



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09292022_20:21

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Woodland Middle School
Lafon Benton
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Table of Contents

2022-23 Phase One: Continuous Improvement Diagnostic for Schools	3
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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Lafon R. Benton

9/29/22



2022-23 Phase One: Executive Summary for Schools_09292022_20:20

2022-23 Phase One: Executive Summary for Schools

Woodland Middle School
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Table of Contents

2022-23 Phase One: Executive Summary for Schools	3
Attachment Summary	5

2022-23 Phase One: Executive Summary for Schools

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 the smallest middle school in the Kenton County School District, with a population of 614 for grades 6-8. While the population size has remained fairly consistent over the past few years, the ethnic and economic diversity of its students has increased. While the majority of students are White, Non-Hispanic, the percentage of Hispanic and Two or More Races of students has increased to slightly more than 12% of the total population combined. Also, over 45% of the total student population qualifies for free/reduced lunch. The school has an active FRYSC program that serves disadvantaged students, their families, and the school community.

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.

The mission of Woodland Middle Schools is to focus on the strengths, talents, and abilities of each student, while recognizing that our students are in transition from childhood to adolescence. Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. Woodland also provides r for students to explore their role in society, and encourages lifelong participation in their community.

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 has recently adopted the Woodland Way, a schoolwide vision to help students improve academically, with behavior, and with social/emotional growth. Teachers are organized into Instructional Learning Teams to identify essential content standards, give teachers the opportunity to regularly collaborate about instructional strategies, as well as analyze student common assessment data in real time to adjust instruction and offer interventions for all levels and in all areas of need.

ATTACHMENTS

Attachment Name



Woodland Way

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Woodland Way	school vision	.



2022-23 Phase One: School Safety Report_09292022_20:12

2022-23 Phase One: School Safety Report

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Table of Contents

2022-23 Phase One: School Safety Report	3
Attachment Summary	7

2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes, the updated plan was reviewed and approved by SBDM at the regular monthly meeting on August 9th.

ATTACHMENTS

Attachment Name



SBDM Minutes - August

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes, after review by SBDM on 8/9. See notes above.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes, it is with our copy of the schoolwide emergency/safety plan.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, this was most recently reviewed by these stakeholders on July 25th at 1 PM and August 9th at 5 PM.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, on Aug. 11th at 8 AM. See attached agenda.

ATTACHMENTS

Attachment Name



Opening Day Agenda

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.




Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Opening Day Agenda		• 8
 SBDM Minutes - August	approved SBDM minutes for Aug. '22	• 1
 Woodland Safety Plan - 2022	schoolwide safety plan fully updated for 2022-23	•



2022-23 Phase Two: The Needs Assessment for Schools_10192022_09:18

2022-23 Phase Two: The Needs Assessment for Schools

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Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

During weekly ILTs, teachers will analyze results from the most recent Common Assessments, using Performance Matters to target specific unmastered standards that require reteaching. Teachers have set goals for each content area to be met by the averages of all Common Assessments administered during the 2022-23 school year. The goals are: 50% of students will demonstrate proficiency in Math during the 2022-23 school year as demonstrated by: >70% on the average of all district common assessments given in Math (review progress and adjust action steps after each assessment); 60% of students will demonstrate proficiency in Reading during the 2022-23 school year as demonstrated by: >70 % on the average of all district common assessments given in ELA (review progress and adjust action steps after each assessment); MAP data is also reviewed in ILTs following the administration of the Fall, Winter, and Spring MAP tests. Students scoring below benchmark in Math and/or Reading are reviewed and the data is triangulated with common assessment scores, IEP progress data, Tier II and Tier III progress data and classroom progress to determine if intervention is needed, or if in place, adjustments need to be made.

Tier II and Tier III progress is reviewed during scheduled MTSS meetings. The Progress Review MTSS Team includes the Principal, Assistant Principals, Academic Interventionists, Counselors, KTP Teacher, KTP Social Worker, Lead Special Ed teacher and School Psychologist. MTSS Reading, Math and Written Expression Tier II data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, ELA and Math interventionists once per trimester. MTSS Reading, Math and Written Expression Tier III data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, Special Ed Lead Teacher, School Psychologist, Counselors, ELA and Math interventionists and changes made as necessary. Student assessment information and progress data is shared monthly with the SBDM council. All meetings follow guided agendas, and minutes of the meeting are shared with stakeholders after the meeting conclusions. MTSS Behavior/SEL/Mental Health Tier III data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principals, Assistant Principals, Counselors, KTP teacher, School Psychologist, Special Ed Lead Teacher and KTP Social Worker on the following dates and changes made as necessary.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

As our school did not meet its goals last year, and we have added new structures and recursive processes to our schoolwide vision. They are: 50% of students will demonstrate proficiency in Math during the 2022-23 school year as demonstrated by: >70% on the average of all district common assessments given in Math (review progress and adjust action steps after each assessment); 60% of students will demonstrate proficiency in Reading during the 2022-23 school year as demonstrated by: >70 % on the average of all district common assessments given in ELA (review progress and adjust action steps after each assessment); MAP data is also reviewed in ILTs following the administration of the Fall, Winter, and Spring MAP tests. Students scoring below benchmark in Math and/or Reading are reviewed and the data is triangulated with common assessment scores, IEP progress data, Tier II and Tier III progress data and classroom progress to determine if intervention is needed, or if in place, adjustments need to be made. Tier II and Tier III progress is reviewed during scheduled MTSS meetings. MTSS Reading, Math and Written Expression Tier II data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, ELA and Math interventionists once per trimester. MTSS Reading, Math and Written Expression Tier III data will be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principal, Assistant Principals, Special Ed Lead Teacher, School Psychologist, Counselors, ELA and Math interventionists and changes made as necessary. Student assessment information and progress data is shared monthly with the SBDM council.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The Kentucky assessment changed from K-PREP in 2020-21 to KSA for 2021-22.

Therefore, the data was suppressed and could not be fully compared to the previous year's data. However, some trends are noticeable. For example, the percentage of students scoring Proficient and Distinguished on Reading KPREP was 49.5 in 2021-a decrease of 12.02% from the previous year. The percentage of students scoring Proficient and Distinguished on Math KPREP was 37.7 in 2021-a decrease of 14.17% from the previous year. In 2021-22, KSA results showed improvement, though. Woodland's students with disabilities scored highest in the district in math, (all students), reading (all students), science (7th grade), social studies (8th grade), and writing (8th grade). The overall performance rating under the new system also improved to put Woodland as ranked first in the district.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

57.3% of students with disabilities scored Novice on the 2021 KPREP Reading assessment as compared to the state average of 55.7%. 42.7% of students with disabilities scored Novice on the 2021 KPREP Math assessment as compared to the state average of 49.9%. Student KPREP survey results indicated that 92.6% of students agreed that "Adults from my school care about me," and 96.2% agreed that "My teachers expect me to do my best all the time."

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Woodland was ranked as a school at the "green" level under the current KSA system and results from the spring of 2022. However, there is still room to grow in many areas. Our priorities are as follows:

- 1.) Reducing the overall percentage of students scoring novice and apprentice on the Math portion of the KSA for all students from the current 56%.
- 2.) Reducing the percentage of students with disabilities scoring "novice" in Math from the current level of 60%.
- 3.) Reducing the percentage of students with disabilities scoring "novice" in Reading from the current level of 54%
- 4.) Reducing the percentage of students with disabilities scoring "novice" in 7th Grade Science from the current level of 58%.
- 5.) Improving our overall "Quality of School Climate and Safety Indicator" score from the current level of 74.7.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our school ranked first in our district in the KSA assessment for the spring of 2022 in Math: students with disabilities, Math: 6th grade, Reading: all students, Reading: students with disabilities, Reading: 6th grade all students; Science: 7th grade students with disabilities, social studies: 8th grade students with disabilities, writing: 8th grade all students and students with disabilities. Of particular note is that our on-demand writing scores ranked us #27 of all middle schools reporting with KSA results, and that we are currently the only middle school in the district that is not designated "TSI" under the new accountability system.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

In order to produce the desired changes, Woodland Middle school will focus its resources and efforts upon KCWP 4: Review, Analyze and Apply Data and KCWP 5: Design, Align, and Deliver Support. These elements will be thoroughly addressed in the Comprehensive School Improvement Plan diagnostic and template.

ATTACHMENTS

Attachment Name



Key Elements - WD

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements - WD		• 7

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>We hold weekly Instructional Learning Team (ILT) meetings to work collaboratively to identify essential content standards and skills, develop and share common innovative and effective Tier I instructional strategies, review common assessment data at the building and district levels, as well as develop support plans for students who are not demonstrating academic success. Additionally, as appropriate, student failure, MAP, and KSA data are also reviewed. Academic Tier II and Tier III progress review meetings are held regularly, following the KCSD MTSS Review Windows schedule to monitor student progress and make intervention adjustments as needed. Special Education teachers meet monthly to review students' progress on their IEPs and make adjustments as needed. Our District Special Education Consultant is also part of that process to help monitor individual student needs in between meetings. Student assessment data is also shared monthly in SBDM meetings, and discussions are held regarding instructional curricula, strategies, and interventions with administrative and counselor teams, as well as monthly Team Lead and PLC meetings. The RBTL (Reducing Barriers to Learning) committee reviews student failures, absences, and persistence to graduate reports/data, and implements supports and interventions to help students overcome barriers to learning.</p>
<p>KCWP 2: Design and Deliver Instruction</p>	<p>All teachers teach Kentucky Academic Standards, and reference standards and learner targets in their lessons. Teachers follow the KCSD Curriculum Timelines and</p>

<p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>administer district-developed common assessments according to the prescribed schedule. The school administrators regularly conduct learning walks to ensure that every teacher is visited at least one time per month, and actionable feedback is provided based upon the Cycle of Quality Instruction to improve instruction in every classroom. The Principal and Assistant Principals receive regular instruction, coaching, and calibration to providing meaningful learning walk feedback through twice-monthly school visits, monthly Curriculum, Instruction and Assessment meetings, and monthly district leadership meetings. The Math department continues to work towards developing better vertical alignment, including common vocabulary, a common lesson structure, and the development and use of bi-weekly short cycle assessments. The school wide writing program continues to include the use of Writing Non-Negotiables, common acronyms and graphic organizers for On Demand Writing and Short Answers/Extended Response for use in every classroom. Schoolwide On Demand Writing scrimmages are held 3 times per year to ensure that all students have ample opportunity to practice this skill and receive targeted feedback.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>All teachers have been introduced to the KCSD Balanced Assessment System, which includes interim, benchmark (MAP), formative, and summative assessments. Teachers administer district-developed common assessments following the KCSD common assessment timeline, and continue to develop and implement bi-weekly short cycle assessments to target specific standards that students have not yet mastered.</p>

	<p>Students conduct wrong answer analyses on common assessments to identify and correct misconceptions. Teachers incorporate daily formative assessments during their lessons, working to obtain individual products that demonstrate learning according to the Cycle of Quality Instruction, and making lesson adjustments as needed in real time to address student misconceptions.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>All teachers administer Common Assessments through the use of Power Schools, which provides clear graphs and reports to aid in the analysis of the data during PLCs. The school has adopted a Professional Learning Community approach to collaboration and school structure and vision that all teachers follow, ensuring that teachers are collaborating to analyze data, discuss instructional strategies, and determine the steps needed to assist all students in reaching proficiency. Additionally, teachers analyze MAP data following the Fall and Spring administration of the assessment, using the data to help identify students who need intervention or enrichment. MAP data is part of collection of triangulated data, including KSA, Common Assessment, IEP Progress data, Tier II and III progress data, and class performance. This triangulation of data is regularly reviewed during PLCs and MTSS meetings to make instructional decisions for individual students that will help them to improve their academic achievement.</p> <p>Our MTSS Committee meets to review Tier III intervention data every 8-10 weeks, and Tier II data every 6-8 weeks. The school MTSS Plan provides detailed guidance on the process for collecting and</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	

Key Elements of the Teaching and Learning Environment - School

	<p>monitoring students, and determining the appropriateness of the intervention(s) to which each is assigned. When students are determined not to be making progress, the MTSS Committee discusses the adjustments needed to the student's intervention program. Student Common Assessment Data is monitored weekly in ILTs with teachers, and instructional adjustments are made, and targeted supports are offered in PAWS (daily intervention period) to address unmastered standards.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>All students receive 30 minutes of SEL instruction following the Second Step curriculum twice per week. Each student is assigned an Adult Advocate through their PAWS group, and that adult loops with them for grades 6-8. Results of the 2021 KPREP Student Survey indicated that 92.6% of students agreed that "Adults from my school care about me," and 96.2% agreed that "My teachers expect me to do my best all the time." The Reducing Barriers to Learning Committee meets bi-weekly to identify students who are struggling and analyze the barriers they are encountering, such as chronic absenteeism, frequent behavior issues, and economic needs. The RBTL Committee collaborates to address these student needs. This year our school has received a grant through 21st Century Schools and the YMCA. We have established a weekly tutoring program in all core subjects that also includes structured extracurricular opportunities, and transportation is provided two evenings a week. All students take the Terrace Metrics Resiliency Survey, the results of which allow the counselors to identify students with priority</p>

Key Elements of the Teaching and Learning Environment - School

	Mental Health needs and provide interventions, such as small group or individual counseling. Additionally, the counselors collaborate closely with the families to ensure that the students receive the level of mental health supports they require, including School Based Therapy through North Key.
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Table of Contents

2022-23 Phase Two: School Assurances	3
--------------------------------------	---

2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☐ Yes

☐ No

☒ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☐ Yes

☐ No

☒ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☐ Yes

☐ No

☒ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☐ Yes

☐ No

☒ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☐ Yes

☐ No

☒ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☐ Yes

☐ No

● N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

● N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_12052022_13:46

2022-23 Phase Three: Comprehensive School Improvement Plan

Woodland Middle School
Lafon Benton
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

For the 2022-23 school year, Woodland Middle School will continue to focus on the goals related to increasing reading and math proficiency for all students.

Additionally, WMS will collaborate to increase proficiency in Science for all students.

With respect to our achievement gaps, our school will work to increase reading and math proficiency for students with disabilities.

For growth, WMS will collaborate to increase the percentage of students showing growth in MAP for reading and math.

We will also collaborate to increase the percentage of teachers who agree that their professional development opportunities have been relevant to the content they teach, as measured by the Impact Survey.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing

- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WMS CSIP 2022-23		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency

Goal 1a: <i>Woodland Middle School will collaborate to increase the reading proficiency for all students from 54% in 2022 to 74% in 2027 as measured by the school report card proficiency data.</i>				
Goal 1b: <i>Woodland Middle School will collaborate to increase the math proficiency for all students from 44% in 2022 to 64% in 2027 as measured by the school report card proficiency data.</i>				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 54% in 2022 to 58% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Use the Woodland PLC CA Data Analysis Form for PLCs that addresses analyzing student Common Assessment data. Review of Performance Matters Data following the administration of common assessments to determine student mastery of standards and develop intervention strategies to address individual and groups of students who have not met mastery. Goal setting for Common Assessments in all classrooms. Develop bi-weekly short cycle assessments in English Language Arts to administer on Performance Matters. Review of PPR Walk data in weekly Leadership Meetings.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments, short cycle assessments and KSA-like Common Assessments. Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II and Tier III interventions. Monthly walk data indicating the % of Reinforce and Recommend for each	Regular review of common assessment and short cycle assessment data in weekly ILTs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery. Students not meeting mastery will receive skills instruction and re-teaching during PAWS time twice per week. Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.) Regular review of informal walk

			element; Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	feedback with administrative team (Principal/Asst. Principal) to identify specific coaching and professional development needed for individual teachers and school wide trends, and provide the needed resources and training.	
KCWP 5: Design, Align and Deliver Support	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</p> <p>Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address</p>	<p>Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals.</p>		<p>Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principals, ELA teachers), monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/S44 interventionists) and Tier III progress data every 6-8 weeks (Principal, Assistant Principals, Counselors, School Psychologist, KTP Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review</p>	N/A

<p>Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 44% in 2022 to 48% in 2023 as measured by the school report card proficiency data.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>ongoing training needs for specific teachers or groups of teachers.</p>	<p>Use the Woodland ILT and PLC CA Data Analysis Form for ILTs and PLCs that addresses analyzing student Common Assessment data. Review of Performance Matters Data following the administration of common assessments to determine student mastery of standards and develop intervention strategies to address individual and groups of students who have not met mastery. Goal setting for Common Assessments will be implemented in all classrooms. Develop bi-weekly short cycle assessments in Math to administer on Performance Matters. Review of PPR Walk data in weekly Leadership Meetings.</p>	<p>Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments, short cycle assessments and KSA-like Common Assessments. Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II and Tier III interventions. Monthly walk data indicating the % of Reinforce and Recommend for each element; Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.</p>	<p>Regular review of common assessment and short cycle assessment data in weekly ILTs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery. Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.) Regular review of common assessment data, identifying unmastered standards and developing strategies to help all students meet mastery.</p>	<p>of school safety data at monthly Safety Committee meetings.</p>	<p>N/A</p>
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	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Discuss strategies in ILTs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.</p>	<p>Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals.</p>	<p>Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers), monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/S44 interventionists) and Tier III progress data every 6-8 weeks (Principal, Assistant Principals, Counselors, School Psychologist, KTP Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTl meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of school safety data at monthly Safety Committee meetings.</p>	<p>N/A</p>
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Create vertical alignment documents for math, incorporating short cycle assessments, aligned vocabulary, and a common lesson plan template.</p>	<p>Creation of the alignment documents including short cycle assessments, aligned vocabulary and a common lesson plan template.</p>	<p>Review progress of the development of the documents at Math Department Meetings monthly, and review short cycle assessment data using Performance Matters during weekly ILTs.</p>	<p>N/A</p>

2: Separate Academic Indicator

Goal 2 : Woodland Middle School will collaborate to increase the Science proficiency for all students from 23% in 2022 to 43% in 2027 as measured by the school report card proficiency data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Woodland Middle School will collaborate to increase the Science proficiency for all students from 23% in 2022 to 27% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	<p>Teachers will work together to develop short cycle (biweekly) standards assessments to closely monitor student progress towards standards mastery.</p> <p>Teachers will work with district curriculum consultants to develop and refine district wide common assessments focused on the NGSS standards for each grade level.</p> <p>Teachers will review assessment data (short cycle and common assessment) using Performance Matters to pinpoint which students have mastered the standards and which have not, and develop plans to ensure that all students master the content.</p> <p>The teachers will follow the school wide protocol regarding the analysis of the common assessment and short cycle assessment data and share the information/hold professional discussions regarding next steps.</p>	Increased numbers of students scoring proficient or distinguished on Science common assessments and short cycle assessments.	Common Assessment and short cycle assessment data will be analyzed weekly during ILTs, and will be measured against the school wide goal of 70% proficiency averaged across all Science Common Assessments.
				N/A

	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</p> <p>Discuss strategies in weekly ILTs to address next steps for students who have mastered the content as well as for those who have not.</p> <p>Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)</p> <p>Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.</p> <p>Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.</p>	<p>Increased numbers of students scoring proficient or distinguished on common assessments and short cycle assessments.</p>	<p>Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers) and monthly department meetings (teachers, District Curriculum Consultants.)</p>	<p>N/A</p>
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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 18% in 2022 to 22% in 2023 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples/progress on IEP goals) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review and analysis of Reading Common Assessment data monthly in ILTs (Principal, teachers), review of IEP reading data monthly during Special Ed PLCs, review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	N/A
	KCWP 5: Design, Align and Deliver Support	Read, reflect and discuss strategies to improve academic achievement for students with disabilities as outlined in <u>Great Instruction</u> . <u>Great Achievement</u> by John O'Connor during PLCs and faculty meetings.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP,	Review of student Common Assessment progress data during weekly ILTs, review of IEP progress data during monthly Special Ed PLCs.	N/A

<p>KCWP 5: Design, Align and Deliver Support</p>		<p>Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.</p> <p>Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.</p>	<p>Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks.</p> <p>Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.</p>	<p>Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.</p> <p>Review of and analysis of math Common Assessment data monthly in PLCs (Principal, teachers), review of math IEP data during monthly Special Ed PLCs, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data weekly at RBTl meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.</p>	<p>N/A</p>
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4: English Learner Progress

<p>Goal 4a: <i>Woodland Middle School will collaborate to increase the ACCESS Reading domain scores for all EL students from the current 50% of students being at or below a score of 3.0 in 2022 to 70% scoring higher than a 3.0 in 2027.</i></p> <p>Goal 4b: <i>Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being below or at a score of 3.5 in 2022 to 70% scoring at least a 3.5 or higher in 2027.</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the ACCESS Reading domain scores for all EL students from the current 50% of students being at or below a score of 3.0 in 2022 to 55% scoring higher than a 3.0 in 2023.	KCWP 4: Review, Analyze and Apply Data	Continue to utilize pull out EL service with targeted students scoring below benchmark Continued and increased reading remediation services through consultation with EL Teacher/Consultant	ACCESS testing results; formative assessment results analyzed with EL Building Teacher/Consultant	Review of and analysis of formative EL testing data (MAP, Common Assessment data monthly in PLCs (Principal, teachers, EL Consultant), review of Tier II Reading Intervention data every 8-10 weeks, review of Tier III Reading Intervention data every 6-8 weeks, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers)	N/A
		Provide ongoing training EL teaching strategies, collaboration, and instruction to maximize student growth and success.	Evidence that strategies taught in ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success are being used regularly and with fidelity in all classrooms.	Review and development of Annual EL student plans and conferences with parents/student (Principal, EL Consultant/Teacher) Review of Learning Walk Data during weekly Leadership meetings with special attention given to EL instructional strategies and resources utilized in classrooms with EL students	
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist identified EL students; implementation of processes and timelines for EL	Reduced numbers of EL students who are absent or chronically absent.	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator,	N/A

<p>Objective 2 Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being below or at a score of 3.5 in 2022 to 55% scoring at least a 3.5 or higher in 2023.</p>		<p>trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)</p>	<p>Increasing the percentage of students involved in clubs and afterschool activities to strengthen their connection to the school community.</p>	<p>the attendance secretary, and the district RBTl representative. Actions will be taken in accordance with the district attendance policy and determination of individual student and family needs.</p> <p>Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.</p>	
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Continue to utilize pull out EL service with targeted students scoring below benchmark</p> <p>Continued and increased reading remediation services through consultation with EL Teacher/Consultant</p>	<p>ACCESS testing results; formative assessment results analyzed with EL Building Teacher/Consultant</p>	<p>Review of and analysis of formative EL testing data (MAP, Common Assessment data monthly in PLCs (Principal, teachers, EL Consultant), review of Tier II Reading Intervention data every 8-10 weeks, review of Tier III Reading Intervention data every 6-8 weeks, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers),</p>	<p>N/A</p>
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Ensure that all available resources are deployed to assist identified EL students; implementation of processes and timelines for EL trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)</p>	<p>Reduced numbers of EL students who are absent or chronically absent.</p> <p>Increasing the percentage of students involved in clubs and afterschool activities to strengthen their</p>	<p>Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTl representative. Actions will be taken in accordance with the district attendance policy and determination of individual student and family needs.</p>	<p>N/A</p>

			connection to the school community.	Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.	
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5: Quality of School Climate and Safety

Goal 5 : Woodland Middle School will collaborate to increase the percentage of teachers who agree that the quality of the resources at our school are adequate and not in need of improvement from 24% favorable in 2022 to 60% favorable in 2025 on the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the percentage of teachers who agree that the quality of the resources at our school are adequate and not in need of improvement from 24% favorable in 2022 to 60% favorable in 2025 on the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	Survey teachers for requested areas of need with technology, resources and instructional materials prior to developing the 5 Year Technology Expenditure Plan and Curriculum and Instructional Resource Review process.	Completed survey results by October 2022.	Review of progress through participation in the District Curriculum and Instructional Resource Review process. Math and ELA teachers (and collaborative) will be assigned by grade level to collaborate district-wide to assess and adopt high quality instructional resources and meetings (TBD) by the District. Those teachers will report back with updates and feedback at monthly PLC meetings in content.	N/A
		Incorporate monthly feedback to all content teachers regarding high quality instructional resources based upon needs observed during monthly Learning Walks by administrators and district consultants, as well as needs identified through collaborative weekly ILT meetings in all content.	Review of Faculty Meeting agendas, weekly newsletters, weekly admin team meeting agendas (for identification of learning walk trends with instruction), PLC meeting agendas	Weekly review of priority teacher needs as observed in Learning Walks during the weekly Leadership Team meeting, and principal/asst. principal weekly ILT meetings.	N/A
		Invite teachers to attend instructional resource training opportunities focused on their specific content areas that introduce new learning resources and how to utilize for student success	Documentation of individual teachers' attendance at resource-specific training sessions.	Quarterly review of attendance for all teachers at content-related resources trainings; collaborate with district consultants to develop plan for those who have not attended or need different resource training types than those offered	N/A

		<p>Create High Quality Instructional Resource Review Committee comprised of teachers from every subject area to determine the instructional resources most relevant and necessary for each department.</p> <p>Invite district Curriculum Consultants to attend monthly Department Meetings to share content-specific resources and training.</p>	<p>Committee agenda and minutes.</p> <p>Review of Department Meeting agendas and minutes.</p>	<p>Review of Committee agenda, minutes, and recommendations during the monthly Department Lead Teacher meetings.</p> <p>Review of Department Meeting agendas and minutes.</p>	<p>N/A</p> <p>N/A</p>