School solicits feedback from a variety of stakeholders as we developed our school improvement plan. The first phase of the process was the data roll out in October. The principal met with the staff as a group to discuss school trends. This meeting occurred after school. This moved to the next phase which involved teachers looking at their data by content area. This occurred during the school day in content based PLC's. This led to the initial formulation of the goals and strategies in the plan. School wide trends were shared with parents during Parent/Teacher Conference Night in October. The event was held in the evening to accommodate the schedules of our busy parents. The next phase involved our SBDM Council. They examined the data, offered feedback, and helped formulate it into a report to our Board of Education. The principal presented the basis of the school improvement plan to the Board of Education. At this meeting, the Board of Education had the opportunity to ask questions and provide feedback. The final phase of the process involved the SBDM Council giving final approval to the plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Woodland Middle School strives to ensure representation of all stakeholders. In this process, all Woodland Middle School teachers and staff had the opportunity to provide input into the plan and its formulation of goals and strategies based on the data provided. The principal and administrative staff collaborated to insure the developed plan met the requirements set forth by the KY Department of Education. The SBDM Council revised and approved the final plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to stakeholders in a variety of ways. The plan was discussed with teachers and staff during PLC's. Information about the plan was provided in our school newsletter. The article highlighted aspects of the plan and encouraged parents to read the entire plan which is posted on our website. Paper copies are in our front office for parents and visitors to look through while visiting our school. Stakeholders are updated about our progress toward our goals. Updates occur in our newsletter and during PLCs with teachers. SBDM is updated on our progress on a monthly basis.

Phase I - Needs Assessment

Introduction

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

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?

Woodland analyzes data frequently to make informed decisions about instructional programs and interventions throughout the school. Data analysis is part of our Professional Learning plan and embedded throughout the professional learning community meetings.

All Students take the MAP assessment three times per year. After each testing session, the data is analyzed by content and grade level teachers. Instructional needs and next steps are then determined. KPREP assessment data is also analyzed. Last year's assessment data for grades identified the school as Needs Improvement/Progressing.

Data Analysis for Woodland. The achievement score for all content areas increased except for Writing Mechanics.

Reading Proficiency increased from 49.5% to 55%.

Math Proficiency increased from 43.7% to 50.5%.

Proficiency in reading and math among special education students decreased from 23.2% to 13.0%. This is an area that we are continuing to work on.

The overall Program Review score increased to receive the maximum points of 23.

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?

Our areas of strength are that we increased our our overall accountability score from a 59.3 to a 62.2. Although this is an improvement we have targeted other areas in which we must improve to increase our overall accountability score.

We must improve in the areas of Math and Reading among our GAP group and specifically Math and Reading among our special education population. We must continue to reduce novice in all assessed areas and continue a laser like focus on making sure that all students are getting quality instruction.

We are implementing a building wide vision at Woodland. That vision is that Woodland is the place to be engaged bell to bell learning, every minute of every day in every classroom.

Opportunities for Improvement

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

One area of improvement is to increase proficiency in our GAP population of students.

We want to increase the number of students scoring proficient and distinguished in reading among the non-duplicated gap group from 40.8% in 2016 to 59.8% on KPREP by October of 2017.

To achieve this goal we have done the following:

Added 25 minutes of instruction to reading intervention programs

Added an additional Language Arts teacher

Language Arts teachers meeting in bi-monthly PLCs to analyze assessment data to identify students in need of improvement

We want to also increase the number of students scoring proficient and distinguished on math KPREP from 50.7% in 2016 to 62.6% by October of 2017.

To achieve this goal we have done the following:

Added 2 sections of the Math 180 intervention program

Added 25 minutes of RTI instruction to the master schedule

Math teachers meeting in bi-monthly PLCs to analyze assessment data to identify students in need of improvement

Conclusion

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

The next steps in addressing the areas of concern are to continue to meet with teachers in Professional Learning Communities to analyze assessment data.

This includes MAP results in Reading and Math and also Read 180 and Math 180 data reports. We must continue to identify those students who are not growing or achieving in the manner that they should be.

We must continue to differentiate instruction to best meet the needs of all students. For students who consistently perform below grade level we must implement an intervention to address the skill deficit.

2016-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Plan for Comprehensive School Improvement Plan

Plan Description

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	Reading Proficiency/College and Career Readiness 2016-17	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$0
2	Gap Goal 2016-17	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0
3	Writing Proficiency 2016-17	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
4	Woodland Middle School Tell Survey Goal 2016-17	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Woodland Middle School Program Review Goal 2016-17	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	Math Proficiency/College and Career Readiness 2016-17	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$0
7	Wellness 2016-17	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
8	Novice Reduction 2016-17	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0

Goal 1: Reading Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.2% in May 2016 to 68.2% by 10/02/2017 as measured by school report card delivery targets.

Strategy 1:

Best Practices for English Language Arts - This strategy will increase student proficiency in ELA through on-going coaching and feedback to ELA teachers.

Category: Continuous Improvement

Activity - Increased differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A total of 25 minutes of instruction has been added to increase differentiation and allow teachers to use flexible grouping with students to address learning gaps.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	$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
School administrators will continue to monitor classroom instruction through targeted PPR walks. Teachers will receive coaching in the areas of meaningful engagement, formative assessment, accountable talk, and collaborative learning.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	principal, assistant principal, teachers

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Added an additional ELA teacher. This reduced class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0	General Fund	Teachers, Administrators

Strategy 2:

Reading Intervention Programs - Various Reading Intervention programs will be added or will continue to be refined.

Category: Continuous Improvement

Activity - Read 180, System 44, E21, Reading Counts, Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180, System 44, E21, Reading Counts, and Edgenuity used to address areas of gaps in reading.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Teachers, Instructional Assistants

Activity - Special Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will serve as co-teachers to the Read 180 and System 44 intervention structures.	Direct Instruction	08/17/2016	05/31/2017	$0	General Fund	Administrators, ELA teachers, Special Education Teachers

Strategy 3:

Data Driven PLCs - English Language Arts teachers will meet in bi-monthly PLCs to analyze various data points to improve student learning.

Category: Continuous Improvement

Activity - Teacher PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers and Special Education Teachers will meet in bi-monthly PLCs to analyze Read 180, System 44, and MAP data.	Professional Learning	08/17/2016	05/31/2017	$0	General Fund	Administrators, Teachers, District ELA consultant

Goal 2: Gap Goal 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished in Reading among the Non-Duplicated GAP group from 40.8% in 2016 to 59.8% on KPREP by 10/01/2017 as measured by School report card delivery targets.

Strategy 1:

Targeted interventions - Using ongoing assessment data (MAP results, SRI, and other formative and summative assessments) to ensure that students are receiving the appropriate intervention that is targeting their skill deficits.

Category: Continuous Improvement

Activity - Collaboration Using Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will collaborate to identify the targeted needs of Gap Group (non-duplicated) students based on data. Teachers will use this information to plan targeted interventions for Gap Group (non-duplicated) students.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	All teachers, administration, counselors, consultants

Activity - Monitor Implementation of Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers, ELA consultant and administrators will meet in bi-monthly PLCs to monitor the implementation of targeted instruction/interventions for Gap Group (non-duplicated) students. | Academic Support Program | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | Principal, assistant principal, counselors, teachers, ELA consultant |

Activity - Adopt a Wildcat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adopt a Wildcat mentoring program for GAP students who are struggling academically. Staff (including teachers and other staff members) will adopt a student or students to meet with on a regular basis to discuss academic achievement and success in the classroom.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Counselors, Teachers, Youth Service Center Coordinator, other Classified staff.

Strategy 2:

Added differentiated instructional time - 25 minutes of instruction has been added to master schedule.

Category: Continuous Improvement

Activity - Read 180, System 44, E21	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
25 minutes of instructional time added to the Read 180, System 44, and E21 reading intervention programs.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Teachers, administrators, counselors

Strategy 3:

Added Teacher - Added ELA teacher.

Category: Continuous Improvement

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Added an additional ELA teacher. This reduces class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0	General Fund	Administrators, Teachers, Counselors

Goal 3: Writing Proficiency 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished in Writing from 40.4% in 2016 to 59.1% on KPREP by 10/17/2016 as measured by School report card delivery targets.

Strategy 1:

Implementation Schoolwide Writing Non-Negotiables - Intense focus on the writing non-negotiables across all content areas.

Category: Career Readiness Pathways

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 and in every content area.	Direct Instruction	08/17/2016	05/31/2017	$0	No Funding Required	All Woodland Middle School teachers, administrators, staff and YSC coordinator

Activity - Student writing pieces in content areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued implementation and refinement of student created writing pieces in Language Arts, Social Studies and Science.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	administrators, teachers

Strategy 2:

School wide On-Demand Writing - All students will partcipate in 3 schoolwide On-Demand writing scrimmages. All teachers will be trained to score the on-demand writing using the state rubric.

Category: Professional Learning & Support

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained by the district ELA consultant 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	10/12/2016	05/31/2017	$0	No Funding Required	All Woodland Middle School teachers, administrators, media specialist, guidance counselors, ELA consultant

Activity - Writing Boot camps	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 students who are on the verge of achieving a higher score. These students will participate in a writing boot camp geared towards improvement in On-Demand writing.	Professional Learning, Academic Support Program	12/05/2016	05/31/2017	$0	No Funding Required	All Woodland Middle School teachers, administrators, counselors, ELA consultant

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 school-wide trends in writing, teachers will implement strategies to address deficiencies in student writing. Strategies include TECC common language.	Direct Instruction	12/05/2016	05/31/2017	$0	No Funding Required	All Woodland Middle School teachers, administrators, counselors

Goal 4: Woodland Middle School Tell Survey Goal 2016-17

Measurable Objective 1:

collaborate to increase the percent of teachers who feel that the non-instructional time provided for teachers at Woodland is sufficient from 58.1% in May 2015 to 70% by 05/31/2017 as measured by TELL survey data.

Strategy 1:

Implementation of Instructional Technology resources - Teachers will be trained on how to best use Edgenuity, Grade Cam, Mastery Connect and Brain Pop with

students..

Category: Continuous Improvement

Activity - Support Implementation of Instuctional Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	$0	No Funding Required	Principal, assistant principal, teachers, library media specialist

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 opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	$0	No Funding Required	Principal, assistant principal, teachers, library media specialist

Goal 5: Woodland Middle School Program Review Goal 2016-17

Measurable Objective 1:

collaborate to increase the Visual and Performing Arts Program total score from 9.6 in October 2016 to 10 by 10/02/2017 as measured by the Visual and Performing Arts Program review scores.

Strategy 1:

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

Category: Stakeholder Engagement

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 Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	$0	No Funding Required	Encore teachers, core teachers, principal, and assistant principal

Goal 6: Math Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished on math KPREP from 50.7% in May 2016 to 62.6% by 10/02/2017 as measured by School report card delivery targets.

Strategy 1:

Targeted Math Interventions - Students performing below grade level in Math will be placed into a Math Intervention program

Category: Continuous Improvement

Activity - Added sections of Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students performing below grade level in math will be placed in the Math 180 program. 2 additional sections of Math 180 have been added to the master schedule. This will allow teachers to target approximately 50 more students who need this intense math intervention. This program also has a consistent Instructional Assistant to assist with the instructional technology component of Math 180. | Academic Support Program | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | Math 180 teachers, counselors, administrators, Math teachers |

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access Edgenuity during, before and after school and from home and school computers to address skill deficiencies.	Academic Support Program	08/17/2016	05/31/2017	$0	No Funding Required	math teachers, library media specialist, Admin team

Activity - Added differentiated instructional time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
25 minutes of differentiated instruction has been added to allow for flexible grouping of students who are below grade level in math and need a math intervention.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Math teachers, Special Education Teachers, Math 180 instructional assistant

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible grouping of students utilizing a Math 180 hybrid program with a Special Education teacher in the resource setting to address GAP areas.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Special Education teacher, district math consultant

Activity - Flexible Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible scheduling implemented for those students in Read 180 that need a Math intervention. These students will work on the Edgenuity program 2 days per week during the independent reading portion of Read 180.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Library Media Specialist, Math Teachers, ELA teachers, Special Education Teachers

Strategy 2:

Continue Collaborative Work with Consultant - Teachers will continue to work with the district math consultant

Category: Professional Learning & Support

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will meet monthly with the district Math consultant to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	08/17/2016	10/02/2017	$0	No Funding Required	math teachers, district consultants, principal, and assistant principal

Activity - Math boot-camps and workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers are working with the district math consultant on Math boot-camps for students who are struggling with a specific skill in math. Math teachers are working with the district math consultant on Math workshops for students on the verge of increasing their achievement in math.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Math teachers, District Math consultant

Strategy 3:

Continuous Teacher improvement - Math teachers will meet in bi-monthly PLCs in the data room to identify novice students, bubble students and develop a plan of

action that includes continuous progress monitoring.

Category: Continuous Improvement

Activity - Data Driven PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet in bi-monthly PLCs to analyze continuous student achievement data.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Math Teachers

Activity - Targeted PPR Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted PPR walks and coaching around the 4 indicators of quality instruction.	Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	Administrators, Math Teachers

Goal 7: Wellness 2016-17

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members by 100% by 06/01/2017 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Stakeholder Engagement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Woodland Middle School will develop a wellness committee that will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/09/2017	05/31/2017	$0	No Funding Required	Principal, Assistant Principal, Wellness Committee Chair, YSC coordinator, School nurse

Goal 8: Novice Reduction 2016-17

Measurable Objective 1:

collaborate to reduce the percentage of students with a disability scoring novice in the area of reading from 52.8% in 2016 to 47.52% by 10/02/2017 as measured by KPREP results on the School Report Card.

Strategy 1:

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

Category: Continuous Improvement

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, SRI data, and other Reading formative and summative assessments.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	Teachers, Admin Team, District Consultant

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will meet in bi-monthly PLCs in the data room to identify Novice students and then develop a plan of action that includes continuous progress monitoring.	Professional Learning	08/17/2016	05/31/2017	$0	No Funding Required	ELA Teachers, Principal, Assistant Principal, District Consultant

Strategy 2:

Added differentiated instructional time - Added Instructional Time

Category: Continuous Improvement

Activity - Added instructional time to reading intervention programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Added 25 minutes of instructional time to the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/17/2016	05/17/2017	$0	General Fund	administrators, counselors, teachers

Activity - Special Education Teachers Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers co-teaching in the Read 180 and System 44 classrooms.	Direct Instruction	08/17/2016	05/31/2017	$0	General Fund	Special Education Teachers, ELA teachers, administrators

Strategy 3:

Added Teacher - Added an additional ELA teacher to ELA classes.

Category: Continuous Improvement

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Added an additional ELA teacher to ELA classes including the reading intervention programs (Read 180, System 44).	Class Size Reduction, Academic Support Program	08/17/2016	05/31/2017	$0	General Fund	administrators, teachers, counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Driven PLCs	Math teachers will meet in bi-monthly PLCs to analyze continuous student achievement data.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Math Teachers
Teacher PLCs	English Language Arts teachers and Special Education Teachers will meet in bi-monthly PLCs to analyze Read 180, System 44, and MAP data.	Professional Learning	08/17/2016	05/31/2017	$0	Administrators, Teachers, District ELA consultant
Added an additional ELA Teacher	Added an additional ELA teacher. This reduced class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0	Teachers, Administrators
Special Education Teachers	Special Education teachers will serve as co-teachers to the Read 180 and System 44 intervention structures.	Direct Instruction	08/17/2016	05/31/2017	$0	Administrators, ELA teachers, Special Education Teachers
Student writing pieces in content areas	Continued implementation and refinement of student created writing pieces in Language Arts, Social Studies and Science.	Academic Support Program	08/17/2016	05/31/2017	$0	administrators, teachers
Added an additional ELA Teacher	Added an additional ELA teacher to ELA classes including the reading intervention programs (Read 180, System 44).	Class Size Reduction, Academic Support Program	08/17/2016	05/31/2017	$0	administrators, teachers, counselors
Flexible Scheduling	Flexible scheduling implemented for those students in Read 180 that need a Math intervention. These students will work on the Edgenuity program 2 days per week during the independent reading portion of Read 180.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Library Media Specialist, Math Teachers, ELA teachers, Special Education Teachers
Read 180, System 44, E21	25 minutes of instructional time added to the Read 180, System 44, and E21 reading intervention programs.	Academic Support Program	08/17/2016	05/31/2017	$0	Teachers, administrators, counselors

Comprehensive School Improvement Plan
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Added an additional ELA Teacher	Added an additional ELA teacher. This reduces class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0	Administrators, Teachers, Counselors
Special Education Teachers Co-teaching	Special Education Teachers co-teaching in the Read 180 and System 44 classrooms.	Direct Instruction	08/17/2016	05/31/2017	$0	Special Education Teachers, ELA teachers, administrators
Read 180, System 44, E21, Reading Counts, Edgenuity	Read 180, System 44, E21, Reading Counts, and Edgenuity used to address areas of gaps in reading.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Teachers, Instructional Assistants
Math boot-camps and workshops	Math teachers are working with the district math consultant on Math boot-camps for students who are struggling with a specific skill in math. Math teachers are working with the district math consultant on Math workshops for students on the verge of increasing their achievement in math.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Math teachers, District Math consultant
Adopt a Wildcat	Adopt a Wildcat mentoring program for GAP students who are struggling academically. Staff (including teachers and other staff members) will adopt a student or students to meet with on a regular basis to discuss academic achievement and success in the classroom.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Counselors, Teachers, Youth Service Center Coordinator, other Classified staff.
Flexible Grouping	Flexible grouping of students utilizing a Math 180 hybrid program with a Special Education teacher in the resource setting to address GAP areas.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Special Education teacher, district math consultant
Targeted PPR Walks	Targeted PPR walks and coaching around the 4 indicators of quality instruction.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Math Teachers
Added differentiated instructional time	25 minutes of differentiated instruction has been added to allow for flexible grouping of students who are below grade level in math and need a math intervention.	Academic Support Program	08/17/2016	05/31/2017	$0	Administrators, Math teachers, Special Education Teachers, Math 180 instructional assistant
Added instructional time to reading intervention programs	Added 25 minutes of instructional time to the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/17/2016	05/17/2017	$0	administrators, counselors, teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Leadership Development	Woodland Middle School will develop a wellness committee that will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/09/2017	05/31/2017	$0	Principal, Assistant Principal, Wellness Committee Chair, YSC coordinator, School nurse
Added sections of Math 180	Students performing below grade level in math will be placed in the Math 180 program. 2 additional sections of Math 180 have been added to the master schedule. This will allow teachers to target approximately 50 more students who need this intense math intervention. This program also has a consistent Instructional Assistant to assist with the instructional technology component of Math 180.	Academic Support Program	08/17/2016	05/31/2017	$0	Math 180 teachers, counselors, administrators, Math teachers
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 and in every content area.	Direct Instruction	08/17/2016	05/31/2017	$0	All Woodland Middle School teachers, administrators, staff and YSC coordinator
Edgenuity	Students will have the opportunity to access Edgenuity during, before and after school and from home and school computers to address skill deficiencies.	Academic Support Program	08/17/2016	05/31/2017	$0	math teachers, library media specialist, Admin team
Collaboration Using Data	All teachers will collaborate to identify the targeted needs of Gap Group (non-duplicated) students based on data. Teachers will use this information to plan targeted interventions for Gap Group (non-duplicated) students.	Academic Support Program	08/17/2016	05/31/2017	$0	All teachers, administration, counselors, consultants
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, SRI data, and other Reading formative and summative assessments.	Professional Learning	08/17/2016	05/31/2017	$0	Teachers, Admin Team, District Consultant
Data Analysis	ELA teachers will meet in bi-monthly PLCs in the data room to identify Novice students and then develop a plan of action that includes continuous progress monitoring.	Professional Learning	08/17/2016	05/31/2017	$0	ELA Teachers, Principal, Assistant Principal, District Consultant

Professional Development for Teachers	All teachers will be trained by the district ELA consultant 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	10/12/2016	05/31/2017	$0	All Woodland Middle School teachers, administrators, media specialist, guidance counselors, ELA consultant
Continued Monitoring of Classroom Instruction	School administrators will continue to monitor classroom instruction through targeted PPR walks. Teachers will receive coaching in the areas of meaningful engagement, formative assessment, accountable talk, and collaborative learning.	Professional Learning	08/17/2016	05/31/2017	$0	principal, assistant principal, teachers
Teacher Training on Program Review	All teachers will participate in professional learning based on the Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	$0	Encore teachers, core teachers, principal, and assistant principal
Teacher Leadership	Foster teacher leadership within the building by giving teachers opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	$0	Principal, assistant principal, teachers, library media specialist
Analysis of Student Work	Math Teachers will meet monthly with the district Math consultant to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	08/17/2016	10/02/2017	$0	math teachers, district consultants, principal, and assistant principal
Monitor Implementation of Targeted Instruction	Teachers, ELA consultant and administrators will meet in bi-monthly PLCs to monitor the implementation of targeted instruction/interventions for Gap Group (non-duplicated) students.	Academic Support Program	08/17/2016	05/31/2017	$0	Principal, assistant principal, counselors, teachers, ELA consultant
Writing Boot camps	Teachers will score On-Demand writings. These student work samples will be used to identify students who are on the verge of achieving a higher score. These students will participate in a writing boot camp geared towards improvement in On-Demand writing.	Professional Learning, Academic Support Program	12/05/2016	05/31/2017	$0	All Woodland Middle School teachers, administrators, counselors, ELA consultant

Increased differentiated instruction	A total of 25 minutes of instruction has been added to increase differentiation and allow teachers to use flexible grouping with students to address learning gaps.	Professional Learning, Direct Instruction	08/17/2016	05/31/2017	$0	Principal, assistant principal, grade level cadres, teachers
Support Implementation of Instuctional Technology Resources	Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	$0	Principal, assistant principal, teachers, library media specialist
Implementation of Strategies to Address Schoolwide Writing Trends	After using student work samples to identify school-wide trends in writing, teachers will implement strategies to address deficiencies in student writing. Strategies include TECC common language.	Direct Instruction	12/05/2016	05/31/2017	$0	All Woodland Middle School teachers, administrators, counselors
				Total	$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

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.	N/A		

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
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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

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
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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Woodland Middle School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

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		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

Phase II - KDE Compliance and Accountability - Schools

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 2015. 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.

Planning and Accountability Requirements

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

Goal 1:

Woodland Middle School Tell Survey Goal 2016-17

Measurable Objective 1:

collaborate to increase the percent of teachers who feel that the non-instructional time provided for teachers at Woodland is sufficient from 58.1% in May 2015 to 70% by 05/31/2017 as measured by TELL survey data.

Strategy1:

Implementation of Instructional Technology resources - Teachers will be trained on how to best use Edgenuity, Grade Cam, Mastery Connect and Brain Pop with students..

Category: Continuous Improvement

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 opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

Activity - Support Implementation of Instuctional Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

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

Goal 1:

Reading Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.2% in May 2016 to 68.2% by

10/02/2017 as measured by school report card delivery targets.

Strategy1:

Best Practices for English Language Arts - This strategy will increase student proficiency in ELA through on-going coaching and feedback to ELA teachers.

Category: Continuous Improvement

Research Cited:

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Added an additional ELA teacher. This reduced class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0 - General Fund	Teachers, Administrators

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators will continue to monitor classroom instruction through targeted PPR walks. Teachers will receive coaching in the areas of meaningful engagement, formative assessment, accountable talk, and collaborative learning.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	principal, assistant principal, teachers

Activity - Increased differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A total of 25 minutes of instruction has been added to increase differentiation and allow teachers to use flexible grouping with students to address learning gaps.	Professional Learning Direct Instruction	08/17/2016	05/31/2017	$0 - No Funding Required	Principal, assistant principal, grade level cadres, teachers

Strategy2:

Data Driven PLCs - English Language Arts teachers will meet in bi-monthly PLCs to analyze various data points to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - Teacher PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers and Special Education Teachers will meet in bi-monthly PLCs to analyze Read 180, System 44, and MAP data.	Professional Learning	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Teachers, District ELA consultant

Strategy3:

Reading Intervention Programs - Various Reading Intervention programs will be added or will continue to be refined.

Category: Continuous Improvement

Research Cited:

Activity - Read 180, System 44, E21, Reading Counts, Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180, System 44, E21, Reading Counts, and Edgenuity used to address areas of gaps in reading.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Teachers, Instructional Assistants

Activity - Special Education Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will serve as co-teachers to the Read 180 and System 44 intervention structures.	Direct Instruction	08/17/2016	05/31/2017	$0 - General Fund	Administrators, ELA teachers, Special Education Teachers

Goal 2:

Math Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished on math KPREP from 50.7% in May 2016 to 62.6% by 10/02/2017 as measured by School report card delivery targets.

Strategy1:

Targeted Math Interventions - Students performing below grade level in Math will be placed into a Math Intervention program

Category: Continuous Improvement

Research Cited:

Activity - Flexible Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible scheduling implemented for those students in Read 180 that need a Math intervention. These students will work on the Edgenuity program 2 days per week during the independent reading portion of Read 180.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Library Media Specialist, Math Teachers, ELA teachers, Special Education Teachers

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to access Edgenuity during, before and after school and from home and school computers to address skill deficiencies.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	math teachers, library media specialist, Admin team

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping of students utilizing a Math 180 hybrid program with a Special Education teacher in the resource setting to address GAP areas.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Special Education teacher, district math consultant

Activity - Added differentiated instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
25 minutes of differentiated instruction has been added to allow for flexible grouping of students who are below grade level in math and need a math intervention.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math teachers, Special Education Teachers, Math 180 instructional assistant

Activity - Added sections of Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below grade level in math will be placed in the Math 180 program. 2 additional sections of Math 180 have been added to the master schedule. This will allow teachers to target approximately 50 more students who need this intense math intervention. This program also has a consistent Instructional Assistant to assist with the instructional technology component of Math 180.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Math 180 teachers, counselors, administrators, Math teachers

Strategy2:

Continue Collaborative Work with Consultant - Teachers will continue to work with the district math consultant

Category: Professional Learning & Support

Research Cited:

Activity - Math boot-camps and workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers are working with the district math consultant on Math boot-camps for students who are struggling with a specific skill in math. Math teachers are working with the district math consultant on Math workshops for students on the verge of increasing their achievement in math.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math teachers, District Math consultant

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will meet monthly with the district Math consultant to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	08/17/2016	10/02/2017	$0 - No Funding Required	math teachers, district consultants, principal, and assistant principal

Strategy3:

Continuous Teacher improvement - Math teachers will meet in bi-monthly PLCs in the data room to identify novice students, bubble students

and develop a plan of action that includes continuous progress monitoring.

Category: Continuous Improvement

Research Cited:

Activity - Data Driven PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will meet in bi-monthly PLCs to analyze continuous student achievement data.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math Teachers

Activity - Targeted PPR Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PPR walks and coaching around the 4 indicators of quality instruction.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished in Reading among the Non-Duplicated GAP group from 40.8% in 2016 to 59.8% on KPREP by 10/01/2017 as measured by School report card delivery targets.

Strategy1:

Added Teacher - Added ELA teacher.

Category: Continuous Improvement

Research Cited:

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Added an additional ELA teacher. This reduces class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Teachers, Counselors

Strategy2:

Targeted interventions - Using ongoing assessment data (MAP results, SRI, and other formative and summative assessments) to ensure that students are receiving the appropriate intervention that is targeting their skill deficits.

Category: Continuous Improvement

Research Cited:

Activity - Adopt a Wildcat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adopt a Wildcat mentoring program for GAP students who are struggling academically. Staff (including teachers and other staff members) will adopt a student or students to meet with on a regular basis to discuss academic achievement and success in the classroom.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Counselors, Teachers, Youth Service Center Coordinator, other Classified staff.

Activity - Monitor Implementation of Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, ELA consultant and administrators will meet in bi-monthly PLCs to monitor the implementation of targeted instruction/interventions for Gap Group (non-duplicated) students.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Principal, assistant principal, counselors, teachers, ELA consultant

Activity - Collaboration Using Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will collaborate to identify the targeted needs of Gap Group (non-duplicated) students based on data. Teachers will use this information to plan targeted interventions for Gap Group (non-duplicated) students.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	All teachers, administration, counselors, consultants

Strategy3:

Added differentiated instructional time - 25 minutes of instruction has been added to master schedule.

Category: Continuous Improvement

Research Cited:

Activity - Read 180, System 44, E21	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
25 minutes of instructional time added to the Read 180, System 44, and E21 reading intervention programs.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Teachers, administrators, counselors

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Reading Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 55.2% in May 2016 to 68.2% by 10/02/2017 as measured by school report card delivery targets.

Strategy1:

Best Practices for English Language Arts - This strategy will increase student proficiency in ELA through on-going coaching and feedback to ELA teachers.

Category: Continuous Improvement

Research Cited:

Activity - Increased differentiated instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A total of 25 minutes of instruction has been added to increase differentiation and allow teachers to use flexible grouping with students to address learning gaps.	Direct Instruction Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	Principal, assistant principal, grade level cadres, teachers

Activity - Added an additional ELA Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Added an additional ELA teacher. This reduced class size for ELA classes and allows for more student specific differentiation and more intense progress monitoring.	Class Size Reduction	08/17/2016	05/31/2017	$0 - General Fund	Teachers, Administrators

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators will continue to monitor classroom instruction through targeted PPR walks. Teachers will receive coaching in the areas of meaningful engagement, formative assessment, accountable talk, and collaborative learning.	Professional Learning	08/17/2016	05/31/2017	$0 - No Funding Required	principal, assistant principal, teachers

Strategy2:

Data Driven PLCs - English Language Arts teachers will meet in bi-monthly PLCs to analyze various data points to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - Teacher PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers and Special Education Teachers will meet in bi-monthly PLCs to analyze Read 180, System 44, and MAP data.	Professional Learning	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Teachers, District ELA consultant

Strategy3:

Reading Intervention Programs - Various Reading Intervention programs will be added or will continue to be refined.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will serve as co-teachers to the Read 180 and System 44 intervention structures.	Direct Instruction	08/17/2016	05/31/2017	$0 - General Fund	Administrators, ELA teachers, Special Education Teachers

Activity - Read 180, System 44, E21, Reading Counts, Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180, System 44, E21, Reading Counts, and Edgenuity used to address areas of gaps in reading.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Teachers, Instructional Assistants

Goal 2:

Math Proficiency/College and Career Readiness 2016-17

Measurable Objective 1:

collaborate to increase the number of students scoring proficient and distinguished on math KPREP from 50.7% in May 2016 to 62.6% by 10/02/2017 as measured by School report card delivery targets.

Strategy1:

Continuous Teacher improvement - Math teachers will meet in bi-monthly PLCs in the data room to identify novice students, bubble students and develop a plan of action that includes continuous progress monitoring.

Category: Continuous Improvement

Research Cited:

Activity - Targeted PPR Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PPR walks and coaching around the 4 indicators of quality instruction.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math Teachers

Activity - Data Driven PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will meet in bi-monthly PLCs to analyze continuous student achievement data.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math Teachers

Strategy2:

Continue Collaborative Work with Consultant - Teachers will continue to work with the district math consultant

Category: Professional Learning & Support

Research Cited:

Activity - Math boot-camps and workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers are working with the district math consultant on Math boot-camps for students who are struggling with a specific skill in math. Math teachers are working with the district math consultant on Math workshops for students on the verge of increasing their achievement in math.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math teachers, District Math consultant

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will meet monthly with the district Math consultant to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	08/17/2016	10/02/2017	$0 - No Funding Required	math teachers, district consultants, principal, and assistant principal

Strategy3:

Targeted Math Interventions - Students performing below grade level in Math will be placed into a Math Intervention program

Category: Continuous Improvement

Research Cited:

Activity - Added sections of Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below grade level in math will be placed in the Math 180 program. 2 additional sections of Math 180 have been added to the master schedule. This will allow teachers to target approximately 50 more students who need this intense math intervention. This program also has a consistent Instructional Assistant to assist with the instructional technology component of Math 180.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	Math 180 teachers, counselors, administrators, Math teachers

Activity - Flexible Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible scheduling implemented for those students in Read 180 that need a Math intervention. These students will work on the Edgenuity program 2 days per week during the independent reading portion of Read 180.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Library Media Specialist, Math Teachers, ELA teachers, Special Education Teachers

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping of students utilizing a Math 180 hybrid program with a Special Education teacher in the resource setting to address GAP areas.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Special Education teacher, district math consultant

Activity - Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to access Edgenuity during, before and after school and from home and school computers to address skill deficiencies.	Academic Support Program	08/17/2016	05/31/2017	$0 - No Funding Required	math teachers, library media specialist, Admin team

Activity - Added differentiated instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
25 minutes of differentiated instruction has been added to allow for flexible grouping of students who are below grade level in math and need a math intervention.	Academic Support Program	08/17/2016	05/31/2017	$0 - General Fund	Administrators, Math teachers, Special Education Teachers, Math 180 instructional assistant

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 2016-17

Measurable Objective 1:

collaborate to increase the Visual and Performing Arts Program total score from 9.6 in October 2016 to 10 by 10/02/2017 as measured by the Visual and Performing Arts Program review scores.

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

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 Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	$0 - No Funding Required	Encore teachers, core teachers, principal, and assistant principal

Executive Summary

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.

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.

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. Taylor Mill is a thriving middle class community. The majority of our families commute to Cincinnati and the surrounding areas for job opportunities due to the close proximity of I-275. Woodland Middle School is the home of the Wildcats. We currently serve 767 students in grades 6-8. 88.7% of our students are Caucasian with 3.7% of our students are Latino, 2.6% students are African American, and less than .7% of our students are Asian. 14.3% of our

students receive special education services and 46.4% of our students receive free or reduced price lunch. 1.0% of our students are English Language Learners. Woodland Middle has three structured teaching classrooms which serve the needs of our most disabled students. Woodland Middle School has 22 content area teachers. Woodland Middle School has 8 encore teachers and 10 special education teachers. We also have two full time guidance counselors, a .5 media specialist, and Family Resource Center.

Woodland Middle School is unique because the middle school shares a campus with Scott High School. This offers additional educational opportunities for both our students and students who attend Scott High School. During the 2016-2017 school year, Woodland 8th graders have the opportunity to take Geometry and elective courses at Scott High School. The administration, teachers, and staff are committed to the students of Woodland Middle School. At Woodland we are focused on

continuous growth and achievement. We look forward to challenging our students to reach their highest potential.

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 Middle School is the place to be engaged in bell to bell learning every minute of every day in every classroom. We are 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 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. The current mission statement was developed with input from teachers, parents and stakeholders and drives our work by providing focus.

Our mission statement is as follows:

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 are 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 language arts. We implement Springboard, a Pre-AP curriculum, for all of our students in math and language arts. 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. This year our students have the opportunity to audition and participate in a variety of honor choirs and band programs. We have a National Junior Art Society to support our students who excel in visual arts. Our students have the opportunity to become involved in many extracurricular activities including Academic Team, football, volleyball, basketball, track, dance team, Real Girls Stand Strong, National Junior Honor Society, Forensics, Lego League, Yearbook Club, Book-fest, Chess Club, Construction 101, Quick Recall, Scrap-booking 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 years our choral program has achieved great success:

2015-2016: 2 Students were selected to participate in KMEA All-State Choruses
2015 and 2016: 44 students were accepted into District 6 NKY Jr High Honor Choir
2016-2017: 3 students were selected to participate in KMEA All-State Choruses
Woodland Middle School Choruses received a proficient rating at KMEA Large Group Assessment in 2016
All Woodland students who participated in Solo and Ensemble in 2016 received proficient or distinguished ratings!
2016: 33 students participated in Kenton County All-Star Chorus

Our choral students also shine at the Solo and Ensemble Festival. At this festival students regularly receive Distinguished and Proficient ratings. Each year we have multiple singers selected from our program to the American Choral Directors Association and KMEA all-state choirs.

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 have received distinguished ratings at the KMEA large group assessments. All students who participated in the KMEA solo and ensemble festival received a proficient or distinguished rating.

Woodland is very proud of our award winning Forensics Team. Forensics is a drama and speech club. Students compete in tournaments during the weekends.

During the 2016-17 school year our Forensics Team achieved great success. Our students regularly receive awards at Forensics tournaments and our team achieved 3rd place a the forensics tournament at Gray Middle School.

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 for Quick Response. Woodland was also the district runner up at the Governor's Cup in the area of Quick Response.

Our students also represent us well athletically. Many of our student athletes have qualified for state competitions and our teams have won district championships.
In 2015, our football team won the league championship.
2015-2016- 7th grade boys basketball champions
2016 cheer 1st place, qualified for state
2016 MS cross country champions
2016 Wrestling state runner up

The Real Girls Stand Strong club has been featured on several local and national media outlets as well as social media for the positive

message that they are sending.

Woodland is the place to be engaged in bell to bell learning every minute of every day in every classroom. Over the next three years we have identified several areas to target for improvement. These areas include: a continued focus on reading,writing, and increasing the KPREP proficiency of our GAP students.

We are committed to creating better writers though continued use of our school-wide writing non-negotiables and a continued focus on writing in all content areas.

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 Middle School has one of the finest fine arts programs in the state. 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, Construction 101, Student Council, National Junior Art Society, Energy-wise, Real Girls Stand Strong, Lego League, National Junior Honor Society, Book-fest, Academic Team, Quick Recall, Chess Club, Scrap-booking Club, and Construction 101. Woodland students also have the opportunity to tryout for the following athletic teams at their grade level: archery, volleyball, football, cross country, cheer-leading, competitive cheer-leading, basketball, and track and field. Woodland Middle School 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.