

WOODLAND MIDDLE SCHOOL



School Improvement Plan

2026-2027



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
2026-2027 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)
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 (Students scoring a 3 or 4)* 5th grade increase from 54% to 58% 6th grade increase from 48% to 52% 7th grade increase from 57% to 61% 8th grade increase from 55% to 59% The following are WMS Math goals for 2025-26 as measured by the end of year SBA state assessment (Students scoring a 3 or 4)* 5th grade increase from 48% to 52% 6th grade increase from 52% to 56% 7th grade increase from 45% to 49% 8th grade increase from 36% to 40% The following are WMS Science goals for 2025-26 as measured by the end of year WCAS/Next Gen science assessment (Students scoring a 3 or 4)* 5th grade increase from 66% to 70% 8th grade increase from 55% to 59%

WMS GOAL 1: Increase the number of students exhibiting positive behaviors as evidenced increase in distribution of positive incentives and recognition and a decline in referrals related to 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, Trojan Tickets, Grade Level Rewards, 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, number of students earning 'Trojan Tickets' and receiving quarterly rewards.	All adults on the WMS Campus	Fall 2026	June 2027	\$3,500	Building Budget for award certificates, posters, and student store items to acknowledge positive student behavior
Continued Implementation of Woodland Middle School Student Code	We are continuing to implement high expectations for student behavior	Reduction of referrals by 15% during the 2026-27 school year.	All adults on the WMS Campus	August 2026	June 2027	\$0	Everything was already purchased during the 2025-2026 school year

WMS GOAL 2: Increase in family involvement by providing additional opportunities for families to come to WMS.

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>
Multilingual Family Night AVID Family Night Title 1 Engagement Event 4th Grade Family Night Grade Level 'Showcase' Nights Monthly Opportunities for families to meet with the Principal Partnership with the PTSA Creating a New Parent Volunteer Program Spring Parent Survey	Notes and feedback based on attendance at events.	Keeping track of the number of families who attend each event. Annual Parent Survey distributed during Spring Conferences	Nick Davies Rushing Mayes	Fall 2026	June 2027	Curricular Supplies and Food \$2000	Title I/ Building Funds

WMS GOAL 3: 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 (students scoring a 3 or 4)*

5th grade increase from 54% to 58%

6th grade increase from 48% to 52%

7th grade increase from 57% to 61%

8th grade increase from 55% to 59%

The following are WMS Math goals for 2025-256 as measured by the end of year SBA state assessment (students scoring a 3 or 4)*

5th grade increase from 48% to 52%

6th grade increase from 52% to 56%

7th grade increase from 45% to 49%

8th grade increase from 36% to 40%

The following are WMS Science goals for 2025-26 as measured by the end of year WCAS/Next Gen science assessment (students scoring a 3 or 4)*

5th grade increase from 66% to 70%

8th grade increase from 55% to 59%

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>
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. School-wide focus on Organizational Strategies. Core content teachers will use Interactive Notebooks in their classrooms, and all students will use a Binder system to organize their work.	Refresh/Review Strategies with full staff August 2026 Admin Observations PLC meeting discussion notes	Increased achievement for all students meeting ELA SBA benchmarks per identified goals	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

WMS GOAL 3: Improve student performance: *Continued*

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>
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 School-wide focus on Organizational Strategies. Core content teachers will use Interactive Notebooks in their classrooms, and all students will use a Binder system to organize their work.	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

***Woodland Middle School is measuring academic growth based on SBA scores. Our data is based on students who score a 3 or 4 on the SBA. OSPI recently started publishing student scores of 2 or above. You can see a description of scores below.**

- **Level 4: Exceeds grade-level expectations; indicates advanced progress and tracks for higher-level learning.**
- **Level 3: Meets grade-level expectations; indicates proficiency and tracks as on-track for college and career readiness.**
- **Level 2: Nearly meets grade-level expectations (redefined by OSPI as showing foundational grade-level knowledge/skills depending on context).**
- **Level 1: Does not meet grade-level expectations.**

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

- Master Schedule with double dose of Math (5th-8th Grade) and ELA (5th and 6th Grade)
- Expanded advanced class offerings/Expanded elective offerings
- Tiered ML instructional model for Multi-Language Development.
- Homeroom Changes
- PBIS modifications - complete revamp in fall 2026
- SMC and Agile Mind Math
- Revamped testing schedule
- ELA infrastructure developed and implemented
- Professional Learning Teams
- Instructional Coaching (Part-Time with 2 of our Staffed Teachers - one focused on teaching practices and the other focused on student engagement)
- School Improvement Team model (Building Leadership Team)
- New SPED instructional model
- Digital Citizenship (Entire week in October 2026)

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
- IXL
- 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/clubs tied to technology:

- 5th grade Technology
- 6th grade Advanced Technology
- 5/6 Lego Robotics
- Digital Creations
- CTE Robotics
- Advanced Robotics
- Lego Team
- Science Olympiad

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, updated curriculum guides coming out during the 2026-2027 school year, 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 Event, Monthly meetings with the principal, sporting events, and awards assemblies); school-wide communications (newsletters, TalkingPoints, 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 spring conferences to get input about school programs and climate. Additionally, we host an annual Title I meeting to gain additional parent input. We provide family events in the evening and our PTSA is actively involved in raising funds

for the school, along with hosting multiple teacher appreciation events.