

School Name: Woodland Middle

Principal Name: Dr. Terry Oatts

School Year: 2011-2012



HENRY
COUNTY
SCHOOLS



Woodland Middle School

2011 - 2012

Continuous School Improvement Plan

Henry County School System Mission

Committed to Ensuring Success for Each Student

Henry County School System Vision

*from GOOD ...Ensuring Each Student Meets or Exceeds Grade Level Performance Standards
to GREAT ... Ensuring Each Student Graduates High School Prepared for Further Learning*

Henry County School System 2011-2016 Strategic Plan Goals

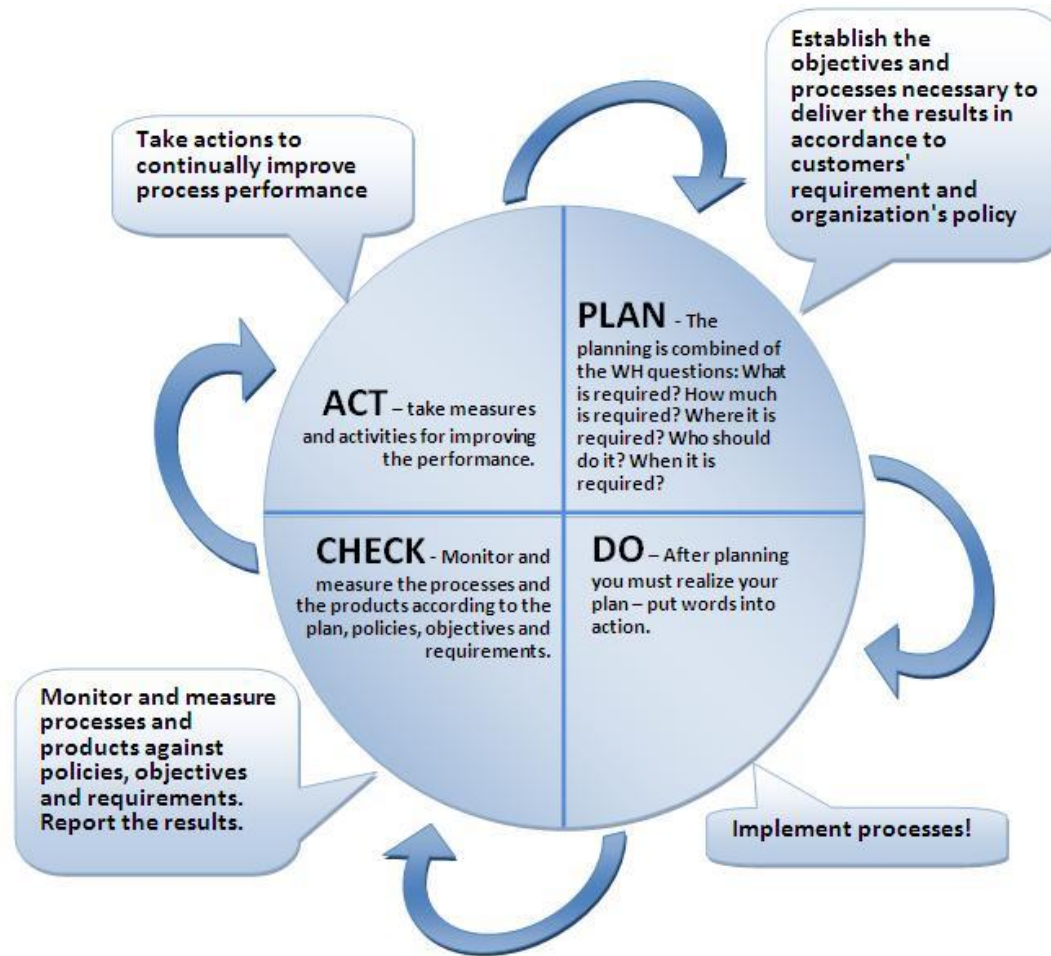
Focus Area	Strategic Goal 1	Strategic Goal 2
<i>Student Achievement</i>	Increase the high school graduation rate and improve achievement on indicators of college and career readiness	Ensure student mastery of Georgia Performance Standards and increase achievement at advanced levels of proficiency
<i>Culture, Climate and Community</i>	Create a safe, orderly and supportive environment for learning and teaching	Strengthen communication and collaboration with employees, students, parents and the community
<i>Quality Assurance</i>	Build the capacity of teachers, leaders and support personnel to produce continuous improvement in student, school and district performance	Maximize the impact of district resources upon student achievement and ensure responsible and transparent stewardship

Henry County Schools Board Members

- Mr. Brian Preston, Chair
- Mr. Erik Charles, Vice Chair
- Mr. Ryan Davis, Board Member
- Dr. Pam Nutt, Board Member
- Mr. Charles Vickery, Board Member
- Dr. Ethan Hildreth, Superintendent

Statement of Quality Assurance

Effective and timely use of data allows systems to make decisions to best utilize those interventions that are having a positive impact on student achievement. To ensure that school improvement stakeholders have a common understanding regarding the development and implementation of the Continuous School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety.



Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

The following standards are incorporated and adhered to in this CSIP document

AdvancED (SACS CASI)

Accreditation Standards

Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands

Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

School Improvement Plan Team Members

Name	Position/Title
Dr. Terry Oatts	Principal
Dr. Joycelyn Jackson	Assistant Principal
. Gabriel Wiley	Assistant Principal
Leandra Roberts	Languge Arts Department Chair
Cynthia Goodson	Math Department Chair
Nancy Smith	Social Studies Department Chair
Kimberlee Thacker	Science Department Chair
Sam Lowder	Connections Department Chair
Debra Cleveland	Special Education Department Chair
Linda Justice	Special Education Department Chair
Kate Whitley	Graduation Coach
Terry Kirk	Technology
Shari Ponder	Counselor
Katherine Havens	Counselor
Dr. Janet Wagman	Media Specialist

School Mission, Vision, and Goals

<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>Guidance: Place school vision here. The vision statement should be brief, clear, and aligned with the district.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Guidance: Place school mission here. The mission statement should be brief, clear, and aligned with the district.</p>
<p>Goals What standards guide our mission?</p>	<p>Guidance: Place 3-6 brief statements outlining the goals that drive the vision and mission for your school here.</p>

Focus Area: Student Achievement /Language Arts Measurable Goal(s): Maintain 6 th , 7 th , and 8 th grade achievement of students performing at Level II and Level III on the Language Arts portion of the CRCT at 99%.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 1.1 I 1.1 I 3.1 I 3.3	Continue Daily Grammar Practice (DGP) in all core ELA classes to cover the Conventions component of the Georgia Performance Standards.	Weekly throughout the year (practiced daily in class)	• \$0	-All ELA teachers and students	-DGP student notebooks. -Lesson Plans -Transparencies	-Increase in DGP quiz scores. -Fewer grammatical errors in student writing samples.
A 1.3 I 3.1 I 3.3	Students will be assessed frequently using a variety of methods, including Common Formative Assessments administered every nine weeks.	At the end of each 9 weeks	• \$0	-All ELA teachers, curriculum chairs, and students.	-Lesson Plans -Rubrics -Common Formative Assessments	-Increase in test scores across the grade level
A 2.4 A 3.1	GRASP testing used to ascertain student reading ability/level. Data used to assign students to SIEP Reading, and for flexible grouping in the classroom.	August to May	• \$0	-All ELA teachers, curriculum chairs, and students.	-Test data -Graph data based on pre and posttests.	-Increase in Reading test scores across the grade level

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 1.2 I 3.1 I 3.3 C 3.1	Teachers will teach grammar in the context of writing using skill-focused mini –lessons, literature, and individual student conferences.	At least once during each nine week grading period, teachers will conduct individual student conferences.	<ul style="list-style-type: none"> • \$0 	-All ELA teachers and Curriculum Chairs	-Lesson Plans -Student portfolios	-Reduction in the number of grammatical errors in writing samples.
C 2.1 I 1.3 I 2.4 PL 1.5 PL 3.3 C 3.1	Implement reading and writing strategies in the content area.	August- May (daily)	<ul style="list-style-type: none"> • \$0 	-All ELA teachers	-Samples of student work with rubric. -Lesson Plans -Professional learning on portfolio usage with students	-Individual portfolios with evidence of specific standards/writing traits mastered.

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C 3.1 I 2.3 PL 2.5 L1.3 L1.2	Use differentiated instruction and flexible grouping to address the different learning styles of students in the classroom.	Assessed weekly for the duration of specific units of study.	• \$0	-All ELA teachers.	-Tiered assignments -Compacting	-Growth in student achievement as documented through formative assessments.
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Focus Area: Student Achievement /Language Arts

Measurable Goal(s): Maintain student performance in Reading and ELA for Special Education students at 90% as measured by the Criterion Referenced Competency Test (CRCT).

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.3 A1.1 I 1.3 I 2.1 C 3.1	Utilize pre-test to determine/guide lessons and lesson planning. Utilize data collected through Edusoft to determine sub groups and flexible groups to meet the needs of students	August-May	• \$0	-All ELA teachers	-Pre-test -Post-test	-Increase in scores from the pre-test to the post-test.

Focus Area: Student Achievement /Language Arts
Measurable Goal(s): Maintain student performance in Reading and ELA for Special Education students at 90% as measured by the Criterion Referenced Competency Test (CRCT).

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 3.1 I 1.3 I 1.2 I 3.1	Utilize the co-teaching model of delivery in conjunction with differentiated instruction to provide student support and aid in mastery of standards.	Evaluate at the end of each 9 weeks and/or grading period	<ul style="list-style-type: none"> \$0 	-All ELA teachers	-Lesson plans -Student portfolios	-Portfolios
I 2.6	Resource pull-out. Students will participate and complete hands on activities to access multiple learning styles.	August-May	<ul style="list-style-type: none"> \$0 	-Resource Teachers	-Lesson plans -Student work samples	-Portfolios -Evidence of improvement on writing assignments.

Focus Area: Student Achievement /Language Arts						
Measurable Goal(s): Increase student achievement on the 8th Grade Writing Assessment as measured by the Middle Grades Writing Assessment (MGWA).						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C 3.2 PO 2.2 PL 1.5	Utilize 6+1 Writing Traits Model/Resource. Professional Learning provided to teachers to ensure proper use of Trait Crates.	September to May	\$600 6+1 Traits of writing "Trait Crates"	-Dept. Chair, L. Roberts -8 th Grade classroom teachers -Special Education Teachers -Administrators	-Student writing samples -Student reflections -Teacher commentary with next steps -Individual student conferences -Lesson Plans -Writing Rubrics -Writing Plan	-Increase in student writing abilities on mock writing tests -Students will have few errors in writing -Students will be able to communicate if and how their writing meets or exceeds the expectations -Teachers will be able to explain to students strengths and areas of growth
I 3.3 A 2.2 A3.1 C 3.1	Utilize the county writing rubric to grade all writing samples in conjunction with 6+1 Writing traits. Utilize individual writing traits rubrics for formative writing assessments.	August to May	\$0	-All ELA teachers	-Lesson Plans -Tests -Writing Samples -Writing Rubric	-Mock Writing Assessment Scores -Formative Writing Assessments

Focus Area: Student Achievement /Math

Measureable Goal(s): Regular Education students in grades 6-8 will raise achievement in Mathematics at the end of SY2011 as measured by the Criterion Referenced Competency Test (CRCT).

- a) Improve 6th grade student achievement by maintaining the number of students performing at Level II and Level III on the Math portion of the CRCT at 94% using the 5th grade 2011 scores as benchmark data.
- b) Improve 7th grade student achievement by increasing the number of students performing at Level II and Level III on the Math portion of the CRCT by 1% from 93% to 94% using the 2011 scores as benchmark data.
- c) Improve 8th grade student achievement by increasing the number of students performing at Level II and Level III on the Math portion of the CRCT by 3% from 82% to 85% using the 2011 scores as benchmark data.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
					A2.1 A2.3	Administration of teacher made, unit-based pretests before each unit begins.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.4	Teacher will utilize student portfolios which contain pre/posttests as well as graded assignments and other assessments which includes teacher commentary and a progress monitoring chart. Standards for each unit will be included on the chart for students to check off when mastery is demonstrated.	Ready for use by the second week of school. Pre-tests will be placed in portfolios within one week of administration. Select graded assignments will be placed in portfolio throughout the unit.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math Teachers • Students • Contact person 	<ul style="list-style-type: none"> • Student portfolios in central location within math classrooms • Edusoft test analysis of all unit pre-tests and post-tests • Progress monitoring chart for each unit 	<ul style="list-style-type: none"> • Administration, teachers, and students, and students will be able to see where mastery of the standards has occurred. • Mastery of skills and concepts will increase formative and summative test results. • Identification of students that have not met the standards in order to utilize differentiated instruction.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.7	Students will utilize computer labs or in-class laptop computers to develop math applications or unit concepts through numerous web activities. Student portfolios will contain a log to document web activities and/or lessons used for math.	Reserve mobile lab or computer lab within ONE WEEK prior to the date delegated for the lesson involving the use of computers.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math teachers 	<ul style="list-style-type: none"> • Technology reservation log located in Media Center • Documentation in teacher lesson plans 	<ul style="list-style-type: none"> • Internet log/journal/tasks to be kept in student portfolio to document use of math websites.
A 1.1 I 2.3 I 2.4	Regular education students in grades 6-8 will raise achievement in mathematics by integrating writing in the content area with the use of an active word wall.	<p>Word wall will be updated as new units are introduced.</p> <p>Reflective journal writing at least once a month.</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math teachers 	<ul style="list-style-type: none"> • Documentation in teacher lesson plans 	<ul style="list-style-type: none"> • Student work (i.e. learning tasks, reflective journal logs, performance tasks, etc.) will demonstrate student's effectiveness in using math vocabulary to explain and connect to real-world math applications.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 1.1 I 2.3 I 2.4	Regular education students in grades 6-8 will raise achievement in mathematics by integrating reading in the content area with the use of newspapers, magazines, and /or websites to locate articles that demonstrate the usage of math skills and concepts currently addressed	Articles and written or oral presentation to be submitted monthly (first Friday of every month).	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math teachers 	<ul style="list-style-type: none"> • Documentation in teacher lesson plans 	<ul style="list-style-type: none"> • Written or oral presentation of math related media material.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 2.2	Graphing student progress/performance on Progress Monitoring chart using data collected from multiple opportunities for assessment within the unit.	Following the administration of pre/posttests, for each using	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math teachers • Students 	<ul style="list-style-type: none"> • Portfolio • Edusoft software 	<ul style="list-style-type: none"> • Progress Monitoring chart will be able to identify whether mastery of unit standards and identify strengths and weaknesses
I 2.5	Flexible Grouping will be used following pre/posts to group students in such a way that provides the opportunity to review areas of weakness through mini-lessons/tasks that are related to areas of need.	Vary grouping following each unit as needed	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Math teachers 	<ul style="list-style-type: none"> • Flexible grouping rosters • Mini-lessons/tasks to measure increased understanding of concept will be documented in lesson plans 	<ul style="list-style-type: none"> • Overall gain in achievement of individual students
I 2.3 I.2.2	Hands-on activities will be utilized as mandated by learning or performance task to assist with application of standards.	Performed at least once a month.	<ul style="list-style-type: none"> • \$600 	<ul style="list-style-type: none"> • Math teachers 	<ul style="list-style-type: none"> • Documentation on teacher lesson plans 	<ul style="list-style-type: none"> • Benefit student motivation, increased interest and overall achievement

Focus Area: Student Achievement /Students with Disabilities in Mathematics						
Measurable Goal(s): Improve the achievement gap of all students with disabilities in Mathematics from 73% meets/exceeds category to 75% and decrease the number of students in the “does not meet” category from 27% to 25%.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 2.1 A 2.3	Administration of pre-/post tests before and after each unit.	August 2011 – May 2012 One to two days prior to introducing new units based on curriculum maps’ unit time frames.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Special Education teachers • General Education teachers 	<ul style="list-style-type: none"> • Teacher Lesson Plans • Student portfolios • Pre-/posttests (teacher-made and/or textbook format) 	<ul style="list-style-type: none"> • Posttests results • Unit test results • Caseload managers will monitor progress for each administration and provide additional support for students not showing adequate progress.
	Appropriate use of differentiated instruction will include adjusted content, learning styles, and interest.	August 2011 – May 2012 Monitored weekly in accordance with formative/informative test results	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Special Education teachers • General Education teachers 	<ul style="list-style-type: none"> • Lesson plans • Flexible grouping rosters 	<ul style="list-style-type: none"> • IEP Goals & Objectives • Unit Test • CRCT Test Results

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Students who scored below Level 2 on the 2011 Spring CRCT will be enrolled in an additional Math Support class. Student performance will be monitored through benchmark probes administered every 2 weeks.	August 2011 – May 2012	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Special Education teachers • General Education teachers 	<ul style="list-style-type: none"> • Bi-weekly probes located on T-drive • Pre-/post tests • Performance portfolios to include performance probes 	Increase in basic scores on assessments.
A I.4	SIEP will be provided to SWD students to remediate content deficits noted through GRASP testing. Pre-/post performance probes will be administered throughout course to track student achievement.	August 2011 – May 2012	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Special Education teachers • General Education teachers 	<ul style="list-style-type: none"> • GRASP data • Pre-/post-tests • Student work samples 	Increase in basic scores on assessments.

Focus Area: Student Achievement /Social Studies
Measureable Goal(s): Increase the percentage of students scoring “Pass Plus” and “Exceeds Expectations” on all assessments. Student growth will reflect in the following:
6th Grade: Students will show performance growth at or above 83%.
7th Grade: Students will show performance growth at or above 83%.
8th Grade: Students will show performance growth at or above 85%.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 1.1 I 1.3 I 2.1 C 1.1 C 1.3	Implement standards based classroom instruction at all grade levels.	Continuous, 10-11 SY	N/A	Grade level Curriculum Chair 6 th -Nikki Arnold 7 th - S. Lillevik 8 th - B. Kunz	Lesson plans reflective of standards based instruction classroom artifacts including display of standards, essential questions, word walls, and student work with teacher commentary.	Student work reflecting close adherence to standards. Increase in student efficacy and understanding of learning expectations.

<p>A 1.1 A 1.3 A 1.4 A 2.2 A 2.3 A 2.4</p>	<p>Students will be assessed frequently using a variety of commonly developed formative and summative assessments. Commonly developed performance rubrics will be used to assess student performance. Assessment results will be used to plan differentiated instruction. Beginning the 2011-2012 school year, 6th, 7th and 8th grade will implement common assessment using EduSoft. With the results of the assessment, teachers will then use differentiated instruction to meet student needs.</p>	<p>Continuous with weekly check points during collaborative planning. Reflection on specific areas for growth (economics, geographic information and government) to be discussed at monthly department meetings.</p>	<p>N/A</p>	<p>Grade level Curriculum Chair 6th-Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator</p>	<p>Lesson plans to include commonly developed assessments chapter tests and unit plans.</p>	<p>Assessment Scores</p> <ul style="list-style-type: none"> • Scores on commonly developed assessments. • CRCT Results • EduSoft • Flexible Grouping
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<p>A 1.3 A 1.4 A 2.3 A 2.4 A 3.1 PL 2.1 PL 2.3</p>	<p>Utilize EduSoft sites for sample test questions for CRCT enrichment. Scheduled professional learning session to ensure teacher capacity to use EduSoft software.</p>	<p>Unit assessment and CFA assessment using Edusoft for formative and summative assessment. Assessment will begin September 2011 through the 2012 SY.</p>	<p>N/A</p>	<p>Grade level Curriculum Chair 6th- Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator</p>	<p>EduSoft assessment developed at each grade level through collaborative planning at each level.</p>	<p>Scores on EduSoft assessment reflect growth in target areas and subgroups. Specific strands of each standard can also be measured using the software which will help teachers with lesson plans and flexible grouping.</p>
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Focus Area: Student Achievement /Social Studies
Measurable Goal(s): Increase the percentage of students scoring “Pass Plus” and “Exceeds Expectations” on all assessments. Student growth will reflect in the following:
6th Grade: Students will show performance growth at or above 83%.
7th Grade: Students will show performance growth at or above 83%.
8th Grade: Students will show performance growth at or above 85%.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
PO 2.2 PO 3.2 PO 4.2	Grade levels will utilize CRCT prep books to reinforce student performance and address student areas of deficiency. Data gathered from EduSoft will also help set short and long term goals to maximize student performance. Results will determine flexible grouping.	Beginning September 2011 and continue through the 2012 SY.	6 th and 7 th Grade teachers have required SS CRCT prep book that students purchase for \$10.	Grade level Curriculum Chair 6th-Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator	Student Work Evidence of student performance on CRCT Data collected through EduSoft	EduSoft Data

Focus Area: Student Achievement /Social Studies
Measureable Goal(s): Increase the percentage of students scoring “Pass Plus” and “Exceeds Expectations” on all assessments. Student growth will reflect in the following:
6th Grade: Students will show performance growth at or above 83%.
7th Grade: Students will show performance growth at or above 83%.
8th Grade: Students will show performance growth at or above 85%.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.3 I 2.5 PO 3.1	Teachers will utilize data and assessment to determine flexible grouping. Through collaborative planning, teachers will design lesson plans to reflect content, product, process and learning environment based on diagnosis of student needs, learning styles, interests and personal goals.	Continuous 2011-2012 SY	N/A	Grade level Curriculum Chair 6th-Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator	Student Work CRCT & EduSoft Data collected Lesson Plans	Student Performance Formative/Summative Assessments

Focus Area: Student Achievement /Social Studies
Measureable Goal(s): Increase the percentage of students scoring “Pass Plus” and “Exceeds Expectations” on all assessments. Student growth will reflect in the following:
6th Grade: Students will show performance growth at or above 83%.
7th Grade: Students will show performance growth at or above 83%.
8th Grade: Students will show performance growth at or above 85%.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
PO 2.2 I 2.4 I 3.3	Teachers will utilize EduSoft and previous CRCT data to determine learning gaps and design short and long term goals. Student work reflects GPS, with common and formative assessment reflecting in-depth knowledge of the content and ability to apply the knowledge.	Continuous 2011-2012 SY	N/A	Grade level Curriculum Chair 6th-Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator	Student Work Common and Formative Assessments	Student growth projected through data to include CFA, common and formative assessment and EduSoft.

Focus Area: Social Studies Measurable Goal(s): Increase the percentage of students scoring “Pass Plus” and “Exceeds Expectations” on all assessments. Student growth will reflect in the following: 6th Grade: Students will show performance growth at or above 83%. 7th Grade: Students will show performance growth at or above 83%. 8th Grade: Students will show performance growth at or above 85%.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
PO 2.2 PO 3.2 I 2.4 I 3.3	Teachers will consistently evaluate and monitor student achievement through administration of benchmark work (CFA), writing samples, project rubrics and interactive student notebooks.	Continuous 2011-2012 SY	N/A	Grade level Curriculum Chair 6th- Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator	Student work with teacher commentary. Student notebooks. CFA	Student growth and performance on assignments and assessments.

Focus Area: S Student Achievement /Social Studies
Measureable Goal(s): Increase the percentage of students with SWD’s scoring “Pass Plus” on all assessments. Student growth will reflect in the following:
6th Grade: Students will show performance growth from 60% to 65%.
7th Grade: Students will show performance growth from 16.25% to 25%.
8th Grade: Students will show performance growth from 12.9% to 20%.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.5 I 2.6	Teachers will implement flexible grouping based upon effective and ongoing diagnosis and formative assessment. Groups are formed in a flexible manner based upon learning styles in relationship to GPS and other learning goals. Data driven interventions address learning weakness and teacher support where needed.	Continuous 2011-2012 SY	N/A	Grade level Curriculum Chair 6th-Nikki Arnold 7th- S. Lillevik 8th- B. Kunz Nancy Smith Department Chair Dr. Oatts SS Administrator	EduSoft Data Formative and Summative Assessment CFA	Student growth through data and performance on CRCT. Improved comprehension and ability to apply knowledge to every day learning.

Focus Area: Student Achievement /Science
Measureable Goal(s):
To improve student achievement at all grade levels in the science content area.
a. To improve 6th grade student achievement by maintaining the number of students performing at the Level II and Level III on the science portion of the CRCT at 88% using the 2011 scores as benchmark data. This is still a much higher number than has ever been attained by the CRCT 6th grade scores.
b. To improve 7th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 2% from 84% to 86% using the 2011 scores as benchmark data.
c. To improve 8th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 6% from 76% to 82% using the 2011 scores as benchmark data.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 1.3	Teachers will use standards based instruction and practices daily.	Daily	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> All Teachers 	<ul style="list-style-type: none"> Lesson plans will be written based on standards based format 	<ul style="list-style-type: none"> Increased student achievement in the Science content

Focus Area: Student Achievement /Science
Measureable Goal(s):
To improve student achievement at all grade levels in the science content area.
a. To improve 6th grade student achievement by maintaining the number of students performing at the Level II and Level III on the science portion of the CRCT at 88% using the 2011 scores as benchmark data. This is still a much higher number than has ever been attained by the CRCT 6th grade scores.
b. To improve 7th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 2% from 84% to 86% using the 2011 scores as benchmark data.
c. To improve 8th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 6% from 76% to 82% using the 2011 scores as benchmark data.

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I 2.2 I 2.4	Students will create and keep up-to-date portfolios showing how and when they are meeting each standard	At least once monthly	None	Teachers and students	*Standard's based portfolio with work samples showing mastery of the standards. *Rubrics will be used on performance based assessments	*Administration, teachers, and students will actually see where mastery of the standard has occurred. Mastery of the standards will increase test scores.

Focus Area: Student Achievement /Science
Measurable Goal(s):
To improve student achievement at all grade levels in the science content area.

a. **To improve 6th grade student achievement by maintaining the number of students performing at the Level II and Level III on the science portion of the CRCT at 88% using the 2011 scores as benchmark data. This is still a much higher number than has ever been attained by the CRCT 6th grade scores.**

b. **To improve 7th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 2% from 84% to 86% using the 2011 scores as benchmark data.**

c. **To improve 8th grade student achievement by increasing the number of students performing at Level II and Level III on the science portion of the CRCT by 6% from 76% to 82% using the 2011 scores as benchmark data.**

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
PL 1.2 PL 1.4 PL 1.5 PL 1.6 PL 2.1	Teachers will engage in PL to understand effective use of standards-based instruction concerning: *Effective use of data analysis (edusoft) *Useful student portfolios *Effective use of technology	Monthly	None	Administrative Team	Hand outs Literature Edusoft Portfolios *PowerPoint Presentations created by students *Interactive videos	Sign in sheets Collaborative planning Standards passed off at minimum set goal of 80% or higher

Focus Area: Student Achievement /Science
Measureable Goal(s):
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I 2.2 I 2.4	Students will create and keep up-to-date portfolios showing how and when they are meeting each standard	At least once monthly	None	Teachers and students	*Standard’s based portfolio with work samples showing mastery of the standards. *Rubrics will be used on performance based assessments	*Administration, teachers, and students will actually see where mastery of the standard has occurred. Mastery of the standards will increase test scores.

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					Artifacts	Evidence
A 1.1 A 1.3 A 2.1 A 2.2 A 2.3 A 3.1	Students will be assessed frequently using a variety of methods including: *Unit tests *Common Formative Assessments (CFA) (The data collected will be used to determine flexible groups)	At the end of each unit and/or new skill 9/18/27 weeks	None	All Teachers	Lesson plans will include a variety of student assessments. Assessments will be kept in the student's portfolio.	Differentiated instruction will be used based on mastery and/or non mastery of tasks. Tiered assignments Flexible grouping Hands-on learning Compacting

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A 1.1 A 1.3 A 2.1 A 2.2 A 2.3 A 3.1	*Performance Assessments PASS/GRASP Coach Book Projects with rubrics Peer Graded assignments Teachers will include an informal or formal writing task in each assessment Clickers Include one essay question with rubric	Quarterly Ongoing Ongoing Ongoing	None	Science Teachers	Lesson plans will include a variety of student assessments. Assessments will be kept in the student's portfolio.	Hands-on learning Compacting Student samples of essay questions

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School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 1.1 I 2.3 I 2.4	Teachers will incorporate writing in the Science content area a minimum of twice each week either in the warm-up or actual lesson. WICA —Writing and peer grading within the classroom on current events related to subject area. This is also part of the three-year school improvement plan.	Twice each week	None	All teachers	Teachers will incorporate WICA into the lessons a minimum of twice weekly. Student portfolios will include	Increased skill in the writing area

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School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
A 1.1 I 2.3 I 2.4	Teachers will implement reading skills in the Science content area a minimum of twice per week. RICA —reading and peer grading within the classroom on current events related to subject area. This is also part of the three-year school improvement plan Instruction will include active word walls within the science classroom	Twice per week Ongoing	None	<ul style="list-style-type: none"> All Teachers Department Chair and Curriculum Chairs 	Lesson plans will include RICA activities such as warm-up activities reading about different scientists and science journals <ul style="list-style-type: none"> Word wall 	<ul style="list-style-type: none"> Increased skills and scores in reading in the content areas and CRCT scores

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					Artifacts	Evidence
I 2.7	All students will use accessible technology within the content area to increase knowledge and understanding to improve student achievement	Biweekly	None	All teachers	Lesson plans will include technology based activities. EX-*United Streaming *Computer Research *Jeopardy Games *Video presentations *Student Artifacts	Increased scores on standardized/chapter tests Increased knowledge of technology usage

Focus Area: Student Achievement /Science—Sub Group-SWD
 Measureable Goal(s): Increase the percentage of students with SWD’s scoring “Pass Plus” on all assessments. Student growth will reflect in the following:
 6th Grade: Students will show performance growth of 5% to 10%.
 7th Grade: Students will show performance growth of 5% to 10%.
 8th Grade: Students will show performance growth of 5% to 10%

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence

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<p>I 2.5 I 2.6</p>	<p>Teachers will implement flexible grouping based upon effective and ongoing diagnosis and formative assessment. Groups are formed in a flexible manner based upon learning styles in relationship to GPS and other learning goals. Data driven interventions address learning weakness and teacher support where needed. *Resource students will be brought into the lab setting for hands-on learning throughout the year. *Small Groups *Learning stations will be implemented</p>	<p>Continuous</p> <p>Hands-on labs throughout the year based on unique learning goals</p> <p>As needed</p>	<p>None</p>	<p>All teachers</p> <p>Curriculum Chairs 6th Davenport 7th Smith 8th Vernon</p> <p>All teachers</p>	<p>EduSoft Data Formative and Summative Assessment CFA</p> <p>Teacher/student interaction to determine student understanding</p>	<p>Student growth through data and performance on CRCT. Improved comprehension and ability to apply knowledge to every day learning.</p> <p>Will lead to self-satisfaction and confidence in the student and can gain small mastery of skills</p>
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Focus Area: Student Achievement /Connections						
Measureable Goal(s): The Connections Department will implement collaborative planning meetings for multiple purposes.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C 2.2 A 1.3 A 1.4 I 2.7	1. The entire Connections Department will schedule bi-weekly meetings to: a) identify the common standards b) discuss ways for increasing the amount of technology utilized c) evaluate instruction methods and make needed adjustments to instruction to improve student learning d) solicit ideas for future meetings	Ongoing, bi-weekly	<ul style="list-style-type: none"> \$0.00 	<ul style="list-style-type: none"> Department Chair: S. Lowder and the Connections Department Curriculum Chairs: C. Butler M. Herrera L. Mangieri N. Miller 	<ul style="list-style-type: none"> Minutes and notes from the meetings including attendance records Curriculum Chair Artifacts Notebook 	<ul style="list-style-type: none"> Increased scores on assignments, quizzes and tests Increased rate of completed homework assignments

Focus Area: Student Achievement /Connections						
Measurable Goal(s): The Connections Department will implement collaborative planning meetings for multiple purposes.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C 2.1 A 1.1 A 1.3 I 2.3 PL 2.1	2. The entire Connections Department will collaborate with Special Education Teachers to: a) identify students who are struggling academically, in Special Education and/or in Connections classes b) review and discuss Behavior Intervention Plans, 504 Plans, Speech Accommodations, and/or modifications c) discuss and create a variety of interventions, mandatory steps, and more intense instruction for students	Ongoing, bi-weekly	<ul style="list-style-type: none"> • \$0.00 	<ul style="list-style-type: none"> • Department Chair: S. Lowder and the Connections Department • Special Education Teachers: L. Justice, J. Hames 	<ul style="list-style-type: none"> • Minutes and notes from the meetings including attendance, grade books, menus of options, plans for struggling students, student modifications and plans (SWD, 504, ESOL, IEPs, etc.) 	<ul style="list-style-type: none"> • Increased scores on assignments, quizzes and tests • Increased rate of completed homework assignments • Decrease in number of discipline referrals and BITES issued to students

Focus Area: Student Achievement /Connections						
Measurable Goal(s): The Connections Department will implement reading and writing across the curriculum.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C 1.1 C 1.3 C 2.1 A 1.2 A 2.2 PL 1.5	The entire Connections Department will increase reading and writing across the curriculum through: a) schedule professional learning/collaborative meetings to ensure all connections teachers are present b) utilize reading/writing standards to implement in all classes c) utilize reading/writing essential questions to implement in all classes d) include reading/writing assignments in all classes e) include reading/writing terms on word walls and in instruction	Ongoing, Standards and Essential Questions updated each 9 week term	<ul style="list-style-type: none"> • \$0.00 	<ul style="list-style-type: none"> • PL Admin.: Dr. J. Jackson, • LA Dept. Chair: L. Roberts • Connections Dept. Chair: S. Lowder and the Connections Department 	<ul style="list-style-type: none"> • RICA/WICA handouts • Sign-in sheets • Weekly lesson plans with teacher-made reading/writing assignments • Evidence of vocabulary usage in student work • SBC Classroom Observation Log indicating usage of word walls and agendas 	<ul style="list-style-type: none"> • Increased scores on assignments, quizzes and tests • Broadened student awareness of the important role of reading and writing in all subjects

Focus Area: Student Achievement/Connections						
Measurable Goal(s): The Connections Department will implement math across the curriculum.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C 1.1 C 1.3 C 2.1 A 1.2 A 2.2 PL 1.5	The entire Connections Department will increase math across the curriculum through: a) schedule professional learning/collaborative meetings to ensure all connections teachers are present b) utilize math standards to implement in all classes c) utilize math essential questions to implement in all classes d) include math assignments in all classes e) include math terms on word walls and in instruction	Ongoing, Standards and Essential Questions updated each 9 week term	<ul style="list-style-type: none"> • \$0.00 	<ul style="list-style-type: none"> • PL Admin.: Dr. J. Jackson, • Math Dept. Chair: C. Goodson • Connections Dept. Chair: S. Lowder and the Connections Department 	<ul style="list-style-type: none"> • MICA handouts • Sign-in sheets • Weekly lesson plans with teacher-made math assignments • Evidence of math vocabulary usage in student work • SBC Classroom Observation Log indicating usage of word walls and agendas 	<ul style="list-style-type: none"> • Increased scores on assignments, quizzes and tests • Broadened student awareness of the important role of math in all subjects

Focus Area: Culture, Climate and Community /Connections						
Measurable Goal(s): The Connections Department will assist in maintaining a safe and orderly environment.						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
PO 4.1 PO 4.2 PL 3.1	The Connections Department will make Woodland Middle School a safer school through: a) evaluate successes and failures of current transition procedures and make needed adjustments to increase safety and order b) schedule meetings to ensure all connections teachers are present c) determine best travel routes to and from connections classes d) actively monitor and supervise transitions; students should be “2 on 3” single-file in quiet lines e) increase the number of Connections Teachers who are CPR Certified from 2 to 5	Ongoing	<ul style="list-style-type: none"> • \$0.00 	<ul style="list-style-type: none"> • Connections Dept. Chair: S. Lowder and the Connections Department • CPR Certified Personnel – C. Butler and G. Cross 	<ul style="list-style-type: none"> • School maps with travel routes • Minutes and notes from the meetings 	<ul style="list-style-type: none"> • Increased safety and order insures that students arrive to classes on time, maximizing instructional time • Decreased noise and behavioral incidents lead to fewer disruptions and distractions



2011-12 School Improvement Plan Woodland Middle School

MONITORING THE IMPLEMENTATION OF OUR SCHOOL IMPROVEMENT PLAN

Woodland Middle School will utilize the distributed leadership model to monitor the implementation of our school improvement plan. Consistent with the distributed leadership model, the responsibility of monitoring our school improvement plan's implementation will be distributed throughout the entire school starting with the individual classroom teacher and culminating with the site-based administration. Specifically, individual teachers will be responsible for implementing and monitoring their classroom level SMART goals. These individual SMART goals will necessarily change based upon appropriate diagnostic and formative assessment. Additionally, the grade level content area curriculum chairs will be responsible for monitoring the implementation of our school improvement plan through the grade level collaborative planning process that is led by the curriculum chairs. In their role, curriculum chairs ensure that proper curriculum pacing is followed and that appropriate documentation is maintained of the grade level curricular implementation. The Principal and/or his designee meets with the curriculum chairs each grading period to ensure that appropriate curricular monitoring and implementation are occurring. Working closely with the curriculum chair, the department chair serves as the representative for the respective departments and serves on the school's leadership team which meets monthly to review the implementation of our school improvement plan. The department chair is the liaison between their respective departments and the administrative team. The department chair monitors the implementation of the school improvement plan by leading the development, implementation and monitoring of the departmental school improvement goals. Partnering with the department chair and grade level content area curriculum chair, the Principal and his Assistant Principals serve as department administrators for assigned departments. Dr. Oatts serves as the English Language Arts and Social Studies department administrator; Dr. Jackson serves as the Science department administrator; and Mr. Wiley serves as the Mathematics Department administrator. In their respective role as department administrators, each administrator serves as a resource for their assigned departments and monitors the implementation of the school improvement plan by regularly collaborating with the department and curriculum chairs. Utilizing the distributed leadership model to monitor our school improvement plan ensures that there is broad ownership of and investment in the results.

STEPS TO TAKE WHEN EVIDENCE SUGGESTS THAT STUDENTS ARE NOT LEARNING

The following steps will be taken when evidence suggests that students are not learning.

1. Students will be addressed through the Tier 1 level of our RTI-SST framework*.
2. If students are not appropriately responsive to Tier 1 interventions, they will be referred for Tier 2 interventions.
3. If students are not appropriately responsive to Tier 2 interventions, they will be referred for Tier 3 interventions.
4. If students are not appropriately responsive to Tier 3 interventions, they will be referred for Tier 4 interventions.

Note: Working together with our grade level RTI-SST chairs, graduation coach and teachers, our RTI-SST Coordinating Administrator will be responsible for the coordination of our RTI-SST Process.

*As a school-wide PGP goal, differentiation is embedded within the Tier 1 level interventions to include standards-based classroom best practices.