WOODLAND MIDDLE SCHOOL

School Improvement Plan

2019-2020

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2019-2020 SCHOOL IMPROVEMENT GOALS

All Graduates Ready for *CAREERS*	All Graduates Ready for *LIFE*	All Graduates Ready for *COLLEGE*
		College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)
WMS has set the goal of achieving under 10% chronic absenteeism as measured by the state for the 2019-20 school year WMS has set the goal to develop a plan for college and career readiness for middle school students by the end of 2019-20	Increase the number of students exhibiting positive behaviors as evidenced by an increase in distribution of positive incentives and recognition and a decline in referrals related to disrespect, defiance, disruption, and non-compliance. Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.	**The following are WMS English Language Arts goals for 2019-20 as measured by the end of year SBA state assessment:** 5th grade increase from 57% to 65% 6th grade increase from 63% to 67% 7th grade increase from 73% to 78% 8th grade increase from 68% to 78% **The following are WMS Math goals for 2019-20 as measured by the end of year SBA state assessment:** 5th grade increase from 48% to 60% 6th grade increase from 52% to 60% 7th grade increase from 51% to 60% 8th grade increase from 48% to 60% **The following are WMS Science goals for 2019-20 as measured by the end of year WCAS/Next Gen science assessment:** 5th grade increase from 63% to 70% 8th grade increase from 52% to 60% **The following are WMS ELL goals for 2019-20 as measured by the end of year ELPA 21 Proficiency exams:** 5th grade will exit 46% of students 6th grade will exit 33% of students 7th grade will exit 50% of students 8th grade will exit 16% of students

WMS GOAL 1: Chronic absenteeism as measured by the state for the 2019-20 school year will under 10%							
Strategy/Activity *Specific and Measurable Adult Activity* *What evidence-based strategy/activity will be implemented?*	**Evidence of Implementation** *Monitoring* *Is what you said you would do being done? What evidence do you have?*	**Evidence of Impact** *Evaluation* *What evidence do you have that the change you wanted has occurred?*	**Person Responsible** *Who will provide oversight for implementation, monitoring and evaluation of the strategy?*	**Start Date** *What is the projected start date?*	**End Date** *What is the projected end date?*	**Estimated Costs** *What are the anticipated costs?*	**Fund Source** *What sources of funding will be used for the activity (more than one source may be listed)?*
Rapid Response monitoring that targets high need students for support and intervention throughout school year based on chronically absent benchmarks.	**Monitor data weekly adding students that have went below 10%**	**Monitor data of students at the end of the year to see impact on chronic absenteeism**	**Jamie Shaffer James Johnston Jodi McClendon Counselors**	**September 2019**	**June 2020**	**$300**	**Building funds**

WMS GOAL 2: WMS will develop a plan for college and career readiness for middle school by the end of 2019-20

Strategy/Activity *Specific and Measurable Adult Activity* What evidence-based strategy/activity will be implemented?	Evidence of Implementation *Monitoring* Is what you said you would do being done? What evidence do you have?	Evidence of Impact *Evaluation* What evidence do you have that the change you wanted has occurred?	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Explore College and Career Programs and develop infrastructure for school-wide implementation in 2020-21 at each grade level	Identification of a program to implement including Professional Development plan Articulation of calendar dates, activities at each grade level, and key indicators	Feedback and documentation from plan implementation	Counselors James Johnston	September 2019	June 2021	TBD depending on program selected during the process	District funds

WMS GOAL 3: Increase the number of students exhibiting positive behaviors as evidenced l increase in distribution of positive incentives and recognition and a decline in referrals relate disrespect, defiance, disruption, and non-compliance

Strategy/Activity *Specific and Measurable Adult Activity* *What evidence-based strategy/activity will be implemented?*	Evidence of Implementation *Monitoring* *Is what you said you would do being done? What evidence do you have?*	Evidence of Impact *Evaluation* *What evidence do you have that the change you wanted has occurred?*	Person Responsible *Who will provide oversight for implementatio n, monitoring and evaluation of the strategy?*	Start Date *What is the projected start date?*	End Date *What is the projected end date?*	Estimated Costs *What are the anticipated costs?*	Fund Source *What sources of funding will be used for the activity (more than one source may be listed)?*
Intensive PBIS booster lessons with focus on respectful and positive behavior toward peers and staff	Monitor number of referrals/ incidents related to disrespect, defiance disruption, and Non-Compliance using SWIS Data	Use of SWIS Data for Monitoring Behaviors with a decrease of referrals in booster lesson areas by 10% for the 2019-2020 School Year	Angela Campbell PBIS team	Fall 2019	Spring 2020	N/A	N/A
PBIS Tier One (School Wide) Goal: Increase the number of Yellow and Green Rewards Tickets distributed to triple previous year estimates	This will be monitored by prizes distributed from PBIS Store and counting total green and yellow tickets Teacher Incentives once a month	SWIS Data for Monitoring Behaviors with a decrease of referrals Spring TFI Results- Increase from 78% Implementation in 2018-2019 to 90% Implementation for T1 for the 2019-2020 School Year	Angela Campbell PBIS team	Fall 2019	Spring 2020	PBIS Supplies for the Store Yellow and Green Raffle Tickets $4000	Building funds

WMS GOAL 4: Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.

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Implement New Family Event for parents in the AM	Notes and feedback based on attendance at new event	At least 30% parent participation in the events	Angela Campbell Counselors James Johnston PBIS team	Fall 2019	Spring 2020	Parenting books Bagels Breakfast food Items Rubber bracelets $1500 estimate	Tara Eilts will apply for a grant through Walmart

WMS GOAL 5: Improve student performance:
-In Mathematics and English Language Arts as measured by the Smarter Balanced Assessment (SBA)
-In Science as measured on the Washington Comprehensive Assessment of Science (WCAS)
-In English Language Learner Performance as measured on the English Language Proficiency Assessment (ELPA-21)

Strategy/Activity *Specific and Measurable Adult Activity* What evidence-based strategy/activity will be implemented?	Evidence of Implementation *Monitoring* Is what you said you would do being done? What evidence do you have?	Evidence of Impact *Evaluation* What evidence do you have that the change you wanted has occurred?	Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?	Start Date What is the projected start date?	End Date What is the projected end date?	Estimated Costs What are the anticipated costs?	Fund Source What sources of funding will be used for the activity (more than one source may be listed)?
Writing is infused into the content area instruction utilizing the Step Up to Writing program providing students with skills on writing infrastructure.	Full staff training Aug 2018 Targeted staff training Aug 2018 (ELA and Content area teachers) Refresh/Review Strategies with full staff August 2019 5X5X5 Admin Observations Instructional coach fidelity visits PLT meeting discussion notes	Increased achievement for all students meeting ELA SBA benchmarks per identified goals Growth above 50	James Johnston Tara Eilts ELA PLT team Reading Team	Fall 2018	Continuous	Step Up Materials already purchased	Building and District
Explicit Instruction with Anita Archer • Elements of Explicit Instruction • Effective Lesson Design • Effective Delivery of lessons • Provide appropriate practice and review • Active Participation strategies	Full staff training Aug and Oct 2019 On-going staff development with Best Practices Team 2019-20 Best Practices Team Leads Staff development Dec 2020 & May 2020 1st & 2nd year teacher coaching with Tara Eilts through the BEST Program	Increased achievement for all students meeting ELA SBA benchmarks per identified goals. Growth above 50.	Tara Eilts James Johnston	Spring 2018	June 2021	Video Series $450	Building funds Title I funds

WMS GOAL 5: Improve student performance: *Continued*

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Continue implementation of SMC curriculum including scope and sequence and implementing 8 standards for mathematical practice: • Transferring number sense to application • Integrating math facts and critical thinking within the warm ups and lessons • Highlighting more application problems from the curriculum • Incorporating SBAC questions into lessons. Explaining and critiquing responses while defending understanding	5x5x5 visits to all math classes including observation notes Math teacher attendance at 58th Northwest Math Conference in Tacoma PLT conversations and implementation practices of SMC within focused areas.	Increased achievement for all students meeting Math SBA benchmarks per identified goals Growth above 50	James Johnston Math PLT team Tara Eilts	Fall 2018	Continuous	Curriculum already purchased Conference attendance- $4000 estimate including hotel costs, registration, auto/ mileage and meals Substitute x 5 teachers- $1000 Release day for department collaboration for 10 teachers $2000	Curriculum funded by District budget Conference funded by CBA PD funds Building budget covers substitute costs for 5 subs Release days funded by building budget

Areas of continued focus (in addition to action items above):

- Tiered Reading Infrastructure/Rewards Program
- Master Schedule with double dose of Math and ELA
- Expanded advanced class offerings/Expanded elective offerings
- Tiered ELL instructional model for English Language Development.
- Homeroom Changes
- PBIS modifications
- SMC math adoption

- Revamped testing schedule
- ELA infrastructure developed and implemented
- Professional Learning Teams
- Instructional Coaching
- School Improvement Team model (Building Leadership, PBIS, Best Practices)
- New SPED instructional model
- Personal Finance/JA Biztown/Citizenship
- Digital Citizenship

How does the use of technology have a positive impact on student learning in your school?

The use of technology directly impacts student learning in our school in three ways:
1. Teacher use in collaborating, planning, teaching, monitoring, and communicating through programs such as the Google Suite, GoGuardian and Skyward,
2. Student use in writing, presenting, skills practice, and assessment, and
3. Student required classes and electives to teach specific skills and innovation utilizing technology.

We utilize the following tools/programs to support learning:
- 3D printers
- Chromebooks/Multiple Chrome Carts for student use
- IReady
- Google Classroom
- Acellus (SPED)
- Kahoot for review and distributed practice
- Ed Gems, Moby Max and Khan Academy for math instruction and practice
- Google docs, slides, spreadsheets for assignments and presentations
- Google spreadsheets for data analysis and action plans
- Staff use of Google to design lessons/units and to collaborate in teams
- Document Cameras for modeling and giving feedback
- GoGuardian
- Skyward

We offer the following tech classes tied to technology:
- 5th grade Technology
- 6th grade Advanced Technology
- 5/6 Lego Robotics
- Digital Creations
- CTE Robotics
- Advanced Robotics
- Lego Team
- Science Olympiad
- CTE Animation

How does parent, family, and community involvement impact student learning in your school?

Family involvement is a huge factor in the success of each individual student. The more we actively communicate with, and engage, families, the more successful students will be. We have many avenues to inform parents of their child's academic progress and involvement opportunities available to them. Some of these communication tools include monthly newsletters, curriculum guides, class syllabi, student-parent handbooks, and the Title I parent compact.

We will continue to engage families in their child's academic success through personal contacts (skyward family access, phone calls, postcard weeks, awards assemblies and email check-ins); special events (Lunch & Lockers, concerts, Trojan Pride Parent Night, sporting events, and awards assemblies); school-wide communications (newsletters, robocalls, school-wide emails), and academic supports (IEP/504 meetings, attendance contacts, ELL liaison and language link, check-in-check out program, report cards and SBA results mailed home, and conferences).

Parents have multiple opportunities to give input and be a more active part of the educational decision-making team for their student(s). We give an annual survey around conferences to get input about school programs and climate. Additionally, we host an annual Title I meeting to gain additional parent input. We provide educational opportunities in the evening related to parenting and our PTSA is actively involved in raising funds for the school along with hosting multiple teacher appreciation events.