2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09112024_10:29

2024-2025 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

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2024-2025 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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Lafon R. Benton

9/11/24

2024-2025 Phase One: Executive Summary for Schools_09112024_11:07

2024-2025 Phase One: Executive Summary for Schools

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2024-2025 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 located in Taylor Mill, KY, a thriving middle-class community and a short drive south of Cincinnati, OH. Our school is surrounded by a supportive community. The majority of our families commute to Cincinnati and surrounding areas for jobs due to the close proximity of I-275. Woodland Middle School is the home of the Wildcats and is the smallest middle school in the Kenton County School District. Currently, in the 2024-25 school year, we have a population of 569 students in 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 (83%), Non-Hispanic, the percentage of Hispanic (1%) and Two or More Races of students (14%) has increased to slightly more than 15% of the total population combined. Also, almost 50% of the total student population qualifies for free/reduced lunch. The school has an active FRYSC program & Coordinator that serves disadvantaged students, their families, and the school community. Woodland Middle School also has two special education structured teaching classrooms which serve the needs of students who require the highest level of support. Woodland Middle School has 18 content area teachers, 6 encore teachers, and 7 special education teachers. We also have two full-time guidance counselors, and a 21st Century Grant Coordinator (funded through the YMCA of Cincinnati). Woodland Middle School is a Title 1 eligible school. Our school is also unique in that 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 2024-25 school year, select advanced 8th graders have the opportunity to take a Geometry course at Scott High School. The administration, teachers, and staff are committed to the students at 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We have many important stakeholder groups in our school community, including students, parents, teachers, teacher leaders, & local businesses and partners. The Woodland staff is an amazing group of professionals. We provide opportunites for ongoing support with PD through many different facets. The KCSD offers a vast array of PD sessions that help continue to the growth of teachers. With this continous PD it contiunes to improve instruction within the classroom therefore leading improved student achievement. To ensure stakeholder involvement, we are

transparent and consistent with school communication, including daily video announcements that are posted on social media sites and our school website, regular community and parent newsletters, as well as use of regular communication through Bright Arrow and IC messenger. We also have an Open House in September of the school year for all parents, teachers, and students, and Teacher Conference Night in November for students who need additional academic assistance and support. We offer Credit Recovery programming starting at the end of the first trimester, and throughout the rest of the school year for students who need remediation and reteaching to avoid retention. We also offer several Gifted and Talented enrichment and extension options for students who qualified in any of the identified areas, including dramatic arts, music, and general intelligence. These often involve community projects, field trips, and partnerships with local entities including Thomas More and Northern Kentucky University. As we work to improve our school, we enlist the help of our SBDM members, PTSA, as well as our community and business partners. All proposals and opportunities are communicated with these groups, as well as students, parents, and our teachers. We also regularly survey our parents and community for feedback regarding student programming, extracurricular activities, as well as PTSA events and planning. Finally, our teacher leaders in the building serve as our next generation of school leaders. They work on many aspects of our school, including planning special programming, data collection, and community programs and activities.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Woodland continues to operate under the guidance of our school wide vision, the "Woodland Way," which helps students grow and improve academically, behaviorally, and socially/emotionally. Teachers are organized into Instructional Learning Teams by grade and content area in order 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. This is our second year using the "SOS" computer software system to help us better organize RTI opportunities for our students during our PAWS period each day. Students can enjoy academic assistance and support, as well as enrichment and extension activities, all by taking ownership of their education and registering for workshops to meet their varied needs. At Woodland, we are committed to challenging students every day and creating a culture of high expectations. Our purpose is to focus on student growth, while recognizing the fact that they 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. That mission statement is: Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. We believe each student is important. Every student can be successful at learning. Middle school is an important transitional period, and here 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 provides opportunities for students to explore their roles in society, and encourages lifelong participation in their community.

The "Woodland Way" and our 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 tailored Tier II and Tier III intervention classes in reading and math to our students who are struggling using IXL for both reading and math, in addition to System 44. We offer Prep and Prep + programs in both math and reading, which are designed to challenge and enrich our students who excel in math and language arts. All of our students receive Tier I quality core instruction in math and reading in the regular classrooms, with Tier II and Tier III interventions being offered as an additional daily class.

Woodland Middle School is committed to fostering the whole child. This is evidenced by our partnership with 1N5, a nonprofit organization that focuses on mental health and suicide prevention. In conjunction with our partnership with 1N5, we offer a daily Social Emotional Learning (SEL) class using the Character Strong curriculum, as well as the Sources of Strength peer-to-peer upstream suicide prevention program.

Our commitment to providing opportunities for all students is also seen through our extensive fine arts program offerings and extracurricular opportunities. Woodland Middle School has award winning choral and band programs. We also offer visual art and Arts and Humanities. Our students have the opportunity to audition and participate in a variety of honor choirs and band programs, as well as drama productions in conjunction with Scott High School. Our students also have the opportunity to become involved in many extracurricular activities including Academic Team, football, volleyball, basketball, track, cheerleading, National Junior Honor Society, Academic Team, and Student Council.

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. Our KSA data for the 2023-24 school year showed WMS as ranking #2 Overall Performance Rating in the Kenton County School District when compared to the other three middle schools. Our school was also highest ranked of all middle schools in the following areas: Reading - all students and students with disabilities, Science - all students, free/reduced lunch population, and students with disabilities; Social Studies -

students with disabilities. Woodland was in the top 24% of schools for Math, all students, top 18% of schools for Reading, all students, top 14% of schools for Social Studies, all students, and top 11% of schools for Writing, all students. Additionally, our 2023 Spring MAP data showed that we were either above or extremely close to the district average in projected proficiency when compared to the district projected proficiency for both math and reading. Lastly, for the 2022-23 school year, Woodland's Transition Readiness rate was 57.38%, which was the second highest percentage in the district of all middle schools, and above the district average of 52.65%.WMS continues to work towards 100% student participation in at least one extracurricular activity. We also continue to work to identify and remove barriers that will allow more students to participate in extra-curricular activities. Over the next three years we have also identified several academic areas to target for improvement. These areas include a continued focus on improving student achievement in reading, math, social studies, and science, and increasing the proficiency of all students with disabilities. This shows growth as with the 21-22 KSA Scores all grades in math were at 44% PD and Read % PD for the 21-22 school year Wood was at 54% PD

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)

2024-2025 Phase One: School Safety Report_09112024_10:31

2024-2025 Phase One: School Safety Report

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2024-2025 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

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

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

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

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

yes

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)

2024-2025 Phase Two: The Needs Assessment for Schools_10172024_10:43

2024-2025 Phase Two: The Needs Assessment for Schools

Woodland Middle School
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2024-2025 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 they will address 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 as you conducted 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 were documented.

The school CSIP Proficiency Goals are:

- **Goal 1a**: Woodland Middle School will collaborate to increase the reading proficiency for all students from 56% in 2023 to 74% in 2027 as measured by the school report card proficiency data.
- **Goal 1b**: Woodland Middle School will collaborate to increase the math proficiency for all students from 43% in 2023 to 64% in 2027 as measured by the school report card proficiency data.

Our process for determining these priorities for this year's needs assessment involved many stakeholder groups including our SBDM (and input from parent representative members), Department Lead Team, Administrative & School Counseling Teams, District Academic Consultants, as well as several sources of student academic performance data.

In weekly Instructional Learning Team meetings, our teachers have analyzed student performance data, including Common Assessments, MAP data, and KSA data in order to identify learning trends and/or deficits. They have also reviewed common formative assessments in their contents in order to triangulate the data and narrow the instructional focus. When working with PLCs, our teams have had the opportunity to collaborate across grade levels and courses to identify and align essential skills and standards for all subjects, which has helped to further narrow the instructional focus and identify our two main areas for growth.

All assessment data has also been shared and reviewed with our SBDM Council on a monthly basis, with opportunities to analyze and outline resulting priorities for our school and learning goals for all students. Our school also continues to regularly share recent individual student assessment data with parents and families in order to give additional context to our efforts and instructional foci.

With respect to application of data results, students scoring below benchmark in Math and/or Reading on MAP assessments are further reviewed for possible placement into appropriate interventions. Our Progress Review MTSS Team is responsible for the reviews and also consider 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 to help students grow academically. This Team includes the Principal, Assistant Principals, Academic Interventionists, Counselors, Behavior Interventionist/teacher, Social Worker, Lead Special Ed teacher and School Psychologist.

Also significant in our process to determine priorities for this year, our MTSS Behavior/SEL/Mental Health Tier III data continues to be reviewed in regular meetings following the KCSD Progress Monitoring Windows with the Principals, Assistant Principals, Counselors, Behavior Interventionist teacher, School Psychologist, Special Ed Lead Teacher, and Social Worker. Changes are made as necessary in this area to better support our students' overall growth and development.

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?

In order to implement our goals last year, our school utilized the following strategies:

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support

We also utilized the following specific activities:

- 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 & Math to administer on Performance Matters.
- Review of PPR Walk data in weekly Leadership Meetings.
- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
- 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.)
- Use the Woodland ILT and PLC CA Data Analysis Form for ILTs and PLCs that addresses analyzing student Common Assessment data.
- Discuss strategies in ILTs to address next steps for students who have mastered the content as well as for those who have not.
- Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.
- Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.
- Create vertical alignment documents for math, incorporating short cycle assessments, aligned vocabulary, and a common lesson plan template.

As our school did not meet its goals last year, and we have continued to revise and strengthen the new structures and recursive processes in our school wide systems. Our two main strategies will remain the same:

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support

Moreover, we will continue to narrow our focus and utilize the following activities that were successful and continue to provide us with valuable instructional and student performance data to help us revise our goals appropriately in order to maximize the results of our efforts:

- 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.
- Review of PPR Walk data in weekly Leadership Meetings.
- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.

- Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources.
- Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to preliminary 2023-24 KSA data, PBIS/Behavior school data, & District Common Assessment Data, the following trends remain significant areas for improvement for our school:

- The percentage of behavior referrals was the highest in the district out of all district middle schools in 2023-24.
- The percentage of behavior referrals decreased from 145% in 2022-23 to 105% in 2023-24.
- The Math Common Assessment Running Average increased from 39.63% in 2022-23 to 41.37% in 2023-24.
- The Reading Common Assessment Running Average decreased from 38.6% in 2022-23 to 28.67% in 2023-24.
- The total percentage of students scoring Proficient and Distinguished in Math on the KSA exams increased from 36% in 2022-23 to 43% in 2023-24.
- The total percentage of students with disabilities scoring Proficient and Distinguished in all core subjects on the KSA exams:
- Math - 12% to 11% (decreased)
- Reading - 13% to 22% (increased)
- Science - 7% to 11% (increased)
- Combined Writing - 4% to 20% (increased)
- Social Studies - 8% to 14% (increased)

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

- 43% of all students scored proficient or distinguished on the KSA in Math.
- 56% of all students scored proficient or distinguished on the KSA in Reading.
- 67% of all students scored proficient or distinguished on the KSA in Combined Writing.
- 42% of students in the achievement gap (F/R) scored proficient or distinguished on the KSA in Reading.
- Fall MAP scores indicate that 65.80% of 6th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 52.60% of 7th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 55.00% of 8th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 65.40% of 6th grade students will be P/D on the KSA in Reading.
- Fall MAP scores indicate that 53.60% of 7th grade students will be P/D on the KSA in Reading.
- Fall MAP scores indicate that 51.70% of 8th grade students will be P/D on the KSA in Reading.

Non-Academic Current State:

- KSA Student Survey results indicate that 92% of students agree/strongly agree with the statement, "Adults from my school handle safety concerns quickly."

- KSA Student Survey results indicate that 96% of students agree/strongly agree with the statement, "There is at least one adult from my school who listens to me when I have something to say."
- KSA Student Survey results indicate that 96% of students agree/strongly agree with the statement, "Adults from my school work hard to make sure students are safe," and this is an increase from 94% from last year.
- KSA Student Survey results indicate that 93% of students agree/strongly agree with the statement, "Adults from my school care about me."
- Behavior data indicates that the percentage of referrals for 7th & 8th grades has decreased since 2023-24 for August, September, and October.
- Behavior data indicates that there are 43 restorative practices resolutions utilized during the 2023-24 school year.
- Behavior data indicates that the number of out-of-school suspension resolutions has decreased from 55 in 2023-24 to 40 in 2024-25 for the months of August, September, and October.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Woodland continues to be ranked as a school at the "green" level (high achieving with a score of 68.4) under the current KSA system and results from the spring of 2024. However, there is still room to grow in many areas. Our priorities are as follows:

1.) Improving the monthly percentages of students making progress on IEP goals in the areas of Math and Reading by reviewing RI & MI scores that are below benchmark, and adjusting interventions for these students in both areas.

2.) Improving Tier 1 & targeted instruction for all students to improve the overall percentage scoring proficient or distinguished on the KSA in all core subjects. This will be achieved through the use of a comprehensive quality curriculum, regular administrative walk-throughs in classes with quality and specific feedback to all teachers, and access to individualized professional development opportunities.

3.) Improving the overall percentage of 57% of students who agree or strongly agree with the KSA survey statement that, "Students from this school respect each other's differences (gender, culture, race, sexual orientation, religion, ability)."

4.) Decrease the overall number of monthly average of behavior referrals, out-of-school suspension resolutions, and increase the frequency and use of restorative practices resolutions for low-level behavior events.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 2023 in Combined Writing (all students), Math (students with disabilities), Reading (students with disabilities), Social Studies (students with disabilities), Combined Writing (free/reduced), and Math (EL). Our school has retained its designation of a "Green" (high achieving) ranking with the state accountability system and is not designated "TSI."

Additional areas of strength include:

- Our behavior data continues to improve from 2023-24. The number of out-of-school suspension resolutions has decreased from 55 in 2023-24 to 40 in 2024-25 for the months of August, September, and October.
- Our average attendance rate has improved overall and met the district goal of at least 96.25% in Month 1 of school.
- Fall MAP data indicates that 75% of all current 6th graders, 57% of all current 7th graders, and 55.9% of all 8th graders are projected to be P/D on the KSA in Math.
- Fall MAP data indicates that 65% of all current 6th graders, 59.6% of all current 7th graders, and 52.2% of all 6th graders are projected to be P/D on the KSA in Reading.

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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name

WD Key Elements, 2024-25

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

In order to produce the desired changes, Woodland Middle school will focus its resources and efforts specifically upon KCWP 4: Review, Analyze and Apply Data, KCWP 5: Design, Align, and Deliver Support, and KCWP 6: Establishing Learning Culture and Environment. These elements will be thoroughly addressed in the Comprehensive School Improvement Plan diagnostic and template.

Attachment Summary

Attachment Name	Description	Associated Item(s)
WD Key Elements, 2024-25		• 7

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	yes	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.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	yes	All teachers teach Kentucky Academic Standards, and reference standards and learner targets in their lessons. Teachers follow the KCSD Curriculum Timelines and 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

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		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.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	yes	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. 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

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		adjustments as needed in real time to address student misconceptions.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	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 a 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.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	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 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

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		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.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	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 2023 KSA 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 participate in the Signs of Suicide program (they do have the option of "opting out"), the results of which allow the counselors to identify students with priority Mental Health needs and provide interventions, such as small group or individual counseling. Additionally, the counselors collaborate closely with the families to

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		ensure that the students receive the level of mental health supports they require, including School Based Therapy through North Key.

2024-2025 Phase Two: School Assurances_10172024_10:39

2024-2025 Phase Two: School Assurances

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

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2024-2025 Phase Two: School Assurances 3

2024-2025 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.

- o Yes
- o 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**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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).

- o Yes
- o 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).

- o Yes
- o 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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)).

- o Yes
- o No
- ● **N/A**

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, 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)).

- o Yes
- o 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).

- o Yes
- o 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).

- o Yes
- o 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).

o Yes

o No

● **N/A**

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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).

o Yes

o 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)).

o Yes

o 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).

- o Yes
- o 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)).

- o Yes
- o No
- ● **N/A**

COMMENTS

Title I Schoolwide Programs

15. In 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

16. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

17. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

18. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

19. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

20. In 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

21. In 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.

- o Yes
- o 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

23. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

24. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

25. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. In 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.

o Yes
o No
● **N/A**

COMMENTS

27. In 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.

o Yes
o No
● **N/A**

COMMENTS

28. In 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.

o Yes
o No
● **N/A**

COMMENTS

29. In 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.

o Yes
o No
● **N/A**

COMMENTS

30. In 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. If identified in the previous year 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Three: Comprehensive School Improvement Plan_11152024_13:12

2024-2025 Phase Three: Comprehensive School Improvement Plan

Woodland Middle School
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2024-2025 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 6

2024-2025 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldridge, 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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

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 (CSIP) Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

Woodland CSIP, 2024-25

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 2024-25 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 continue to work to increase reading and math proficiency for students with disabilities.

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

We will also continue to 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Woodland CSIP, 2024-25		•

Updated June 2023

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 goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- 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
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Our school's priorities for improvement include:
1.) Improving Tier 1 & targeted instruction for all students to improve the overall percentage scoring proficient or distinguished on the KSA in all core subjects. This will be achieved through the use of a comprehensive quality curriculum, regular administrative walk-throughs in classes with quality and specific feedback to all teachers, and access to individualized professional development opportunities.
2.) Improving the monthly percentages of students making progress on IEP goals in the areas of Math and Reading by reviewing RI & MI scores that are below benchmark, and adjusting interventions for these students in both areas.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

In order to produce the desired changes, Woodland Middle school will focus its resources and efforts specifically upon KCWP 2: Strategic Design and Deliver Instruction, KCWP 4: Review, Analyze and Apply Data, and KCWP 5: Design, Align, and Deliver Support.

Indicator Scores

List the overall scores of status and change for each indicator.

Updated June 2023

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.7	+ 0.2
State Assessment Results in science, social studies, and writing	63.6	+1.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	68.9	+0.7
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Updated June 2023

1: State Assessment Results in Reading and Mathematics

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 58% in 2024 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 (2022-23 KSA - 55%) and decreased numbers of students scoring novice on classroom assessments (2022-23 KSA - 45%), 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 (Academics - 13%) and Tier III (Academics - 2%) interventions. Monthly walk data indicating the % of Reinforce and Recommend for each element (Oct. data - 47% of all teachers received at least 1 "recommend" in 1 of the 4 areas of the Cycle of Quality Instruction & 94% received at least one "reinforce" in 1 of these 4 areas); Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	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 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.	N/A
	KCWP 5: Design, Align	Increase collaboration in data analysis and student progress towards standards	Increased numbers of students scoring proficient or distinguished	Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principals, ELA teachers),	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and Deliver Support	mastery, including identification of students in need of intervention supports. Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not. 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.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the KCSD Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.	on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals. (Current CA data for students scoring proficient or distinguished: <u>ELA</u> 6th: 8% 7th: 22% 8th: 30%, 32%)	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.	
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 48% in 2024 as measured by	KCWP 4: Review, Analyze and Apply Data	Use the Woodland ILT and PLC CA Data Analysis Form for ILTs and PLCs that addresses analyzing student Common Assessment data.	Increased numbers of students scoring proficient or distinguished (2022-23 KSA - 45%) and decreased numbers of students scoring novice on classroom assessments (2022-23	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.	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the school report card proficiency data.		Review of Performance Matters Data following the adm inistration 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.	KSA - 45%), 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 (Academics - 13%) and Tier III (Academics - 2%) interventions. Monthly walk data indicating the % of Reinforce and Recommend for each element (Oct. data - 47% of all teachers received at least 1 "recommend" in 1 of the 4 areas of the Cycle of Quality Instruction & 94% received at least one "reinforce" in 1 of these 4 areas); Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	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.	
	KCWP 5: Design, Align and Deliver Support	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.	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals. (Current CA data for students scoring proficient or distinguished: <u>Math</u> 6th Grade: 53%, 69%	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,	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.	7th Grade: 24%, 73% 8th Grade: 27%, 24%)	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.	
		Create vertical alignment documents for math, incorporating short cycle assessments, aligned vocabulary, and a common lesson plan template.	Creation of the alignment documents including short cycle assessments, aligned vocabulary and a common lesson plan template.	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.	N/A

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 4: Review, Analyze and Apply Data	Teachers will work together to develop short cycle (biweekly)	Increased numbers of students scoring	Common Assessment and short cycle assessment data will be analyzed	N/A

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 32% in 2024 as measured by the school report card proficiency data.	KCWP 5: Design, Align and Deliver Support	standards assessments to closely monitor student progress towards standards mastery. Teachers will work with district curriculum consultants to develop and refine district wide common assessments focused on the NGSS standards for each grade level. 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. 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. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	proficient or distinguished on Science common assessments and short cycle assessments. Increased numbers of students scoring proficient or distinguished on common assessments and short cycle assessments.	weekly during ILTs, and will be measured against the school wide goal of 70% proficiency averaged across all Science Common Assessments. Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers) and monthly department meetings (teachers, District Curriculum Consultants.)	N/A

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Discuss strategies in weekly ILTs to address next steps for students who have mastered the content as well as for those who have not. 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.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.			

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 13% in 2023 to 18% in 2024 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 Great Instruction, Great Achievement 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, and reaching or exceeding IEP goals.	Review of student Common Assessment progress data during weekly ILTs, review of IEP progress data during monthly Special Ed PLCs.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	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.	Review of student Common Assessment progress data during weekly ILTs, review of IEP progress data during monthly Special Ed PLCs.	N/A
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks.	Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.	N/A
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 12% in 2023 to 15% in 2024 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) 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 with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals. 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.			
	KCWP 5: Design, Align and Deliver Support	Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks.	Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	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.	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.	

4: English Learner Progress

Goal 4a: ***Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2023 to 100% scoring at or above a 3.0 in 2026.***

Goal 4b: ***Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2025.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2024 to 100% scoring at or above a 3.0 in 2025.	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 trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)	Reduced numbers of EL students who are absent or chronically absent. Increasing the percentage of students involved in clubs and	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	N/A

			afterschool activities to strengthen their connection to the school community.	in accordance with the district attendance policy and determination of individual student and family needs. 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.	
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 at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2024.	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),	
	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 trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)	Reduced numbers of EL students who are absent or chronically absent. Increasing the percentage of students involved in clubs and afterschool activities to strengthen their connection to the school community.	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. Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities,	N/A

				and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.	

5: Quality of School Climate and Safety

Goal 5 : ***Woodland Middle School will collaborate to improve upon the number of students who agree with the statement that "Bullying is a problem for this school," from 51% in 2022 to 20% in 2026, according to the Quality of School Climate and Safety survey.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will decrease the number of students who identify bullying as a problem at the school from 51% in 2023 to 40% in 2024 as measured by the results of the Quality of School Climate and Safety survey.	KCWP 4: Review, Analyze and Apply Data	Weekly review of SEB data with Admin, Counselors, and Interventionists to identify trends and adjust current practice (PBIS re-teaching, Tier I SEL instruction, etc.)	Increased number of restorative practices used as behavior resolutions with situations involving peer conflict & bullying Improvement in individual student data for those receiving interventions for SEB Tiers 2 & 3 in social skills instruction, behavior modification, mentoring/CICO	Monthly review of 2023-24 PAWS SEL Lesson Schedule with Guidance Counselors, Admin Team, and SEB Interventionists to determine any necessary adjustments to programming	N/A
		Adjustment to SEL curriculum to increase frequency and duration of lessons, specifically regarding bullying and inclusion	Reduced number of behavior incidents involving bullying	Monthly review of PBIS data and standing item on PBIS Committee agenda to discuss/share with all stakeholders	N/A

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

Updated June 2023

Goal 6 (State your postsecondary goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): ***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 2026 on the Impact 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 40% favorable in 2024 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
		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.	Committee agenda and minutes.	Review of Committee agenda, minutes, and recommendations during the monthly Department Lead Teacher meetings.	N/A

Goal 8 (State your separate goal.): ***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 2026 on the Impact Survey.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Invite district Curriculum Consultants to attend monthly Department Meetings to share content-specific resources and training.	Review of Department Meeting agendas and minutes.	Review of Department Meeting agendas and minutes.	N/A

Updated June 2023

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** **Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

Updated June 2023

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY	☒
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Updated June 2023

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

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CSI Evidence-based Practices

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Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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