

WOODLAND MIDDLE SCHOOL



School Improvement Plan

2022-2023

Woodland Public Schools

Preparing all students for Career, Life & College

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

WOODLAND SCHOOL DISTRICT BOARD GOALS

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| 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) |

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| <p>Dual Credit Participation: By 2027 all (100%) Woodland graduates will complete at least one dual credit course.</p> <p>Proposed NEW Goal: Dual Credit Participation: By 2025 all (100%) Woodland graduates will complete at least TWO dual credit courses. <i>(10 college credits) or 2 AP courses.</i></p> <p>School Attendance: Secondary (5-12) By 2025 the rate of chronic absenteeism, defined as missing more than 18 or 10% of school days, will be no greater than 10%.</p> <p>Proposed Goal: School Engagement: Elementary (P-4) Based on referral data tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023.</p> | <p>Graduation Rate: By 2021 the overall district four-year graduation rate will be at or above 85% (Goal met).</p> <p>By 2027 the overall district four-year graduation rate will be at or above 90%.</p> <p>By 2022 the overall district five-year graduation rate will be at or above 90%.</p> <p>By 2027 the overall district extended (5-7 year) graduation rate will be at or above 95%.</p> <p>Proposed Goal: Parent Engagement: Achieve high levels of parent engagement to create more effective partners as evidenced by volunteerism, two-way communication, conference attendance, PTO/PTSA involvement and event participation.</p> | <p>Ninth Grade Success: The course-taking success rate for high school first-year freshmen will improve year-over-year.</p> <p>By 2027 High School first-year freshman course-taking success will be at or above 90%.</p> <p>Student Growth on Mandated Assessments: Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p>Student Proficiency on Mandated Assessments:</p> <ul style="list-style-type: none"> ● By 2022 80% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. Student Performance will improve year-over-year and will exceed that of demographically similar school districts. <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. ● By 2027 90% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. (grades 3-8,10) <ul style="list-style-type: none"> ○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students. |
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- By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years.

Proposed NEW Goal:

- By 2023 student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels
 - Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.
- By 2023, student success in English Language Arts as measured on the SBAC assessment will return to pre-pandemic levels
 - Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.
- By 2025 70% of students will meet standards on mandated measures in Mathematics and 80% of students will meet standards on mandated measures in English Language Arts.
 - Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.
- By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years.

**The ESSA subgroups are: American Indian/Alaskan Native, Asian, Black/African American, English Learners, Hispanic/Latino, Low Income, Native Hawaiian/Pacific Islander, Special Education, Two or More Races, and White*

**WOODLAND MIDDLE SCHOOL
2022-2023 SCHOOL IMPROVEMENT GOALS**

| All Graduates Ready for CAREERS | All Graduates Ready for LIFE | All Graduates Ready for COLLEGE |
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| | | College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities) |
| <p>WMS has set the goal of achieving under 10% chronic absenteeism as measured by the state for the 2022-23 school year.</p> <p>WMS has set the goal to develop a plan for college and career readiness for middle school students by the end of 2022-23</p> | <p>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.</p> <p>Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.</p> | <p>The following are WMS English Language Arts goals for 2022-23 as measured by the end of year SBA state assessment: 5th grade increase from 48% to 60% 6th grade increase from 47% to 65% 7th grade increase from 60% to 70% 8th grade increase from 55% to 65%</p> <p>The following are WMS Math goals for 2022-23 as measured by the end of year SBA state assessment: 5th grade increase from 29% to 50% 6th grade increase from 37% to 50% 7th grade increase from 47% to 55% 8th grade increase from 35% to 60%</p> <p>The following are WMS Science goals for 2022-23 as measured by the end of year WCAS/Next Gen science assessment: 5th grade increase from 55% to 65% 8th grade increase from 42% to 65%</p> <p>The following are WMS ML goals for 2022-23 as measured by the end of year WIDA Proficiency exams: 5th grade will exit 8% of students 6th grade will exit 8% of students 7th grade will exit 5% of students 8th grade will exit 3% of students</p> |

WMS GOAL 1: Achieving under 10% chronic absenteeism as measured by the state for the 2022-23 school year

| <p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> What evidence-based strategy/activity will be implemented?</p> | <p>Evidence of Implementation Monitoring Is what you said you would do being done? What evidence do you have?</p> | <p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p> | <p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p> | <p>Start Date What is the projected start date?</p> | <p>End Date What is the projected end date?</p> | <p>Estimated Costs What are the anticipated costs?</p> | <p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p> |
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| <p>Working closely with Dean of Students and Student Data Coordinator to intervene regularly with specific student situations that may arise surrounding chronic absenteeism</p> | <p>Monitor data weekly adding students that have went below 10%</p> | <p>Monitor data of students at the end of the year to see impact on chronic absenteeism</p> | <p>Luke Sparks Lindsay Noble Angela Campbell</p> | <p>Sept. 2022</p> | <p>June 2025</p> | <p>\$300</p> | <p>Building funds</p> |

WMS GOAL 2: Increase the number of students exhibiting positive behaviors as evidenced increase in distribution of positive incentives and recognition and a decline in referrals related disrespect, defiance, disruption, and non-compliance

| <p>Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i></p> | <p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p> | <p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p> | <p>Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p> | <p>Start Date <i>What is the projected start date?</i></p> | <p>End Date <i>What is the projected end date?</i></p> | <p>Estimated Costs <i>What are the anticipated costs?</i></p> | <p>Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p> |
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| <p>Intensive PBIS booster lessons with focus on respectful and positive behavior toward peers and staff</p> | <p>Monitor number of referrals/ incidents related to disrespect, defiance disruption, and Non-Compliance using SWIS Data</p> | <p>Use of SWIS Data for Monitoring Behaviors with a decrease of referrals in booster lesson areas by 10% for the 2022-23 School Year</p> | <p>Angela Campbell PBIS team</p> | <p>Fall 2022</p> | <p>June 2023</p> | <p>N/A</p> | <p>N/A</p> |
| <p>PBIS Tier One (School Wide) Goal: Increase Pink Reward Tickets distributed to triple previous year estimates.</p> <p>Goal will also be mindful of reward costs, Trojan Cave Store has adjusted for inflation.</p> <p>School-Wide Behavior Matrix</p> | <p>This will be monitored by prizes distributed from PBIS Store (Trojan Cave) and counting total pink tickets</p> <p>Teacher(s) Incentives once a month</p> | <p>SWIS Data for Monitoring Behaviors with a decrease of referrals</p> <p>Spring TFI Results Increase from 78% Implementation in 2018-2019 to 90% (last time measured) Implementation for T1 for the 2022-23 School Year</p> | <p>Angela Campbell PBIS team</p> | <p>Fall 2022</p> | <p>June 2023</p> | <p>PBIS Supplies for the Store</p> <p>Pink Raffle Tickets</p> <p>Goal: <\$10,000</p> | <p>Building funds</p> |

WMS GOAL 3: Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.

| <p>Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i></p> | <p>Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i></p> | <p>Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i></p> | <p>Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p> | <p>Start Date <i>What is the projected start date?</i></p> | <p>End Date <i>What is the projected end date?</i></p> | <p>Estimated Costs <i>What are the anticipated costs?</i></p> | <p>Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p> |
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| <p>Parent/Family Events that are Strategically Targeted for Needs/Attendance</p> <p>“Conference. Cuisine. Connect.”</p> | <p>Notes and feedback based on attendance at events.</p> <p>Google Form Feedback Surveys</p> | <p>At least 30% parent participation in the events</p> | <p>Tara Eilts Angela Campbell Russell Evans Kelley Foyt Ben Nelson</p> | <p>Fall 2022</p> | <p>Spring 2022</p> | <p>Curricular Supplies and Food</p> <p>\$500</p> | <p>Title/ Building Funds</p> |

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| <p>Community/Family Open Houses</p> <p>*Community Learning Walks *Lunch Buddies *Community Volunteers *Popcorn with the Principals</p> | <p>Working to identify at least one of these three elements that we'd like to implement with our community.</p> <p>Google Form Feedback Surveys, Learning Walk Documents</p> | <p>At least 30% parent participation in the events</p> | <p>Russell Evans Tara Eilts Angela Campbell Jodi McLendon Crystal Roskoski</p> | <p>Fall 2022</p> | <p>Ongoing</p> | <p>Misc. Supplies</p> | <p>Title/Building Funds</p> |
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WMS GOAL 4: Improve student performance:

The following are WMS Math goals for 2022-23 as measured by the end of year SBA state assessment:

5th grade increase from 29% to 50%

6th grade increase from 37% to 50%

7th grade increase from 47% to 55%

8th grade increase from 35% to 60%

The following are WMS English Language Arts goals for 2022-23 as measured by the end of year SBA state assessment:

5th grade increase from 48% to 60%

6th grade increase from 47% to 65%

7th grade increase from 60% to 70%

8th grade increase from 55% to 65%

-In Science as measured on the Washington Comprehensive Assessment of Science (WCAS)

The following are WMS Science goals for 2022-23 as measured by the end of year WCAS/Next Gen science assessment:

5th grade increase from 55% to 65%

8th grade increase from 42% to 65%

-In English Language Learner Performance as measured on the English Language Proficiency Assessment (WIDA)

The following are WMS ML goals for 2022-23 as measured by the end of year WIDA Proficiency exams:

5th grade will exit 8% of students

6th grade will exit 8% of students

7th grade will exit 5% of students

8th grade will exit 3% of students

| <p>Strategy/Activity Specific and Measurable Adult Activity</p> <p><i>What evidence-based strategy/activity will be implemented?</i></p> | <p>Evidence of Implementation Monitoring</p> <p><i>Is what you said you would do being done? What evidence do you have?</i></p> | <p>Evidence of Impact Evaluation</p> <p><i>What evidence do you have that the change you wanted has occurred?</i></p> | <p>Person Responsible</p> <p><i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p> | <p>Start Date</p> <p><i>What is the projected start date?</i></p> | <p>End Date</p> <p><i>What is the projected end date?</i></p> | <p>Estimated Costs</p> <p><i>What are the anticipated costs?</i></p> | <p>Fund Source</p> <p><i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p> |
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| <p>Writing is infused into the content area instruction utilizing the Step Up to Writing program providing students with skills on writing infrastructure (e.g RACE, etc.). ILit is used in the ML learning spaces.</p> | <p>Refresh/Review Strategies with full staff August 2022 5X5X5 Admin Observations Instructional coach fidelity visits PLT meeting discussion notes</p> | <p>Increased achievement for all students meeting ELA SBA benchmarks per identified goals</p> <p>Growth above 50</p> | <p>Tara Eilts ELA PLT team Reading Team Russell Evans</p> | <p>Fall 2022</p> | <p>Continuous</p> | <p>Step Up Materials already purchased</p> | <p>Building and District</p> |
| <p>“Innovators Mindset” Best Practices Book Discussion and Professional Development</p> | <p>Full staff training throughout the 2022-23 school year.</p> <p>On-going staff development with Best Practices Team 2022-23.</p> <p>Best Practices Team Leads Staff development 2022-23 School Year (8 Sessions)</p> <p>1st & 2nd year teacher coaching with Tara Eilts through the BEST Program</p> | <p>Increased achievement for all students meeting ELA SBA benchmarks per identified goals.</p> <p>Growth above 50.</p> | <p>Tara Eilts Best Practices SIT Team Russell Evans</p> | <p>Fall 2022</p> | <p>June 2023</p> | <p>Book Study \$150</p> | <p>Building funds Title I funds</p> |

WMS GOAL 4: Improve student performance: *Continued*

| <p>Strategy/Activity <i>Specific and Measurable Adult Activity</i> What evidence-based strategy/activity will be implemented?</p> | <p>Evidence of Implementation Monitoring Is what you said you would do being done? What evidence do you have?</p> | <p>Evidence of Impact Evaluation What evidence do you have that the change you wanted has occurred?</p> | <p>Person Responsible Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p> | <p>Start Date What is the projected start date?</p> | <p>End Date What is the projected end date?</p> | <p>Estimated Costs What are the anticipated costs?</p> | <p>Fund Source What sources of funding will be used for the activity (more than one source may be listed)?</p> |
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| <p>Continue implementation of SMC curriculum including scope and sequence and implementing 8 standards for mathematical practice:</p> <ul style="list-style-type: none"> ● 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 | <p>5x5x5 visits to all math classes including observation notes</p> <p>Math teacher attendance at 58th Northwest Math Conference in Tacoma</p> <p>PLT conversations and implementation practices of SMC within focused areas.</p> | <p>Increased achievement for all students meeting Math SBA benchmarks per identified goals</p> <p>Growth above 50</p> | <p>Russell Evans Math PLT team Tara Eilts</p> | <p>Continuous</p> | <p>Continuous</p> | <p>Curriculum already purchased</p> <p>Conference attendance-\$4000 estimate including hotel costs, registration, auto/mileage and meals</p> <p>Substitute x 5 teachers-\$1000</p> <p>Release day for department collaboration for 10 teachers \$2000</p> | <p>Curriculum funded by District budget</p> <p>Conference funded by CBA PD funds</p> <p>Building budget covers substitute costs for 5 subs</p> <p>Release days funded by building budget</p> |

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 ML instructional model for Multi-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
- Knowledge Bowl
- 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, ML 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.