WOODLAND MIDDLE SCHOOL

School Improvement Plan

2024-2025

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 MIDDLE SCHOOL
2024-2025 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 2023-24 school year. WMS has set the goal to develop a plan for college and career readiness for middle school students by the end of 2023-24	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 2024-25 as measured by the end of year SBA state assessment:** 5th grade increase from 51% to 60% 6th grade increase from 53% to 60% 7th grade increase from 59% to 65% 8th grade increase from 48% to 60% **The following are WMS Math goals for 2024-25 as measured by the end of year SBA state assessment:** 5th grade increase from 42% to 50% 6th grade increase from 49% to 55% 7th grade increase from 42% to 52% 8th grade increase from 37% to 48% **The following are WMS Science goals for 2024-25 as measured by the end of year WCAS/Next Gen science assessment:** 5th grade increase from 63% to 70% 8th grade increase from 50% to 60% **The following are WMS ML goals for 2024-25 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

WMS GOAL 1: Achieving under 10% chronic absenteeism as measured by the state for the 2024-25 school year

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)?*
Working closely with Dean of Students and Student Data Coordinator to intervene regularly with specific student situations that may arise surrounding chronic absenteeism	**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**	**Russell Evans Lindsay Noble Angela Campbell**	**Sept. 2024**	**June 2025**	**$300**	**Building funds**

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

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)?*
Intensive CharacterStrong (SEL Lessons) with focus on respectful and positive behavior toward peers, staff and the greater WMS community.	**Implementation of the "Trojan Time" (30 minute period) at the end of the day each Monday. Students will be surveyed and awards tracked.**	**Teacher nominations of student rewards.** **Reduction of referrals by 10% during the 2024-25 school year.**	**Kelley Foyt** **Character Strong Cadre** **Russell Evans**	**Fall 2024**	**June 2025**	**District Initiated**	**N/A**
Implementation of SIPS in our Referral Processing, GIT/BIT, CICO Tracking	**We are initiating a layer of intervention with students to decrease referrals.** **This R&R process aims to support both students and teachers in the following areas.** **Creating a nurturing and inclusive environment** **Promoting**	**Reduction of referrals by 10% during the 2024-25 school year.** **Tracking R&R support documents through Google Docs.**	**Data Team Kelley Foyt Jeff Bockert Russell Evans Angela Campbell Stacy Barlow**	**Fall 2024**	**June 2025**	**N/A**	**N/A**

| | self-awareness and emotional regulation

Fostering positive relationships

Providing targeted interventions | | | | | | |
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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.

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)?*
Parent/Family Events that are Strategically Targeted for Needs/Attendance Family BINGO Night during the year Multilingual Family Night Trojan Family Night	Notes and feedback based on attendance at events. Google Form Feedback Surveys	At least 30% parent participation in the events	Angela Campbell Russell Evans Kelley Foyt Ben Nelson David Starkey Denise Pearl	Spring 2024	June 2024	Curricular Supplies and Food $500	Title/ Building Funds
Community/Family Open Houses *Community Learning Walks *Community Volunteers *Small Group work with SEL Counselor *PTSA Involvement (Walk 4 Woodland Kids) *Make a Difference Day Participation (WMS Clubs)	Working to identify at least one of these three elements that we'd like to implement with our community. Google Form Feedback Surveys, Learning Walk Documents	At least 10% parent participation in the events	Russell Evans Angela Campbell Crystal Roskoski Luke Sparks Kelley Foyt	Fall 2024	Ongoing	Misc. Supplies	Title/Building Funds

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 2024-25 as measured by the end of year SBA state assessment:

5th grade increase from 51% to 60%

6th grade increase from 53% to 60%

7th grade increase from 59% to 65%

8th grade increase from 48% to 60%

The following are WMS Math goals for 2024-25 as measured by the end of year SBA state assessment:

5th grade increase from 42% to 50%

6th grade increase from 49% to 55%

7th grade increase from 42% to 52%

8th grade increase from 37% to 48%

The following are WMS Science goals for 2024-25 as measured by the end of year WCAS/Next Gen science assessment:

5th grade increase from 63% to 70%

8th grade increase from 50% to 60%

The following are WMS ML goals for 2024-25 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

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 a focus on skills on writing infrastructure/conventions (e.g RACE, etc.). Utilizing two current staff members as part time instructional coaches to help assist with building-led professional development and teacher growth.	Refresh/Review Strategies with full staff August 2024 Admin Observations PLC meeting discussion notes	Increased achievement for all students meeting ELA SBA benchmarks per identified goals Growth meeting or exceeding Pre-Pandemic Levels	ELA PLC Teams Angela Campbell Russell Evans	Fall 2024	Continuous	Materials Already Purchased and we purchased iReady MyPath to help supplement our work.	Building and District

WMS GOAL 4: Improve student performance: *Continued*

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 project ed 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)?
Purchase and Implementation of iReady MyPath for ELA 5th-8th. Purchase and Implementation of iReady MyPath for 5th Grade Math Purchase and Implementation of iXL Math to support 6th-8th Grade Skill-Building 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	Visits to all math classes including observation notes PLC conversations and implementation practices of SMC within focused areas. Additional PLC conversations and implementation practices of iReady Math curriculum (5th Grade)	Increased achievement for all students meeting Math SBA benchmarks per identified goals Growth meeting or exceeding Pre-Pandemic Levels	Math PLC Teams Angela Campbell Russell Evans	Continuous		Curriculum already purchased	Curriculum funded by District budget

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

- 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 and Agile Minds Math
- Revamped testing schedule
- ELA infrastructure developed and implemented

- Professional Learning Teams
- Instructional Coaching (Part-Time with 2 of our Staffed Teachers)
- School Improvement Team model (Building Leadership Team, Continuous Learning Team, CharacterStrong Cadre and Data Team)
- New SPED instructional model
- 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, and SIPS.
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 for student use
- iReady
- Google Classroom
- Acellus (SPED)
- Kahoot for review and distributed practice
- Ed Gems, Moby Max, iXL, MyPath 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

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 Family 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.