



KDE Comprehensive School Improvement Plan

Woodland Middle School
Kenton County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Woodland Middle School is located in Taylor Mill, KY. Taylor Mill is a suburb of Cincinnati and is surrounded by a supportive community with a population of 7,000 residents. Taylor Mill is a thriving middle class community with a median household income of \$61,918.00. The median age for a resident of Taylor Mill is 40. The majority of our families commute to Cincinnati and the surrounding areas for job opportunities due to the close proximity of I-275.

Woodland Middle School is the home of the Wildcats. We currently serve 750 students in grades 6-8. 89.8% of our students are Caucasian with 2.8% of our students are Latino, 1.8% students are African American, and less than .6% of our students are Asian. 12.6% of our students receive special education services and 41.6% of our students receive free or reduced price lunch. .42% of our students are English Language Learners. Woodland Middle has two structured teaching classrooms which serve the needs of our most disabled students.

Woodland Middle School has 21 content area teachers and a reading and math interventionist who works with students in 6th, 7th, and 8th grade. The reading and math interventionist works with smaller classes of students to provide additional support to build skills. Woodland Middle School has 8 core teachers and 9 special education teachers. We also have two full time guidance counselors, a media specialist, and Family Resource Center.

Woodland Middle School is unique because the middle school shares a campus with Scott High School. This offers additional educational opportunities for both our students and students who attend Scott High School. During the 2014-2015 school year, Woodland 8th graders have the opportunity to take Geometry and elective courses at Scott High School. This year our 8th graders have the opportunity to take Spanish, and Geometry for high school credit. Scott High School students have the opportunity to assist at Woodland during the school day as part of a service learning class. The students serve as peer tutors and mentors for our middle school students. This fosters a community between the two campuses.

The administration, teachers, and staff are committed to the students of Woodland Middle School. At Woodland we are focused on continuous growth and achievement. We look forward to challenging our students to reach their highest potential.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Woodland Middle School is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' everyday and creating a culture of high expectations. The faculty and staff at Woodland are currently in the process of revising our mission statement and beliefs to address our goal of college and career readiness for all students.

The current mission statement of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing our students are in transition from childhood to adolescence. The current mission statement was developed with input from teachers, parents and stakeholders and drives our work by providing focus.

Our mission statement is as follows:

Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth.

We believe:

Each student is important.

Every student can be a successful learner.

Middle school is an important transitional period where students are encouraged to develop a sense of self-esteem and personal dignity.

Students have a right to a quality education with rigorous learning opportunities.

Students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed.

Understanding and acceptance of cultural, social, physical, and economic differences creates a healthy learning environment.

Learning is a lifelong process.

Woodland also provides opportunities for students to explore their role in society, and encourages lifelong participation in their community. The mission statement currently guides our practice and informs our daily work. This is evident through the inclusion of programs to meet the needs of students at all academic levels. We offer Read 180 for our students who are struggling readers and need more support. We offer Prep and Prep + which are designed to challenge and enrich our students who are excelling in math and language arts. We implement Springboard, a Pre-AP curriculum, for all of our students in math and language arts. This curriculum supports our culture of high expectations and commitment to rigorous learning experiences for all students.

Woodland Middle School is committed to fostering the whole child. This commitment is seen through our extensive fine arts program offerings and extracurricular opportunities. Woodland Middle School has an award winning choral and band program. We also offer art and drama. This year our students have the opportunity to audition and participate in a variety of honor choirs and band programs. We have introduced a National Junior Art Society to support our students who excel in visual arts. Our students have the opportunity to become involved in many extracurricular activities including Academic Team, football, volleyball, basketball, track, dance team, Real Girls Stand Strong, National Junior Honor Society, Forensics, Lego League, Yearbook Club, Bookfest, Chess Club, Construction 101, Quick Recall, Scrapbooking club, and Student Council are just a few examples of the opportunities for Woodland students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Woodland Middle School is proud of the academic improvement of our students and their accomplishments through our Fine Arts program and clubs. For the past five years our choral program has received Proficient or Distinguished ratings at the KY Music Educators Association (KMEA) Choral Festival:

2010 6th grade chorus Distinguished rating at KMEA Choral Festival

2011 6th grade chorus Proficient rating at KMEA Choral Festival

2011 7th grade chorus Distinguished rating at KMEA Choral Festival

2012 6th, 7th and 8th grade choruses all received Proficient ratings at Choral Festival

2013 6th, 7th, and 8th grade choruses all received Proficient ratings at KMEAs Large Group Choral Festival

2014: Chorus teacher was the KY Middle School Music Education Association Middle School Educator of the Year

2014: 6 students received Distinguished ratings and 14 students received Proficient ratings at KMEA Solo and Ensemble

2014: 6 6th graders and 21 7th and 8th graders were selected to participate in NKY Middle School Honor Choir

Our choral students also shine at the Solo and Ensemble Festival. At this festival students regularly receive Distinguished and Proficient ratings. In 2014, 6 students scored Distinguished as soloists, and 14 students scored Proficient. We have multiple singers selected from our program to the American Choral Directors Association and KMEA all-state choirs. Three students were selected to participate in the Bluegrass Choral Festival at the University of Kentucky and 33 students participated in the Kenton County All-Star Chorus.

Our band program is also a significant point of pride for Woodland Middle School. Our band students excel and represent us with distinction at a variety of events. Both our 7th and 8th grade band received distinguished ratings at the KMEA large group assessment during the spring of 2012. All students who participated in the KMEA solo and ensemble festival received a proficient or distinguished rating in 2012 and 2013. Several Woodland Middle School band students were chosen to participate in Northern Kentucky select band and the Junior Youth Wind Ensemble during 2011-2012, 2012-2013, 2013-2014 school year.

Woodland is very proud of our award winning Forensics Team. Forensics is a drama and speech club. Students compete in tournaments during the weekends. During the 2013-2014 school year our Forensics Team placed 1st in the small school division at the KESDA state tournament. This was the 3rd year in a row our team has won this division. Woodland ended the year at the KY High School Speech League state competition. For the third year in a row we won the Team Efficiency Award. This year we are expecting even more success from this committed group of students.

Woodland fields a competitive academic team and quick response team. Over the years, each team has represented the school with distinction as an extracurricular club. This year our 6th grade students were the district runner up at the 6th Grade Showcase for Quick Response. Woodland was also the district runner up at the Governor's Cup in the area of Quick Response.

Our students also represent us well athletically. Many of our student athletes have qualified for state competitions and our teams have won district championships. Our competitive cheerleading squads were first place winners at two competitions during the 2012-2013 school year. This year, the competitive squad has qualified for the state competition for the first time ever. In 2013-2014, our football team won the district championship. Two female students placed in the Top 20 in the state in cross country. During 2013-2014 our 7th grade basketball team was the region champion and runner up in the district. Our archery team had two state qualifiers and our track team represented us SY 2015-2016

well. In 2015, our football team won the district championship.

Woodland students are committed to serving the community. During the 2013-2014 school year, Cats for a Cause raised over \$600.00 for Mary's Sock Fund. Mary's Sock Fund supports patients being treated by the University of Cincinnati Hospital's neurology department. The club also donated 50 bags to Children's Hospital filled with socks, puzzles, coloring books, and crayons to raise awareness of brain tumors. These students led through service to others by making blankets for Holly Hill Girls Home. They also sponsored a canned food drive to replenish our local food pantry. Our Real Girls Stand Strong group was created with the intention of promoting positive vibes. The Real Girls Stand Strong club has been featured on several local and national media outlets as well as social media for the positive message that they are sending.

Over the next three years we have identified several areas to target for improvement. These areas include: a continued focus on reading, writing, and increasing the number of students with disabilities who score at the proficient and distinguished level on Kprep in all areas.

We are committed to creating better writers through continued use of our school-wide writing non-negotiables and a continued focus on writing in all content areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Woodland Middle School is excited about the future! We are committed to increasing student achievement and giving our students access to a variety of opportunities. Woodland Middle School has one of the finest fine arts programs in the state. This statement is supported by the tremendous achievements of our choral and band students. Both our band and chorus programs regularly receive Distinguished ratings during KY Music Educators Association sponsored events. Woodland currently has over 15 clubs students can join and this list is growing! We also have over 15 competitive athletic teams and a strong intramural program. Our students have the opportunity to participate in the Scott High School marching band and on athletic teams at Scott High School. This allows our students to compete in swimming, cross country, tennis, soccer, basketball, diving, bowling, baseball, and softball.

Currently students can participate in the following clubs: Forensics, Yearbook Club, Construction 101, Student Council, National Junior Art Society, Energywise, Real Girls Stand Strong, Lego League, National Junior Honor Society, Bookfest, Academic Team, Quick Recall, Chess Club, Scrapbooking Club, and Construction 101. Woodland students also have the opportunity to tryout for the following athletic teams at their grade level: archery, volleyball, football, cross country, cheerleading, competitive cheerleading, basketball, and track and field.

Woodland Middle School also has an active intramural program which gives students a variety of opportunities. Basketball and bowling are just a few examples of our intramural offerings.

2015-16 CSIP Goals

Overview

Plan Name

2015-16 CSIP Goals

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.	Objectives: 2 Strategies: 4 Activities: 6	Organizational	\$0
2	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	Woodland Middle School Program Review Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Gap Goal: Woodland Middle School will increase the number of special education students with IEPs scoring Proficient and Distinguished in reading and math.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
6	Woodland Middle School Tell Survey Goal	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	College and Career Readiness: 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.

Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 49.5% in May 2015 to 63.7% by 10/01/2016 as measured by school report card delivery targets.

Strategy 1:

Best Practices for Common Core - This strategy will increase teacher proficiency and knowledge of the Common Core standards which will impact student achievement.

Category: Continuous Improvement

Activity - Continued Professional Development on Springboard Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analyze student work focused on Common Core alignment.	Professional Learning	06/02/2015	05/31/2016	\$0	No Funding Required	Principal, assistant principal, grade level cadres, teachers

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to monitor classroom instruction through PPR walks. Teachers will receive coaching based on the Professional Practices Rubric.	Professional Learning	08/19/2015	05/31/2016	\$0	No Funding Required	principal, assistant principal, teachers

(shared) Strategy 2:

Continued implementation of System 44 and Read 180 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and modified Springboard curriculum will address gaps in reading.

Category: Continuous Improvement

Activity - Monitor fidelity of Implementation of System 44 and Read 180.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the fidelity of implementation of System 44, Read 180, and modified Springboard curriculum through PPR walks and data reports from System 44, Read 180, and MAP. Coach teachers on the use of data reports and hold monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	principal, assistant principal, and district consultants
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(shared) Strategy 3:

Ongoing use of data - Teachers will collaborate to use triangulated data to make instructional decisions for students.

Category: Continuous Improvement

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	08/19/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Strategy 4:

Continue Literacy Design Collaborative Work - Language arts teachers will continue their work in the Literacy Design Collaborative (LDC).

Category: Professional Learning & Support

Activity - LDC Module Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	08/19/2015	05/31/2016	\$0	No Funding Required	Language arts teachers, district consultants, principal, and assistant principal

Measurable Objective 2:

collaborate to reduce the percentage of students scoring novice in the area of reading from 19.8% to 17% by 10/03/2016 as measured by the 2015-16 KPREP scores and school report card.

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(shared) Strategy 1:

Continued implementation of System 44 and Read 180 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and modified Springboard curriculum will address gaps in reading.

Category: Continuous Improvement

Activity - Monitor fidelity of Implementation of System 44 and Read 180.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the fidelity of implementation of System 44, Read 180, and modified Springboard curriculum through PPR walks and data reports from System 44, Read 180, and MAP. Coach teachers on the use of data reports and hold monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	principal, assistant principal, and district consultants

(shared) Strategy 2:

Ongoing use of data - Teachers will collaborate to use triangulated data to make instructional decisions for students.

Category: Continuous Improvement

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	08/19/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Goal 2: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.

Measurable Objective 1:

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collaborate to increase proficiency in math among all students from 43.7% in May 2015 to 57.3% on KPREP by 05/31/2016 as measured by School report card delivery targets.

Strategy 1:

Targeted Interventions - Students performing below benchmark will work through the Compass Learning program as an intervention.

Category: Continuous Improvement

Activity - Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below benchmark in math will be provided the opportunity to take Math 180 to provide extra enrichment in math.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Math 180 teachers, counselors, administrators, Math teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to access Compass learning during, before and afterschool and from home and school computers to address skill deficiencies.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Compass administrator, math teachers, library media specialist, Admin team

Strategy 2:

Continue Math Design Collaborative Work - Teachers will continue to collaborate through the Math Design Collaborative.

Category: Professional Learning & Support

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet on a monthly basis in groups to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	06/02/2015	06/01/2016	\$0	No Funding Required	math teachers, district consultants, principal, and assistant principal

Goal 3: Woodland Middle School Program Review Goal

Measurable Objective 1:

collaborate to increase the Arts and Humanities Program total score from 8.3 in October 1, 2015 to 9 by 06/03/2016 as measured by Arts and Humanities Program review scores.

Strategy 1:

Increase Collaboration - Teachers will collaborate to share and collect evidence for Arts and Humanities program review.

Category: Stakeholder Engagement

Activity - Teacher Training on Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning based on the Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	\$0	No Funding Required	Encore teachers, core teachers, principal, and assistant principal

Goal 4: Gap Goal: Woodland Middle School will increase the number of special education students with IEPs scoring Proficient and Distinguished in reading and math.

Measurable Objective 1:

collaborate to Increase proficiency in reading and math among special education students with IEPs from 23.2% in May 2015 to 28.9% by 10/01/2016 as measured by School report card delivery targets.

Strategy 1:

Targeted interventions - Using ongoing data to ensure students are receiving the appropriate intervention that is targeting their skill deficits.

Category: Continuous Improvement

Activity - Collaboration Using Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, language arts, and special education teachers will collaborate to identify the targeted needs of students with disabilities based on data and use this information to plan targeted interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Math teachers, language arts teachers, special education teachers, administration

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Activity - Monitor Implementation of Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor the implementation of targeted instruction/interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0	No Funding Required	Principal, assistant principal, counselors, teachers

Goal 5: Woodland Middle School will increase the number of students scoring Proficient and Distinguished in writing.

Measurable Objective 1:

collaborate to increase proficiency in writing from 35.1% in May 2015 to 53.2% by 10/01/2016 as measured by School report card delivery targets.

Strategy 1:

Implementation Schoolwide Writing Non-Negotiables - All teachers will continue to apply the school-wide writing non-negotiables in their classrooms.

Category: Career Readiness Pathways

Activity - Schoolwide Commitment to Writing Non-Negotiables	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	08/19/2015	05/31/2016	\$0	No Funding Required	All Woodland Middle School teachers and staff and YSC coordinator

Strategy 2:

School wide On-Demand Writing - All students will participate in two schoolwide On-Demand writings. All teachers will be trained to score the on-demand writing using the state rubric.

Category: Professional Learning & Support

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	08/19/2015	05/31/2016	\$0	No Funding Required	All Woodland Middle School teachers, administrators, media specialist, guidance counselors

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Activity - Identification of Schoolwide Trends in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	08/19/2015	05/31/2016	\$0	No Funding Required	All Woodland Middle School teachers, administrators, counselors
Activity - Implementation of Strategies to Address Schoolwide Writing Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	08/19/2015	05/31/2016	\$0	No Funding Required	All Woodland Middle School teachers, administrators, counselors

Goal 6: Woodland Middle School Tell Survey Goal

Measurable Objective 1:

collaborate to increase the percentage of teachers who have sufficient access to instructional technology, including computers, printers, software and internet access from 79.1% in May 2015 to 83% by 05/31/2017 as measured by TELL survey data.

Strategy 1:

Implementation of Instructional Technology resources - Teachers will be trained on how to best use Compass, Grade Cam and Brain Pop with students..

Category: Continuous Improvement

Activity - Support Implementation of Instructional Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	\$0	No Funding Required	Principal, assistant principal, teachers, library media specialist
Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster teacher leadership within the building by giving teachers opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	\$0	No Funding Required	Principal, assistant principal, teachers, library media specialist

Goal 7: Wellness

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members by 100% by 08/31/2016 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Stakeholder Engagement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Woodland Middle School will develop a wellness committee that will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/04/2016	05/31/2016	\$0	No Funding Required	Principal, Assistant Principal, Wellness Committee Chair, YSC coordinator, School nurse

Goal 8: College and Career Readiness: 2015-2016

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready in Reading Proficiency from 32.9% in May of 2015 to 39% by 10/01/2016 as measured by KPREP Reading Proficiency.

Strategy 1:

PLC Job Embedded Work - Teachers will participate in job embedded professional development through PLC meetings with a focus on best instructional practices in the area of reading. Additionally, we are focusing on the ongoing use of data to best meet the needs of our students as well as adjust our instruction.

Category: Continuous Improvement

Activity - Monthly Meetings with Read 180 and System 44 Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet monthly with teachers to ensure students are receiving the appropriate instruction and intervention. We will monitor the data to determine student growth in the area of reading.	Academic Support Program	01/05/2016	08/31/2016	\$0	No Funding Required	Teachers, administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Meetings with Read 180 and System 44 Teachers	We will meet monthly with teachers to ensure students are receiving the appropriate instruction and intervention. We will monitor the data to determine student growth in the area of reading.	Academic Support Program	01/05/2016	08/31/2016	\$0	Teachers, administrators
Professional Development for Teachers	All teachers will be trained to score an on-demand writing using the state rubric. This professional development will increase the awareness of all teachers on state expectations for writing to allow integration of the state rubric expectations in all content areas.	Professional Learning	08/19/2015	05/31/2016	\$0	All Woodland Middle School teachers, administrators, media specialist, guidance counselors
Teacher Leadership	Foster teacher leadership within the building by giving teachers opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	\$0	Principal, assistant principal, teachers, library media specialist
Data Meetings	Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	08/19/2015	05/31/2016	\$0	Teachers, Principal, Assistant Principal, Guidance Counselors
Monitor fidelity of Implementation of System 44 and Read 180.	Monitor the fidelity of implementation of System 44, Read 180, and modified Springboard curriculum through PPR walks and data reports from System 44, Read 180, and MAP. Coach teachers on the use of data reports and hold monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	01/04/2016	05/31/2016	\$0	principal, assistant principal, and district consultants
Teacher Training on Program Review	All teachers will participate in professional learning based on the Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	\$0	Encore teachers, core teachers, principal, and assistant principal

KDE Comprehensive School Improvement Plan

Woodland Middle School

Identification of Schoolwide Trends in Writing	Teachers will score On-Demand writings. These student work samples will be used to identify schoolwide trends in student writing.	Professional Learning	08/19/2015	05/31/2016	\$0	All Woodland Middle School teachers, administrators, counselors
LDC Module Work	Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	08/19/2015	05/31/2016	\$0	Language arts teachers, district consultants, principal, and assistant principal
Schoolwide Commitment to Writing Non-Negotiables	All Woodland Middle School teachers will commit to holding all students accountable to the writing non-negotiables in every class.	Direct Instruction	08/19/2015	05/31/2016	\$0	All Woodland Middle School teachers and staff and YSC coordinator
Compass Learning	Students will have the opportunity to access Compass learning during, before and afterschool and from home and school computers to address skill deficiencies.	Academic Support Program	08/19/2015	05/31/2016	\$0	Compass administrator, math teachers, library media specialist, Admin team
Monitor Implementation of Targeted Instruction	The administrative team will monitor the implementation of targeted instruction/interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0	Principal, assistant principal, counselors, teachers
Wellness Leadership Development	Woodland Middle School will develop a wellness committee that will be charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level wellness policy.	Policy and Process	01/04/2016	05/31/2016	\$0	Principal, Assistant Principal, Wellness Committee Chair, YSC coordinator, School nurse
Support Implementation of Instructional Technology Resources	Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	\$0	Principal, assistant principal, teachers, library media specialist

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Collaboration Using Data	Math, language arts, and special education teachers will collaborate to identify the targeted needs of students with disabilities based on data and use this information to plan targeted interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0	Math teachers, language arts teachers, special education teachers, administration
Continued Professional Development on Springboard Implementation	Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analyze student work focused on Common Core alignment.	Professional Learning	06/02/2015	05/31/2016	\$0	Principal, assistant principal, grade level cadres, teachers
Continued Monitoring of Classroom Instruction	We will continue to monitor classroom instruction through PPR walks. Teachers will receive coaching based on the Professional Practices Rubric.	Professional Learning	08/19/2015	05/31/2016	\$0	principal, assistant principal, teachers
Analysis of Student Work	Teachers meet on a monthly basis in groups to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	06/02/2015	06/01/2016	\$0	math teachers, district consultants, principal, and assistant principal
Data Analysis	Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Academic Support Program	08/19/2015	05/31/2016	\$0	Teachers, Principal, Assistant Principal, Guidance Counsors
Implementation of Strategies to Address Schoolwide Writing Trends	After using student work samples to identify schoolwide trends in writing, teachers will implement strategies to address deficiencies in student writing.	Direct Instruction	08/19/2015	05/31/2016	\$0	All Woodland Middle School teachers, administrators, counselors
Math 180	Students performing below benchmark in math will be provided the opportunity to take Math 180 to provide extra enrichment in math.	Academic Support Program	08/19/2015	05/31/2016	\$0	Math 180 teachers, counselors, administrators, Math teachers
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Woodland Middle School is committed to continuous improvement. Analysis of our data guides our mission to improve. Data is analyzed by the administrative team, teachers during PLC's, and parents through SBDM Council meetings. The data we examined included: TELL Survey, KPREP, MAP, Read 180 and System 44.

The examination of our data allowed us to identify areas of strength. Some areas of strength are:

The percentage of proficient and distinguished students with disability with IEPs in Reading went from 14.4% in 2013-2014 to 26.8% in 2014-2015. We met our delivery target.

The percent proficient and distinguished students with disability with IEPs in Math went from 7.7% in 2013-2014 to 19.5% in 2014-2015. We met our delivery target.

The percent proficient and distinguished for all students in Language Mechanics went from 37.7% in 2013-2014 to 41.5% in 2014-2015.

This data tells us that our targeted intervention programs for students with disability with IEPs are working. By looking at these numbers it is evident that teachers are taking full advantage of using the research based System 44 and Read 180 resources to make a positive impact on student learning and achievement. This data also tells us that teachers are implementing the Springboard curriculum in Language arts and a strong focus on language and mechanics has been put into place.

The examination of our data allowed us to identify areas in which we need to improve. Some areas in which we need to improve are:

Only 49.5% of students scored at the proficient and distinguished level in reading compared to 53.8% in the state and 58% in the district.

Only 35.1% of students scored at the proficient and distinguished level in writing compared to 39.2% in the state and 40.9% in the district.

Only 43.7% of students scored at the proficient and distinguished level in math compared to 42.8% in the state and 51.7% in the district.

This data tells us that we must continue to focus on core instruction and provide specific RTI based on each's students individual need and continue the implementation of Springboard math and reading with fidelity.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Some areas of strength are:

The percent proficient and distinguished students with disability with IEPs in Reading went from 14.4% in 2013-2014 to 26.8% in 2014-2015.

We met our delivery target.

The percent proficient and distinguished students with disability with IEPs in Math went from 7.7% in 2013-2014 to 19.5% in 2014-2015. We met our delivery target.

The percent proficient and distinguished for all students in Language Mechanics went from 37.7% in 2013-2014 to 41.5% in 2014-2015.

The actions that we are implementing to sustain the areas of strength are:

Read 180 refinement

System 44 refinement

Math 180 implementation

Compass Learning targeted for all students that are below the 40th percentile in reading and/or math

Springboard in Language Arts and Math refinement

We are proud and celebrate our growth in Proficient and Distinguished for students with IEPs in Reading and Math and our growth for all students in Language Mechanics. Our teachers and students work hard and are focused on continuous growth and these improvements are a reason to celebrate our achievement.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The examination of our data allowed us to identify areas in which we need to improve. Some areas in which we need to improve are:

Only 49.5% of students scored at the proficient and distinguished level in reading compared to 53.8% in the state and 58% in the district.

Only 35.1% of students scored at the proficient and distinguished level in writing compared to 39.2% in the state and 40.9% in the district.

Only 43.7% of students scored at the proficient and distinguished level in math compared to 42.8% in the state and 51.7% in the district.

This data tells us that we must continue to improve core instruction and focus on providing specific RTI based on each's students individual need and continue the implementation of Springboard math and reading with fidelity.

We are also implementing the Math 180 intervention program to support improvement in the area of Math achievement. We are triangulating data to ensure that we are providing specific RTI to meet the needs of all of our students.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Data is a powerful tool. It allows you to see your areas of strength and identify areas of improvement. Woodland Middle School has shown growth in some areas but we certainly need to address some areas that have declined. We are confident that the plans we have developed will continue to impact student achievement as Woodland Middle School strives for improvement. Our next step as a school will be to continue to monitor the implementation of our plans we have developed to address our areas of improvement. We will continue to use MAP data and classroom observations to guide decisions as we reflect the fidelity of the implementation of our action plans.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Woodland Middle School Tell Survey Goal

Measurable Objective 1:

collaborate to increase the percentage of teachers who have sufficient access to instructional technology, including computers, printers, software and internet access from 79.1% in May 2015 to 83% by 05/31/2017 as measured by TELL survey data.

Strategy1:

Implementation of Instructional Technology resources - Teachers will be trained on how to best use Compass, Grade Cam and Brain Pop with students..

Category: Continuous Improvement

Research Cited:

Activity - Support Implementation of Instructional Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of instructional technology resources for teachers.	Other	08/19/2015	05/15/2017	\$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Foster teacher leadership within the building by giving teachers opportunities to participate in leading professional development on instructional technology programs.	Professional Learning	08/19/2015	05/15/2017	\$0 - No Funding Required	Principal, assistant principal, teachers, library media specialist

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Woodland Middle School will increase the number of students scoring Proficient and Distinguished in reading.

Measurable Objective 1:

collaborate to increase the number of students scoring Proficient and Distinguished on reading KPREP from 49.5% in May 2015 to 63.7% by

KDE Comprehensive School Improvement Plan

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10/01/2016 as measured by school report card delivery targets.

Strategy1:

Continued implementation of System 44 and Read 180 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and modified Springboard curriculum will address gaps in reading.

Category: Continuous Improvement

Research Cited:

Activity - Monitor fidelity of Implementation of System 44 and Read 180.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the fidelity of implementation of System 44, Read 180, and modified Springboard curriculum through PPR walks and data reports from System 44, Read 180, and MAP. Coach teachers on the use of data reports and hold monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	01/04/2016	05/31/2016	\$0 - No Funding Required	principal, assistant principal, and district consultants

Strategy2:

Continue Literacy Design Collaborative Work - Language arts teachers will continue their work in the Literacy Design Collaborative (LDC).

Category: Professional Learning & Support

Research Cited:

Activity - LDC Module Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to meet with grade level cadres across the district to evaluate effectiveness of LDC modules through the use of student work.	Professional Learning	08/19/2015	05/31/2016	\$0 - No Funding Required	Language arts teachers, district consultants, principal, and assistant principal

Strategy3:

Ongoing use of data - Teachers will collaborate to use triangulated data to make instructional decisions for students.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counslors

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Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Strategy4:

Best Practices for Common Core - This strategy will increase teacher proficiency and knowledge of the Common Core standards which will impact student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Continued Professional Development on Springboard Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to collaborate with district consultants, professional learning communities at the school and district level, and analyze student work focused on Common Core alignment.	Professional Learning	06/02/2015	05/31/2016	\$0 - No Funding Required	Principal, assistant principal, grade level cadres, teachers

Activity - Continued Monitoring of Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to monitor classroom instruction through PPR walks. Teachers will receive coaching based on the Professional Practices Rubric.	Professional Learning	08/19/2015	05/31/2016	\$0 - No Funding Required	principal, assistant principal, teachers

Measurable Objective 2:

collaborate to reduce the percentage of students scoring novice in the area of reading from 19.8% to 17% by 10/03/2016 as measured by the 2015-16 KPREP scores and school report card.

Strategy1:

Continued implementation of System 44 and Read 180 to increase the proficiency of students at below grade level benchmarks. - The implementation of these research based programs meet the needs of our students struggling in reading by addressing skill deficiencies. System 44, Read 180, and modified Springboard curriculum will address gaps in reading.

Category: Continuous Improvement

Research Cited:

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Activity - Monitor fidelity of Implementation of System 44 and Read 180.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the fidelity of implementation of System 44, Read 180, and modified Springboard curriculum through PPR walks and data reports from System 44, Read 180, and MAP. Coach teachers on the use of data reports and hold monthly data meetings with R180 and System 44 teachers to discuss trends and students.	Professional Learning	01/04/2016	05/31/2016	\$0 - No Funding Required	principal, assistant principal, and district consultants

Strategy2:

Ongoing use of data - Teachers will collaborate to use triangulated data to make instructional decisions for students.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP data to develop interventions for students performing below benchmark in reading.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use data to make instructional decisions for students and analysis the effectiveness of interventions on the achievement of individual students. Teachers will continue to analyze student progress through MAP data, student work products, common assessments, formative assessment, and data collected from Scholastic programs including R180, System 44, and Reading Counts.	Other	08/19/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, Assistant Principal, Guidance Counselors

Goal 2:

Woodland Middle School will increase the number of students scoring Proficient and Distinguished in math.

Measurable Objective 1:

collaborate to increase proficiency in math among all students from 43.7% in May 2015 to 57.3% on KPREP by 05/31/2016 as measured by School report card delivery targets.

Strategy1:

Targeted Interventions - Students performing below benchmark will work through the Compass Learning program as an intervention.

Category: Continuous Improvement

Research Cited:

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Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below benchmark in math will be provided the opportunity to take Math 180 to provide extra enrichment in math.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Math 180 teachers, counselors, administrators, Math teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to access Compass learning during, before and afterschool and from home and school computers to address skill deficiencies.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Compass administrator, math teachers, library media specialist, Admin team

Strategy2:

Continue Math Design Collaborative Work - Teachers will continue to collaborate through the Math Design Collaborative.

Category: Professional Learning & Support

Research Cited:

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet on a monthly basis in groups to analyze student work based on data and discuss ways to adjust instruction as a result of this.	Professional Learning	06/02/2015	06/01/2016	\$0 - No Funding Required	math teachers, district consultants, principal, and assistant principal

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap Goal: Woodland Middle School will increase the number of special education students with IEPs scoring Proficient and Distinguished in reading and math.

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Measurable Objective 1:

collaborate to increase proficiency in reading and math among special education students with IEPs from 23.2% in May 2015 to 28.9% by 10/01/2016 as measured by School report card delivery targets.

Strategy1:

Targeted interventions - Using ongoing data to ensure students are receiving the appropriate intervention that is targeting their skill deficits.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor the implementation of targeted instruction/interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Principal, assistant principal, counselors, teachers

Activity - Collaboration Using Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, language arts, and special education teachers will collaborate to identify the targeted needs of students with disabilities based on data and use this information to plan targeted interventions for students with disabilities.	Academic Support Program	08/19/2015	05/31/2016	\$0 - No Funding Required	Math teachers, language arts teachers, special education teachers, administration

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

College and Career Readiness: 2015-2016

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready in Reading Proficiency from 32.9% in May of 2015 to 39% by 10/01/2016 as measured by KPREP Reading Proficiency.

Strategy1:

PLC Job Embedded Work - Teachers will participate in job embedded professional development through PLC meetings with a focus on best instructional practices in the area of reading. Additionally, we are focusing on the ongoing use of data to best meet the needs of our students as well as adjust our instruction.

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Category: Continuous Improvement

Research Cited:

Activity - Monthly Meetings with Read 180 and System 44 Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will meet monthly with teachers to ensure students are receiving the appropriate instruction and intervention. We will monitor the data to determine student growth in the area of reading.	Academic Support Program	01/05/2016	08/31/2016	\$0 - No Funding Required	Teachers, administrators

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Woodland Middle School Program Review Goal

Measurable Objective 1:

collaborate to increase the Arts and Humanities Program total score from 8.3 in October 1, 2015 to 9 by 06/03/2016 as measured by Arts and Humanities Program review scores.

Strategy1:

Increase Collaboration - Teachers will collaborate to share and collect evidence for Arts and Humanities program review.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher Training on Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional learning based on the Arts and Humanities program review rubrics. Each teacher will be asked to generate ideas of how their current program supports aspects of the Arts and Humanities program review. We will also refine our structure for collection of evidence.	Professional Learning	01/04/2016	05/31/2016	\$0 - No Funding Required	Encore teachers, core teachers, principal, and assistant principal

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

KDE Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A		

KDE Comprehensive School Improvement Plan

Woodland Middle School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM Council - Debra Benzing, Dana Brady, Andy Gatewood, Stephanie Proffitt, Meghan Glynn, Terrie Meister

PTSA - Amanda Wells, Susanne Bonfiglio

Administrative Team - Dave Campbell, Julie Wood, Kelly Dolwick

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

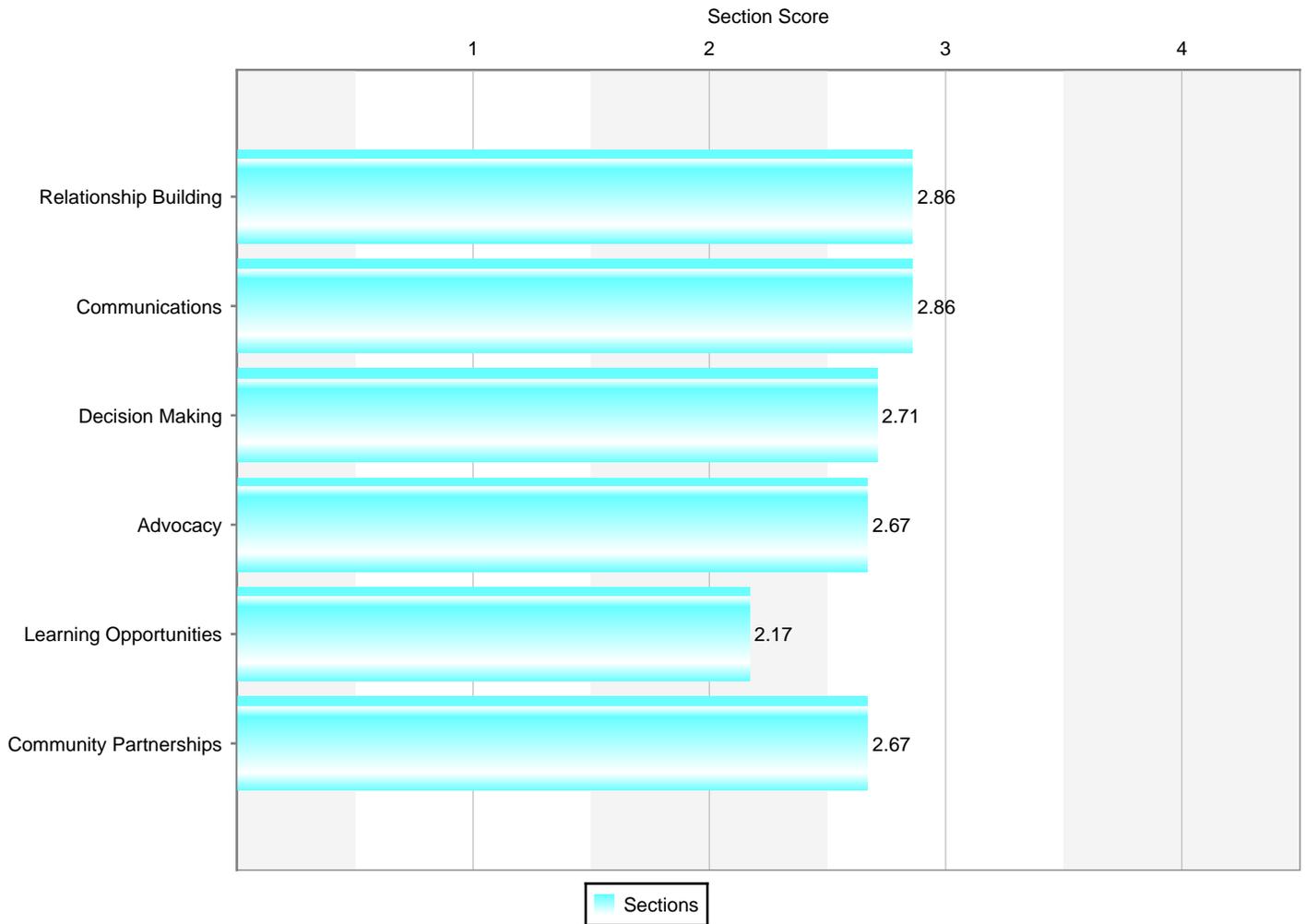
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

We are dedicated to meeting the needs of our students and we welcome all stakeholders to assist in the education of our students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Woodland Middle School solicits feedback from a variety of stakeholders as we developed our school improvement plan. The first phase of the process was the data roll out in October. The principal met with the staff as a group to discuss school trends. This moved to the next phase which involved teachers looking at their data by content area. This occurred during the school day in content based PLC's. This generated conversations and plans with how we could reflect and use this data with our current students. The data analysis continued to evolve as a process through PLC meetings. Data was shared and discussed with SBDM. They examined the data, offered feedback, and helped formulate it into a report to our board report. The principal presented the basis of the school improvement plan to the Board of Education.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Woodland Middle School strives to insure representation of all stakeholders. In this process, all Woodland Middle School teachers and staff had the opportunity to provide input into the plan and its formulation of goals and strategies based on the data provided. The principal and administrative staff collaborated to insure the developed plan met the requirements set forth by the KY Department of Education. The SBDM Council revised and approved the final plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to stakeholders in a variety of ways. The plan was discussed with teachers and staff during PLC's and emailed to the staff. Information about the plan was provided in our school newsletter. The article highlighted aspects of the plan and encouraged parents to read the entire plan which is posted on our website. Stakeholders are updated regularly about our progress toward our goals. Updates occur in our newsletter and during PLCs with teachers. SBDM is updated on our progress on a monthly basis.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The SBDM Council adopted a policy requiring the development and adoption of an EMP.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The SBDM Council adopted the EMP on 9/10/15.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The plan is reviewed annually. This year it was reviewed on September 10, 2015. First responders have a copy.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The EMP was reviewed with the faculty and staff on August 17, 2015. This was prior to the first instructional day of school.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The Fire Marshall was at the school in November 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire: 8/25/15, and 8/31/15 Lockdown: 9/17/15 Severe weather: 9/9/15 Earthquake: 10/15/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teacher turnover, 38%

What sources of data were used to determine the barriers?

District collected data provided the percentage of teacher turnover.

What are the root causes of those identified barriers?

Multiple reasons (retirements, resignations, transfers)

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

How highly qualified and how well teachers are able to meet the needs of learners in the school.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Teachers are recommended using our school SBDM consultation policy. Beyond the initial hiring process, we follow SBDM policies for student assignment when placing students into classes each year. We look at individual needs and data when placing students. All teachers are highly qualified for the courses they are teaching and professional learning is given for those teaching LEP or students with disabilities regardless of their previous experience.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Teachers are recommended using our school SBDM consultation policy. Beyond the initial hiring process, we follow SBDM policies for student assignment when placing students into classes each year. We look at individual needs and data when placing students. All teachers are highly qualified for the courses they are teaching and professional learning is given for those teaching LEP or students with disabilities regardless of their previous experience.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

We engage in ongoing analysis of student data to determine staffing need. For example, if data analysis identifies a need in the area of mathematics a staffing plan is developed which emphasizes opportunities of math support and enrichment through classes with increased frequency, intensity or duration. Highly qualified and effective staff are then interviewed and recommended. Our district's reputation attracts many applicants for the positions we post at the school level.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Our school screens, interviews, and recommends teachers who have a positive rapport with students and are committed to building strong relationships with students. We are also looking for lifelong learners who want to work as a collaborative team. We offer differentiated support and professional learning for our teachers in order for them to meet the necessary and varying needs of our students.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Teachers intentionally recognized at faculty meetings, staff memos, thank you cards and emails for their achievements. We identify and recognize quality instructional practices through PPR walk feedback. Our district has started an Excellence in Education Dinner recognizing teachers in the district. Also staff members can be recognized at monthly board meetings.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

District New Teacher Orientation/Professional Development Day:Our district holds an annual new teacher orientation/professional development session. All new teachers spend half of the day with district representatives getting acclimated on district level procedures/initiatives. During the other half of the day, the new teachers work in their building.

All first year teachers complete the Kentucky Teacher Internship Program.

We differentiate the professional learning offered to experienced, yet new teachers to our school through assigning a mentor, and/or having standing new teacher trainings to fill any necessary gaps of understanding with programs, procedures, structures, etc.

District consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

- Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback.

- District Consultants are regularly used to support teachers. Consultants work with teachers through Professional Learning Community meetings and in the classrooms.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Measurable Objective 1: collaborate to increase the percentage of teachers who have sufficient access to instructional technology, including computers, printers, software and internet access from 79.1% in May 2015 to 83% by 05/31/2017 as measured by TELL survey data.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Measurable Objective 1: collaborate to increase the percentage of teachers who have sufficient access to instructional technology, including computers, printers, software and internet access from 79.1% in May 2015 to 83% by 05/31/2017 as measured by TELL survey data.

Strategy 1: Implementation of Instructional Technology resources - Teachers will be trained on how to best use Compass, Grade Cam and Brain Pop with students.. Category: Continuous Improvement

Administrative team will collaborate with teacher leaders in the building to facilitate the implementation of Instructional resources for teachers. Foster teacher leadership within the building by giving teachers opportunities to participate in leading professional development on instructional technology programs.