2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09162025_11:59

2025-2026 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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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.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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, 9/16/2025

2025-2026 Phase One: Executive Summary for Schools_09162025_12:55

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 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, home of the Wildcats, 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. In 2025-26, Woodland Middle School has a current student population of 576 students in grades 6-8. While the population size has remained fairly consistent over the past few years, the ethnic and economic diversity of our students has increased. While the majority of students are White (81.23%), Non-Hispanic, the percentage of Hispanic (6.51%), African American (3.52%), and Two or More Races of students (8.36%) has increased to slightly more than 18% of the total population combined. Also, approximately 40% 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 17 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 2025-26 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, SBDM Council members, & local businesses and partners. The Woodland staff is an amazing group of professionals. We provide opportunities 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 continuous PD it continues 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 Schedule Pick Up Night in August of the school year to introduce students and parents to our school, and an Open House in September for parents to meet with all teachers on their student's schedule. 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 supplementary 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 assessment data in real time to adjust instruction and offer interventions for all levels and in all areas of need. This is our third 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. This mission statement and school wide vision were last revised and implemented in the 2022-23 school year.

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 & Read 180. 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, E-Wise, Yearbook, and Student Council.

Notable Achievements

Describe the school's notable achievements in the last 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 2024-25 school year showed WMS having a state composite score of 80.0, which was an improvement from 68.4 the previous year. Our KSA reading scores for all students have steadily increased each of the past three years and now stand at 60% P/D for 2024-25. In science, we have also shown improvement on the KSA, moving from 28% in 2022-23 to 33% in 2023-24, and, most recently, 44% in 2024-25. Social studies scores also showed a reduction in apprentice and novice students, but remained at 47% P/D from 2023-24 to 2024-25.

With regard to MAP scores for math and reading, grades 6-8, Woodland students have also shown impressive growth. For fall MAP math scores, our 6th grade students in 2022-23 grew from 45% to 75% in 2024-25. Our 7th grade students grew from 40.28 (22-23) to 57% (24-25). Our 8th grade students grew from 34.73% (22-23) to 55.9% (24-25. For fall MAP reading scores, our 6th grade students in 2022-23 grew from 55.72% to 65% in 2024-25. Our 7th grade students grew from 40.28 (22-23) to 59.6% (24-25). Our 8th grade students grew from 34.74% (22-23) to 52.2% (24-25).

Lastly, for the 2024-25 school year, Woodland's Transition Readiness rate for 8th grade students was 69.04%, which was an improvement from the previous year's average of 64.1%, and again from the 22-23 school year in which 57.38% of our students were transition ready before moving on to high school.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

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 and math, and increasing the proficiency of all students with disabilities. For 24-25, Woodland showed growth in that KSA Preliminary Scores for all students in math were at 50% PD and reading 60% PD, while for the 23-24 school year Woodland was at 43% PD in math and 56% in Reading. However, there were slower rates of growth with Woodland's special education students which also highlights a learning gap in both math and reading. For 24-25, students with disabilities averaged 14% PD in math and 17% PD with reading. Similarly, in writing, our students scored 74% P/D on the KSA, but only 16% were P/D in the special education subgroup and only 32% of free/reduced lunch students were P/D.

Specifically, to improve in these areas, Woodland is using the IXL program in both math and reading to build our qualifying students' skills in these areas. In 2024-25, IXL instruction was delivered and assessed through our SOS/Workshop system three days per week. For 2025-26, and to help our students maximize growth, IXL math and reading are now full time intervention class periods, five days per week, for students who qualify. Our interventionists continue to deliver quality instruction, but students are also assessed more frequently, experience regular goal setting and review time, and administration meets weekly with these interventionists to review student data and adjust instruction and groups as necessary.

We have also increased admin support in our ILT structures and included more targeted data analysis in our ILT agendas for all teachers to complete weekly. Our administrative team has also worked to improve our lesson internalization processes with all teachers, including in depth training and work time during teacher training days. Teachers must now post lesson plans for the upcoming week and receive detailed admin team feedback regarding the 5 required elements: standard, learning target, student activity/product, assessment, and planned adjustments to instruction. Monthly trends in lesson plans and this process are

included in each faculty newsletter at the end of that month so that our faculty can determine next steps and necessary revisions to their process.

WMS also 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.

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)

2025-2026 Phase One: School Safety Report_09172025_19:58

2025-2026 Phase One: School Safety Report

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Lafon Benton
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United States of America

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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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

yes

11. 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

12. 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 documentation maintained on file in the school office?

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

yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

yes

2025-2026 Phase Two: The Needs Assessment for Schools_10032025_11:29

2025-2026 Phase Two: The Needs Assessment for Schools

Woodland Middle School
Lafon Benton
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where 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 (3 teacher members, 2 parent representatives, and Principal as Chair), Department Lead Team, Administrative & School Counseling Teams, District Academic Consultants, as well as several sources of student academic performance data (MAP, KSA, and district Common Assessments).

In weekly Instructional Learning Team meetings, our teachers have analyzed student performance data, including district 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. These meetings are documented on our website and in our main office (hard copy form) where meeting notes and agendas are posted regularly for the community.

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. This is done through Open House and 8th Grade Parent nights, as well as regular reports sent home with midterm and report cards.

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 will your results inform this year's plan?

Our goals from our 2024-25 CSIP were:

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. (GOAL MET - 60%)

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 the school report card proficiency data. (GOAL MET - 50%)

3) 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. (GOAL MET - 44%)

4) 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. (GOAL NOT MET - 17%)

5) 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. (GOAL NOT MET - 14%)

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 Instructional 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 and supports 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 we continue to work on growing higher student achievement from all students and those with disabilities in the above outlined goals, 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 district professional learning sessions to address ongoing training needs for specific teachers or groups of teachers.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

According to preliminary 2024-25 KSA data, PBIS/Behavior school data, & District Common Assessment Data, the following trends with students with disabilities remain significant areas for improvement for our school:

- The total percentage of students with disabilities scoring Proficient and Distinguished in all core subjects on the KSA exams showed a decrease in all areas except Math:
- Reading - 22% to 17% (decreased)
- Science - 11% to 5% (decreased)
- Combined Writing - 20% to 16% (decreased)
- Social Studies - 14% to 4% (decreased)

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.

• Fifty-four percent (54%) 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.

Current Academic State:

Our school ranked first in our district in the KSA assessment for the spring of 2024 for all students in Reading, Science, Combined Writing, and second in the district in Math and Social Studies. We also ranked first in our district for the spring of 2024 for students with disabilities in Reading and Science, and second in the district for those students in Math and Writing. Our school has also earned a "Blue" (high achievement, high growth) ranking with the state accountability system and is not designated "TSI."

- 50% of all students scored proficient or distinguished on the KSA in Math.
- 60% of all students scored proficient or distinguished on the KSA in Reading.
- 74% of all students scored proficient or distinguished on the KSA in Combined Writing.
- 52% of students in the achievement gap (F/R) scored proficient or distinguished on the KSA in Reading.
- Fall MAP scores indicate that 57.4% of 6th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 52.8% of 7th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 43.4% of 8th grade students will be P/D on the KSA in Math.
- Fall MAP scores indicate that 57.5% of 6th grade students will be P/D on the KSA in Reading.
- Fall MAP scores indicate that 56.0% of 7th grade students will be P/D on the KSA in Reading.
- Fall MAP scores indicate that 52.0% of 8th grade students will be P/D on the KSA in Reading.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior

- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Non-Academic Current State:

- According to 2024-25 KSA Student Survey results, our overall climate scored increased to 71 from 66.7 in 2023-24.
- 2024-25 KSA Student Survey results indicate that 95% of students agree/ strongly agree with the statement, "If I have a problem, there is an adult from school that I can talk to."
- 2024-25 KSA Student Survey results indicate that 94% of students agree/ strongly agree with the statement, "Adults in my school care about my physical safety."
- 2024-25 KSA Student Survey results indicate that 93% of students agree/ strongly agree with the statement, "My school is a caring place."
- 2024-25 KSA Student Survey results indicate that 95% of students agree/ strongly agree with the statement, "Adults from my school care about me."
- Behavior data indicates that the overall percentage of referrals for 7th & 8th grades has decreased since 2023-24 and 2024-25 for all months.
- Behavior data indicates that there are 57 restorative practices resolutions utilized during the 2024-25 school year, which is a positive increase from 43 in 2023-24.
- Behavior data indicates that the average number of students with out-of-school suspension resolutions has decreased from 17.4% in 2023-24 to 15.0% in 2024-25 for the year.

* According to the KCSD Human Resources department data, our teacher Retention Rate (per district definition) increased from 87.5% in 2023-24 to 92.86% in 2024-25.

* According to state attendance data, our student Attendance Rate improved 0.33% from 2023-24 to 2024-25. Chronic absenteeism has decreased 2.35% from 2023-2024 and decreased 5.8% from 2022-23.

* According to district data sets, our students categorized as Transition Ready has increased to 69.04% for all grade levels for 2024-25.

* According to PBIS data (building and district level), our suspension days have decreased from 473 in 2023-24 to 297 in 2024-25. Our total number of behavior referrals has also decreased from 625 in 2023-24 to 354 in 2024-25.

* According to our sign in records for the building, Woodland parent volunteers logged 579.05 hours during the 2024-25 school year which was a record high for our school.

* According to our HMH Growth Measure Data taken in the first trimester of 2025-26, 30.8% of 6th graders are below and far below proficiency for reading, 37.1% of 7th graders are below or far below, and 27.3% of 8th graders are below or far below proficiency.

* Staff and faculty are provided with relevant, high-quality professional learning opportunities through our District's summer workshops, before the school year begins during focused teacher training days, and regularly throughout the school year via Faculty, ILT, and Tune Up Tuesday (planning period meetings). The offerings are all based upon district and building instructional data and trends, including assessment data, teacher classroom walk through data, and weekly lesson plan internalization feedback and data.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Our school ranked first in our district in the KSA assessment for the spring of 2024 for all students in Reading, Science, Combined Writing, and second in the district in Math and Social Studies. We also ranked first in our district for the spring of 2024 for students with disabilities in Reading and Science, and second in the district for those students in Math and Writing. Our school has also earned a "Blue" (high achievement, high growth) 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.
- The percentage of behavior referrals was the second lowest in the district out of all district middle schools in 2024-25 (decrease from highest in the district in 2023-24).
- The percentage of behavior referrals decreased from 105% in 2023-24 to 66% in 2024-25.
- 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 57.4% of all current 6th graders, 52.8% of all current 7th graders, and 43.4% of all 8th graders are projected to be P/D on the KSA in Math.
- Fall MAP data indicates that 57.5% of all current 6th graders, 56.0% of all current 7th graders, and 52.0% of all 6th graders are projected to be P/D on the KSA in Reading.
- The Math district Common Assessment Running Average increased from 41.37% in 2023-24 to 42.54% in 2024-25.
- The Reading district Common Assessment Running Average increased from 28.67% in 2023-24 to 42.67% in 2024-25.
- The total percentage of students scoring Proficient and Distinguished in Math on the KSA exams increased from 43% in 2023-24 to 50.0% in 2024-25.
- The total percentage of students with disabilities scoring Proficient and Distinguished in Math on the KSA exam was 11% in 2023 and increased to 14% for 2024.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

* We will utilize our building-wide master student data sheet to identify and track trends in instruction, lesson planning, and assessment.

* We will continue to use the KCSD's MTSS Framework to support students based on need with both academics and SEB interventions.

* We will continue to offer regular, specific, and calibrated instructional feedback to all teachers by conducting classroom walk throughs once per month, giving weekly feedback on lesson plans, and sharing the latest student data sets in ILTs to disaggregate and analyze for trends and next steps.

* Administration will continue to meet weekly with all teachers in ILT to guide regular assessment analysis and professional growth in identified areas of need (ex. developing common formative assessments, determining next steps for students in intervention who are not making sufficient progress, etc.)

* We will continue to collaborate with community partners to support our PBIS program in which we promote positive school wide behaviors and expectations.

* We will continue to regularly update our student data sets and spreadsheets for teacher use in real time, allowing them to also make adjustments to instruction in real time.

* We will continue to share progress on school goals with teachers, parents, and the community with regularity and transparency throughout the school year.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

Teachers will complete formal lesson plans weekly and our administrative team will review and give feedback each week. These lesson plans will be aligned to content and state standards, with the specific description and details provided to demonstrate appropriate alignment.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

Teachers will complete formal lesson plans weekly and admin team will review and give feedback each week, then enter that data into a building-level spreadsheet to disaggregate and utilize to determine instructional trends.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

Our district HQIR will be consistently utilized and taught to fidelity in all ELA classes, and the HMH reading inventory will be utilized at least two per school year to assess growth. Teachers and administrative team will work together to follow our district's balanced assessment system and make instructional and intervention decisions based upon this and other triangulated data.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Our faculty will continue to meet weekly with administration in Instructional Learning Teams to disaggregate and analyze the latest student data sets (from common formative assessments, district common assessments, MAP, HQIR assessments, student grades, etc.). This data is then used to determine instructional/learning trends to adjust instruction in real time and address learning discrepancies as necessary for maximized student growth.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

o No

● **Yes**

COMMENTS

Our PBIS Committee, PTSA, and administrative teams continue to promote positive, equitable, and inclusive learning experiences by providing positive and restorative behavior instruction and supports, access to updated technology resources and other learning materials, and to ensure that students in all classrooms have access to the same quality instruction through weekly collaboration meetings in ILTs.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

o Yes

COMMENTS

Our school will continue to support a strong culture focused on learning at high levels through our Student of the Month awards, Thank You Thursday student raffles, Positive Student & Teacher referrals, A/B Honor Roll, PBIS grades and behavior recognition breakfasts, & Student Reward Days. We will also continue with regularly scheduled student/teacher conferences that focus on student goal setting, Transition Readiness review, and academic progress reviews. Students will also regularly review their latest achievement data with their adult advocates in homeroom (consistent pillar of weekly SEB instruction) to maximize student growth and participation in owning their education, and making informed decisions regarding their schedules, GPA, career planning, and assessment goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10032025_11:24

2025-2026 Phase Two: School Assurances

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

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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 assistance 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 assistance 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 under section 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve 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)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11122025_14:16

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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

ATTACHMENTS

Attachment Name

Woodland CSIP, 2025-26

Attachment Summary

Attachment Name	Description	Associated Item(s)
Woodland CSIP, 2025-26		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).
Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 17% in 2025 to 22% in 2026 as measured by the school report card proficiency data.

Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 14% in 2025 to 19% in 2026 as measured by the school report card proficiency data.

Strategy:
KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, and Deliver Support

Activities:
Continue to utilize established processes (Ex. routine goal setting with PAWS teachers (adult advocates) for standardized testing (MAP/KSA) and core teachers after each unit and before the next common or common formative assessment to achieve growth and increase student ownership of their education; regular review of MAP/Common Assessment/class work samples/progress on IEP goals with case load/special education teacher during progress monitoring opportunities); regular weekly collaboration meetings between regular and special education teachers regarding students with IEPs to better inform instructional strategies and re-teaching/review opportunities)

Ensure that all teachers are consistently implementing research-based instructional strategies (through weekly administrator review of all teacher lesson plans and targeted feedback) – Ex. Paraphrasing, annotation, chunking of material, and varied assessment types - with documented accommodations for students with IEPs

Provide ongoing and differentiated training opportunities in co-teaching and the collaborative model to all special education and collaborating regular education teachers to eliminate any remnants of the "one teach – one assist" model to maximize daily instructional impact in core classes.

Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.

Progress Monitoring:

Development, use, and regular updating of Schoolwide Master Student Data Spreadsheet that houses all pertinent data sets, including MAP scores for math and reading, KSA scores, common assessments, and special education classification.

Review and analysis of Reading and Math Common Assessment data monthly in ILTs (Principal, teachers), IEP reading data monthly during Special Ed PLCs, MAP progress data in Fall and Spring each year (Principal, Asst. Principal, teachers), monthly PBIS school wide behavior and discipline data (PBIS Committee), and attendance data bi-weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel). Regular review of said data sets will help admin team determine trends in instruction, student learning (and deficits), and individual and small group needs for teachers with regard to future professional development planning.

Review and analysis of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of "Reinforce" and "Recommend" given for each instructional element after the walk. The Leadership team can then plan for targeted, effective Professional Development sessions, weekly ILT agendas/work, and "Tune Up Tuesdays" (monthly planning period meetings) that are focused on addressing the trends and strengthening instruction in the areas needed.

Funding:

Funding spent on the following will be taken from Woodland's general instructional funds/account (approximately $1000 from account #7000):

Differentiated Professional Development focused on data analysis (MAP, KSA, HMH Growth Measure), and how to grow students in both math and reading across the curriculum will be offered monthly during Tune Up Tuesday trainings, as well as during faculty meetings.

Continued focus on the lesson plan internalization process, including all special education teachers being given two full work days per school year, with a substitute teacher provided, working in departmentalized groups on these aforementioned data analyses and lesson plan internalization.

Additional professional development will be offered to special education/collaborative teachers to ensure clarity around the co-teaching special education instructional model and appropriate strategies to use when working with students who are identified as needing SDI in math and/or reading. Shadowing opportunities around this work will also be available to teachers who would like the opportunity to observe effective models.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

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.

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(s):

Woodland Middle School will collaborate to increase the reading proficiency for all students from 60% in 2025 to 65% in 2026 as measured by the school report card proficiency data.

Woodland Middle School will collaborate to increase the math proficiency for all students from 50% in 2025 to 55% in 2026 as measured by the school report card proficiency data.

Strategy:

KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, and Deliver Support

Activities:

Student goal setting for Common Assessments in all classrooms prior to all district CAs.

Develop bi-weekly common formative assessments in English Language Arts and Math to administer and enter into Performance Matters for analysis during ILT meetings.

Increase collaboration in data analysis and student progress towards standards mastery (using newly developed Schoolwide Master Student Data Spreadsheet) including identification of students in need of intervention supports.

Using data and trends from weekly lesson plan feedback and instructional walk feedback, to 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, etc.)

Incorporate resources from the KCSD Professional Learning Landing Page to address ongoing training needs for specific teachers or groups of teachers.

Progress Monitoring:

Regular review of common assessment and building level common formative 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 needs based skills instruction and re-teaching during PAWS time twice per week.

Continued development of a building-level common formative assessment calendar for the entire school year, for all subjects, including ELA and Math. Teachers will adjust the master calendar for their subject at the end of each trimester (for the upcoming grading period) in order to make instructional adjustments in real time based on the latest student needs and performance.

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, IXL-Reading/R180 and IXL-Math interventionists, Lead Special Education Teacher, School Psychologist, and Counselors.)

Regular review of informal walk feedback with administrative team (Principal/Asst. Principals) to identify specific coaching and professional development needed for individual teachers and school wide trends

Funding:

Funding spent on the following will be taken from Woodland's general instructional funds/account: (approximately $1000 from account #7000):

Differentiated Professional Development focused on data analysis (MAP, KSA, HMH Growth Measure), and how to grow students in both math and reading across the curriculum will be offered monthly during Tune Up Tuesday trainings, as well as during faculty meetings.

Continued focus on the lesson plan internalization process, including all content teachers being given two full work days per school year, with a substitute teacher provided, working in departmentalized groups on lesson plan internalization.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
Woodland Middle School will collaborate to increase the Science proficiency for all students from 44% in 2025 to 59% in 2027.

Objective(s):
Woodland Middle School will collaborate to increase the Science proficiency for all students from 44% in 2025 to 49% in 2026 as measured by the school report card proficiency data.

Strategy:
KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, and Deliver Support

Activities:
Teachers will continue to work together to develop common formative assessments (biweekly) to closely monitor student progress towards standards mastery and identify students in need of intervention supports.

Continued development of a building-level common formative assessment calendar for the entire school year, for all subjects, including Science. Teachers will adjust the master CFA calendar for their subject at the end of each trimester (for the upcoming grading period) in order to make instructional adjustments in real time based on the latest student needs and performance.

Teachers will work with district curriculum consultants to develop and refine district wide common assessments focused on the NGSS standards for each grade level.

The teachers will follow the school wide protocol regarding the analysis of the common assessment and common formative assessment data and share the information/hold professional discussions regarding next steps.

Discuss instructional 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.)

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 to address ongoing training needs for specific teachers or groups of teachers.

Progress Monitoring:

District Common Assessment and building-level common formative assessment data will be analyzed weekly during ILTs, and will be measured against the school wide goal of 70% proficiency averaged across all Science Common Assessments.

Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers) and monthly department meetings (teachers, District Curriculum Consultants.)

Funding:

Funding spent on the following will be taken from Woodland's general instructional funds/account: (approximately $1000 from account #7000):

Differentiated Professional Development focused on data analysis (MAP, KSA, HMH Growth Measure), and how to grow students in science across the curriculum will be offered monthly during Tune Up Tuesday trainings, as well as during faculty meetings.

Science teachers will also have the opportunity to collaborate with district consultants to improve the rigor of lesson tasks and strategies for ensuring all students respond and/or create a product to show understanding and mastery of skills/standards. Teacher walk and lesson plan feedback data show this as an area of growth for our science department as a whole.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Woodland Middle School will collaborate to improve upon the number of students who disagree with the statement, "Bullying is NOT a problem for this school," from 47% in 2024 to 32% in 2027 as measured by the results of the Quality of School Climate and Safety survey.

Objective(s):

Woodland Middle School will decrease the number of students who disagree with the statement, "Bullying is NOT a problem for this school," from 47% in 2024 to 42% in 2025 as measured by the results of the Quality of School Climate and Safety survey.

Strategy:

KCWP 4: Review, Analyze and Apply Data

Activities:

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.)

Adjustment to SEL curriculum to increase frequency and duration of lessons, specifically regarding bullying and inclusion.

Progress Monitoring:

Monthly review of 2023-24 PAWS SEL Lesson Schedule with Guidance Counselors, Admin Team, and SEB Interventionists to determine any necessary adjustments to programming

Monthly review of PBIS data and standing item on PBIS Committee agenda to discuss/share with all stakeholders.

Funding:

No special/additional funding necessary.

Differentiated Professional Development focused on data analysis (MAP, KSA, HMH Growth Measure), and how to grow students in science across the curriculum will be offered monthly during Tune Up Tuesday trainings, as well as during faculty meetings.

All teachers will also have the opportunity to attend additional trainings for SEB topics including how to recognize and address bullying, our District's MTSS model and how it supports students, and more in depth training around our SEB Curriculum, "Character Strong."