

WOODLAND MIDDLE SCHOOL



School Improvement Plan

2025-2026



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
2025-2026 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 2025-26 school year.	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 monthly events at WMS to engage parents.	The following are WMS English Language Arts goals for 2025-26 as measured by the end of year SBA state assessment: 5th grade increase from 59% to 67% 6th grade increase from 52% to 60% 7th grade increase from 53% to 61% 8th grade increase from 50% to 58% The following are WMS Math goals for 2025-26 as measured by the end of year SBA state assessment: 5th grade increase from 46% to 54% 6th grade increase from 43% to 51% 7th grade increase from 42% to 50% 8th grade increase from 33% to 41% The following are WMS Science goals for 2025-26 as measured by the end of year WCAS/Next Gen science assessment: 5th grade increase from 65% to 73% 8th grade increase from 46% to 54% The following are WMS ML goals for 2025-26 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 2025-26 school year

Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Working closely with MTSS team and attendance secretary 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	Rushing Mayes Heather Finn Kelley Foyt Lily Weiman Kelly Hathaway Tara Campbell	Sept. 2025	June 2026	N/A	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 <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done?</i> <i>What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Focus on positive Behaviors that come from our Character Strong curriculum. This will include students of the week, students of the month, Trojan Tickets, and recognition at assemblies.	Weekly, monthly, and quarterly awards that are presented to students and celebrated around the entire school	Teacher nominations of student rewards. Reduction of referrals by 30% during the 2025-26 school year.	All classroom teachers	Fall 2025	June 2026	\$250	Building Budget for award certificates
Implementation of Woodland Middle School Student Code	We are initiating a new code for student behavior.	Reduction of referrals by 30% during the 2025-26 school year.	All adults on the WMS Campus	August 2025	June 2025	\$300	Building Budget for PBIS type posters

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

Strategy/Activity <i>Specific and Measurable</i> Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done?</i> <i>What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
Parent/Family Events that are Strategically Targeted for Needs/Attendance Multilingual Family Night AVID Family Night Title 1 Engagement Night 4th Grade Family Night Monthly 'Coffee with the Principal'	Notes and feedback based on attendance at events.	At least 30% parent participation in the events	Nick Davies Rushing Mayes	Fall 2025	June 2026	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	Nick Davies Rushing Mayes Crystal Roskoski Kelley Foyt Lily Weiman	Fall 2025	Ongoing	Misc. Supplies Approx. \$10,000	Title/Building Funds Club Budget
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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 2025-256 as measured by the end of year SBA state assessment:

5th grade increase from 59% to 67%
6th grade increase from 52% to 60%
7th grade increase from 53% to 61%
8th grade increase from 50% to 58%

The following are WMS Math goals for 2025-256 as measured by the end of year SBA state assessment:

5th grade increase from 46% to 54%
6th grade increase from 43% to 51%
7th grade increase from 42% to 50%
8th grade increase from 33% to 41%

The following are WMS Science goals for 2025-26 as measured by the end of year WCAS/Next Gen science assessment:

5th grade increase from 65% to 73%
8th grade increase from 46% to 54%

The following are WMS ML goals for 2025-26 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 <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
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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 2025 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 Nick Davies Rushing Mayes Tara Campbell Kelly Hathaway	Fall 2025	Continuous	Materials Already Purchased and we purchased iReady MyPath to help supplement our work.	Building and District
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WMS GOAL 4: Improve student performance: *Continued*

Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
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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 Nick Davies Rushing Mayes	Continuous	Curriculum already purchased	Curriculum funded by District budget
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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
- 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 weekly 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, Talking Points, and email check-ins); special events (Lunch & Look Around, concerts, Title 1 Engagement Night, Monthly 'Coffee with the Principal' meetings, 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.