

# WOODLAND MIDDLE SCHOOL



## School Improvement Plan

2023-2024

# 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.

All Graduates Ready for <b>CAREERS</b>	All Graduates Ready for <b>LIFE</b>	All Graduates Ready for <b>COLLEGE</b>	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)
<i>Equipping Woodland students to enter into a highly complex, diverse and evolving workforce</i>	<i>Empowering Woodland students with the knowledge, soft-skills, dispositions, and experiences to tackle and achieve their goals</i>	<i>Ensuring that Woodland students will possess the skills and dispositions to explore post-high school graduation education and internships including academic, technical, and/or experiential opportunities for professional development</i>	
<p><b>Woodland students will be considered “Career Ready” when they have:</b></p> <ul style="list-style-type: none"> <li>Identified a career pathway <b>AND</b> meet two or more of the indicators below:</li> <li>90% Attendance</li> <li>Two or more organized Extracurricular and/or Co-Curricular activities</li> <li>Workplace Learning Experience</li> <li>Industry Credential</li> <li>Dual Credit Career Pathway Course</li> <li>Students entering the military or trade apprenticeships meet minimum scores on entry tests (ASVAB or Trade Test)</li> </ul>	<p><b>Woodland students will be considered “Life Ready” when they:</b></p> <ul style="list-style-type: none"> <li>Earn a <u>high school diploma</u>.</li> <li><u>Complete 25 hours of community service</u>, <b>AND</b></li> <li>Demonstrate knowledge of: <ul style="list-style-type: none"> <li>American Government</li> <li>Financial Literacy</li> <li>Digital citizenship and technology literacy</li> <li>Healthy living</li> </ul> </li> </ul> <p><i>(Measurement of knowledge to be determined)</i></p>	<p><b>Woodland students will be considered “College Ready” when they meet Option One or Option Two below:</b></p> <p><b>Option One:</b> Earn a Grade Point Average of 2.8 out of 4.0 and one or more of the following academic indicators:</p> <ul style="list-style-type: none"> <li>Advanced Placement Exam (3+)</li> <li>Advanced Placement Course (A, B or C)</li> <li>Dual Credit College English and/or Math (A, B or C)</li> <li>Algebra II <i>Advanced Algebra</i> (A, B or C)</li> </ul>	<p><b>Woodland students will be considered “4-year college ready” if they:</b></p> <p>Earn a Grade Point Average of 3.2 out of 4.0 or higher and all of the following Academic and Testing Benchmarks below:</p> <ul style="list-style-type: none"> <li>Earn One Credit in Quantitative Mathematics in Senior Year, Algebra II or <u>above</u>. (A or B)</li> <li>Earn One Credit in AP or College level Science in Senior Year. (A or B)</li> <li>2 credits of World Language or American Sign Language</li> <li>2 credits of visual, fine or performing arts -or- 1 Arts and 1 Academic elective credit</li> <li>SAT Score 1100 (combined) or ACT Score 23 (Composite)</li> </ul>
<p><b>Though not clearly and easily measured, the following skills and dispositions are identified as key to success in life and career.</b></p> <p><b>Skills: Life Ready Skills (NSBA)</b></p> <ul style="list-style-type: none"> <li>Dependability and Reliability</li> <li>Adaptability &amp; Trainability</li> <li>Critical Thinking</li> <li>Decision Making</li> <li>Customer Focus</li> <li>Teamwork</li> </ul> <p><b>Dispositions/Personal Skills</b></p> <ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Growth-Mindset</li> <li>Grit</li> <li>Relationship Skill</li> </ul>		<p><b>Option Two:</b> Earn a Grade Point Average of 2.8 out of 4.0 and Meet Standardized Testing Benchmarks below (minimum score)</p> <ul style="list-style-type: none"> <li>SAT Exam: Math (530) Reading and Writing (480)</li> <li>ACT Exam: English (18) Reading (22) Science (23) Math (22)</li> <li>College Readiness Placement Assessment (i.e. Accuplacer)</li> </ul>	<p><b>Additional Factors that Contribute to College Success</b></p> <ul style="list-style-type: none"> <li>Earning As, Bs, Cs in High School Courses;</li> <li>FAFSA Completion;</li> <li>Participation in College Bound Bridge Programs;</li> <li>Senior year math class;</li> <li>Completion of a math class after Algebra</li> <li>College Academic Advising;</li> <li>Enrollment in career pathway course sequence;</li> </ul>

## WOODLAND SCHOOL DISTRICT BOARD GOALS

<b>All Graduates Ready for CAREERS</b>	<b>All Graduates Ready for LIFE</b>	<b>All Graduates Ready for COLLEGE</b>	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)

<p><b>Dual Credit Participation:</b> By 2025 all (100%<sup>1</sup>) Woodland graduates will complete at least TWO dual credit courses. (10 college credits) or 2 AP courses.</p> <p><b>School Attendance:</b> 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><b>PREVIOUS Goal:</b> <b>School Engagement:</b> Elementary (P-4) Based on referral data tier 2 interventions will decrease disruptive behaviors and increase classroom engagement/attendance from Fall 2022-Spring 2023. <b>(Goal met)</b></p>	<p><b>Graduation Rate:</b> By 2021 the overall district four-year graduation rate will be at or above 85% <b>(Goal met)</b>.</p> <p>By 2022 the overall district five-year graduation rate will be at or above 90%. (OSPI Report Card) <b>(Goal met)</b></p> <p>By 2027 the overall district four-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><b>Ninth Grade Success:</b> 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>The class of 2026 achieved 90.4% course taking success at the end of their 9th grade year in 2023. By the end of 2024 school year the class of 2026 will maintain this course taking success of 90% or higher.</p> <p>By the end of the 2024 school year freshman course-taking success will be at or above 90% for students in the class of 2027.</p> <p><b>Student Growth on Mandated Assessments:</b> Student growth percentiles in ELA and Math will exceed 50 in each grade level.</p> <p><b>Student Achievement Goal:</b></p> <ul style="list-style-type: none"> <li>● By 2024, student success in Mathematics as measured on the SBAC assessment will return to pre-pandemic levels             <ul style="list-style-type: none"> <li>○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.</li> </ul> </li> <li>● By 2024, student success in English Language Arts as measured on the SBAC assessment will return to pre-pandemic levels</li> </ul>
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<sup>1</sup> Exclusive of students with significant cognitive disabilities

	<p><b>Parent Engagement:</b> 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>	<ul style="list-style-type: none"><li>○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.</li><li>● 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.<ul style="list-style-type: none"><li>○ Performance of students in each identified ESSA subgroup* on each of the goals will be substantially similar to the performance of all students.</li></ul></li><li>● 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.</li></ul> <p><i>*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</i></p>
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**WOODLAND MIDDLE SCHOOL  
2023-2024 SCHOOL IMPROVEMENT GOALS**

<p style="text-align: center;">All Graduates Ready for <b>CAREERS</b></p>	<p style="text-align: center;">All Graduates Ready for <b>LIFE</b></p>	<p style="text-align: center;">All Graduates Ready for <b>COLLEGE</b></p>
		<p style="text-align: center;">College Ready (2-year and Tech College Ready) (4-Year College Ready) (Washington Public Universities)</p>
<p>WMS has set the goal of achieving under 10% chronic absenteeism as measured by the state for the 2023-24 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 2023-24</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><b>The following are WMS English Language Arts goals for 2023-24 as measured by the end of year SBA state assessment:</b></p> <p>5th grade increase from 44% to 55% 6th grade increase from 51% to 63% 7th grade increase from 59% to 73% 8th grade increase from 55% to 66%</p> <p><b>The following are WMS Math goals for 2023-24 as measured by the end of year SBA state assessment:</b></p> <p>5th grade increase from 35% to 46% 6th grade increase from 63% to 65% (Back above pre-pandemic levels 51%) 7th grade increase from 34% to 52% 8th grade increase from 33% to 48%</p> <p><b>The following are WMS Science goals for 2023-24 as measured by the end of year WCAS/Next Gen science assessment:</b></p> <p>5th grade increase from 57% to 61% 8th grade increase from 46% to 53%</p> <p><b>The following are WMS ML goals for 2023-24 as measured by the end of year WIDA Proficiency exams:</b></p> <p>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 2023-24 school year**

<p><b>Strategy/Activity</b>  <i>Specific and Measurable Adult Activity</i>  <i>What evidence-based strategy/activity will be implemented?</i></p>	<p><b>Evidence of Implementation</b>  <b>Monitoring</b>  <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p><b>Evidence of Impact</b>  <b>Evaluation</b>  <i>What evidence do you have that the change you wanted has occurred?</i></p>	<p><b>Person Responsible</b>  <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p>	<p><b>Start Date</b>  <i>What is the projected start date?</i></p>	<p><b>End Date</b>  <i>What is the projected end date?</i></p>	<p><b>Estimated Costs</b>  <i>What are the anticipated costs?</i></p>	<p><b>Fund Source</b>  <i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p>
<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. 2023</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><b>Strategy/Activity</b> <i>Specific and Measurable</i> <b>Adult Activity</b> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p><b>Evidence of Implementation</b> <b>Monitoring</b> <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p><b>Evidence of Impact Evaluation</b> <i>What evidence do you have that the change you wanted has occurred?</i></p>	<p><b>Person Responsible</b> <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p>	<p><b>Start Date</b> <i>What is the projected start date?</i></p>	<p><b>End Date</b> <i>What is the projected end date?</i></p>	<p><b>Estimated Costs</b> <i>What are the anticipated costs?</i></p>	<p><b>Fund Source</b> <i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p>
<p><b>Intensive CharacterStrong (SEL Lessons) with focus on respectful and positive behavior toward peers, staff and the greater WMS community.</b></p>	<p><b>Implementation of the “Trojan Time” (30 minute period) at the end of the day each Monday. Students will be surveyed and awards tracked.</b></p>	<p><b>Teacher nominations of student rewards. Reduction of referrals by 10% during the 2023-24 school year.</b></p>	<p><b>Kelley Foyt Ben Nelson Russell Evans</b></p>	<p><b>Fall 2023</b></p>	<p><b>June 2024</b></p>	<p><b>District Initiated</b></p>	<p><b>N/A</b></p>
<p><b>Restore and Reflect (R&amp;R)</b></p> <p><b>We believe that all students have the interest and ability to be academically and socially successful.</b></p>	<p><b>We are initiating a layer of intervention with students to decrease referrals.</b></p> <p><b>This R&amp;R process aims to support both students and teachers in the following areas.</b></p> <p><b>Creating a nurturing and inclusive environment</b></p>	<p><b>Reduction of referrals by 10% during the 2023-24 school year.</b></p> <p><b>Tracking R&amp;R support documents through Google Docs.</b></p>	<p><b>Kelley Foyt Ben Nelson Russell Evans Angela Campbell Luke Sparks Stacy Barlow Joni Meize</b></p>	<p><b>Fall 2023</b></p>	<p><b>June 2023</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>



	<p>Promoting self-awareness and emotional regulation</p> <p>Fostering positive relationships</p> <p>Providing targeted interventions</p>						
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**WMS GOAL 3: Increase in family involvement by providing an additional morning event at WMS to engage parents and students together.**

<p><b>Strategy/Activity</b>  <i>Specific and Measurable Adult Activity</i>                      What evidence-based strategy/activity will be implemented?</p>	<p><b>Evidence of Implementation</b>  <i>Monitoring</i>                      Is what you said you would do being done?                      What evidence do you have?</p>	<p><b>Evidence of Impact</b>  <i>Evaluation</i>                      What evidence do you have that the change you wanted has occurred?</p>	<p><b>Person Responsible</b>                      Who will provide oversight for implementation, monitoring and evaluation of the strategy?</p>	<p><b>Start Date</b>                      What is the projected start date?</p>	<p><b>End Date</b>                      What is the projected end date?</p>	<p><b>Estimated Costs</b>                      What are the anticipated costs?</p>	<p><b>Fund Source</b>                      What sources of funding will be used for the activity (more than one source may be listed)?</p>
<p>Parent/Family Events that are Strategically Targeted for Needs/Attendance</p> <p>Family BINGO Night with CES and NF</p> <p>Trojan Family Night</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>Angela Campbell                      Russell Evans                      Kelley Foyt                      Ben Nelson                      David Starkey                      Denise Pearl</p>	<p>Spring 2023</p>	<p>June 2023</p>	<p>Curricular Supplies and Food</p> <p>\$500</p>	<p>Title/ Building Funds</p>

<p>Community/Family Open Houses</p> <p>*Community Learning Walks                      *Lunch Buddies                      *Community Volunteers                      *Small Group work with SEL Counselor</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                      Angela Campbell                      Crystal Roskoski                      Luke Sparks                      Kelley Foyt</p>	<p>Fall 2023</p>	<p>Ongoing</p>	<p>Misc. Supplies</p>	<p>Title/Building Funds</p>
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## WMS GOAL 4: Improve student performance:

### -In Mathematics and English Language Arts as measured by the Smarter Balanced Assessment (SBA)

The following are WMS English Language Arts goals for 2023-24 as measured by the end of year SBA state assessment:

5th grade increase from 44% to 55%

6th grade increase from 51% to 63%

7th grade increase from 59% to 73%

8th grade increase from 55% to 66%

The following are WMS Math goals for 2023-24 as measured by the end of year SBA state assessment:

5th grade increase from 35% to 46%

6th grade increase from 63% to 65% (Back above pre-pandemic levels 51%)

7th grade increase from 34% to 52%

8th grade increase from 33% to 48%

The following are WMS Science goals for 2023-24 as measured by the end of year WCAS/Next Gen science assessment:

5th grade increase from 57% to 61%

8th grade increase from 46% to 53%

The following are WMS ML goals for 2023-24 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><b>Strategy/Activity</b> <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i></p>	<p><b>Evidence of Implementation Monitoring</b> <i>Is what you said you would do being done? What evidence do you have?</i></p>	<p><b>Evidence of Impact Evaluation</b> <i>What evidence do you have that the change you wanted has occurred?</i></p>	<p><b>Person Responsible</b> <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p>	<p><b>Start Date</b> <i>What is the projected start date?</i></p>	<p><b>End Date</b> <i>What is the projected end date?</i></p>	<p><b>Estimated Costs</b> <i>What are the anticipated costs?</i></p>	<p><b>Fund Source</b> <i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p>
<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 2023 Admin Observations PLC meeting discussion notes</p>	<p>Increased achievement for all students meeting ELA SBA benchmarks per identified goals</p> <p>Growth meeting or exceeding Pre-Pandemic Levels</p>	<p>ELA PLC Teams Angela Campbell Russell Evans</p>	<p>Fall 2023</p>	<p>Continuous</p>	<p>Step Up Materials already purchased</p>	<p>Building and District</p>

## WMS GOAL 4: Improve student performance: *Continued*

<p style="text-align: center;"><b>Strategy/Activity</b> <i>Specific and Measurable Adult Activity</i></p> <p style="text-align: center;"><i>What evidence-based strategy/activity will be implemented?</i></p>	<p style="text-align: center;"><b>Evidence of Implementation</b> <i>Monitoring</i></p> <p style="text-align: center;"><i>Is what you said you would do being done? What evidence do you have?</i></p>	<p style="text-align: center;"><b>Evidence of Impact</b> <i>Evaluation</i></p> <p style="text-align: center;"><i>What evidence do you have that the change you wanted has occurred?</i></p>	<p style="text-align: center;"><b>Person Responsible</b></p> <p style="text-align: center;"><i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i></p>	<p style="text-align: center;"><b>Start Date</b></p> <p style="text-align: center;"><i>What is the projected start date?</i></p>	<p style="text-align: center;"><b>End Date</b></p> <p style="text-align: center;"><i>What is the projected end date?</i></p>	<p style="text-align: center;"><b>Estimated Costs</b></p> <p style="text-align: center;"><i>What are the anticipated costs?</i></p>	<p style="text-align: center;"><b>Fund Source</b></p> <p style="text-align: center;"><i>What sources of funding will be used for the activity (more than one source may be listed)?</i></p>
<p>Purchase, Training and Implementation of iReady Curriculum for 5th Grade Math</p> <p>Purchase, Training and Implementation of iXL to support 6th-8th Grade Skill-Building</p> <p>Continue implementation of SMC curriculum including scope and sequence and implementing 8 standards for mathematical practice:</p> <ul style="list-style-type: none"> <li>• Transferring number sense to application</li> <li>• Integrating math facts and critical thinking within the warm ups and lessons</li> <li>• Highlighting more application problems from the curriculum</li> <li>• Incorporating SBAC questions into lessons. Explaining and critiquing responses while defending understanding</li> </ul>	<p>Visits to all math classes including observation notes</p> <p>PLC conversations and implementation practices of SMC within focused areas.</p> <p>Additional PLC conversations and implementation practices of iReady Math curriculum (5th Grade)</p>	<p>Increased achievement for all students meeting Math SBA benchmarks per identified goals</p> <p>Growth meeting or exceeding Pre-Pandemic Levels</p>	<p>Math PLC Teams Angela Campbell Russell Evans</p>	<p>Continuous</p>		<p>Curriculum already purchased</p>	<p>Curriculum funded by District 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.