



SACS

SOUTHWEST ALLEN COUNTY SCHOOLS

**Strategic and Continuous School Improvement and
Achievement Plan**

For

Woodside Middle School

0067

2018-2021

Submitted by:

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Principal

October , 2018

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Timeline and Documentation of Annual Reviews

Annual Reviews:

August	All staff members to receive a copy of the school's action plan. This is to be reviewed at the opening day staff meeting.
February	The principal will review the school's plan with all staff members in the month's staff meeting to ensure the plan is being followed throughout the year.
May	The leadership team will review the school's plan as a group and then go back to all committees to receive input on suggested changes or updates. The leadership team in collaboration with the administrator will complete the state DOE-RR report due in August.

Timeline:

2017-2020	Essential Skills Software Training: Compass learning, AIMS Web, Study Island, Read 180, Gizmos
2017-2020	Essential Skills & RTI Programs PBIS School-Wide Reading at or above grade level as focus
February 2017, 2018, 2019	Review Essential Skills Student Results
Spring	ISTEP Testing ISTEP Progress Assessment ISTEP Testing ISTEP Progress Assessment *staff will analyze results when they become available
Fall, Winter, Spring	NWEA Assessment for math, reading, and language. *staff will analyze results when they become available

Description of School, Community, and Educational Programs

Fort Wayne is the second largest city in Indiana. It is home to five post-secondary institutions including St. Francis, IPFW, Ivy Tech, Indiana Tech and Indiana Wesleyan.

Major local employers include General Motors, Vera Bradley, DeBrands, Raytheon, Sweetwater Sound, Parkview Hospital and Lutheran Hospital. Woodside Middle School has enjoyed successful partnerships with these area businesses as well as others through student projects, professional volunteers and school activities.

Woodside Middle School is located in Aboite Township, a suburban area on the southwest side of Fort Wayne. It is one of two middle schools in Southwest Allen County School Corporation with an enrollment of over 1,000 students. Woodside has approximately twenty percent minority population, and fifteen percent free and reduced lunch. Woodside students follow a modified block schedule, in which they take eight classes each semester and are taught by a core team of teachers who integrate the four core, academic subjects. Students are also offered courses in art, communication, technology, remediation, family consumer science, application development, and more. In 2011, Woodside initiated a one-to-one computing program. Each student has a laptop for use both at home and at school.

Woodside is unique in that every student takes an Integrated Solutions Block (ISB) class. ISB integrates technology with the core curricula of science, math, language arts, and social studies. Some amazing Project Based Learning (PBL) lessons take place in ISB. Our sixth grade experience includes a Rube-Goldberg collaborative project with local engineering firms, as well as the Boldly Go project, airplane design and a UNICEF activity. In seventh grade, students are immersed into robotics, Lego programming, an Amazing Race activity and perform a community service project. Eighth grade includes a Shark Tank simulation, diversity education, Finance Park (finances and budgeting), MagLev, and Moot Court (mock trial).

Woodside students start their day with a short Advisory period where teachers develop strong interpersonal relationships with their students. Emphasis is on the Woodside STRONG expectations as it relates to their everyday lives, academic performance, and future goals.

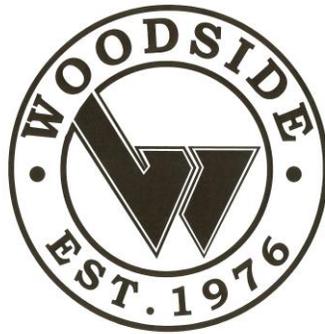
Tuesday-Thursday, all students attend their Advisory class with a mentor teacher. This 20-minute time each day is designed around community building and relationship building. Students in 8th grade use Indiana Career Explorer during Advisory in Students take an interest inventor that helps them research career interests, educational requirements, and high school course selections. They also begin an electronic portfolio, which they continue in high school. Students may also participate in a unique social studies program, We the People. This nationally recognized competition provides students with real-world Constitutional knowledge and application.

Woodside has implemented Positive Behavior Interventions & Support (PBIS) as a strategy to reward positive student behavior and communicate clear school-wide expectations.

Woodside students and staff emulate the model of Woodside STRONG – Safe, Trustworthy, Respectful, Organized, Noble and Genuine. Woodside students, faculty, and parents are regularly reminded of the program through signs, communications, and school programs. Woodside students can take high school math (algebra, geometry, or algebra II) and world language for high school credit. More than half of the students are involved in athletics or extracurricular activities, and seventy-five percent of all students participate in the fine arts.

The majority of Woodside students attend Southwest Allen County School’s only high school, Homestead High School. Historically, Homestead is amongst the state’s top high schools in graduation rates and the Graduation Qualifying Exams (GQE) in Math and English. Nearly ninety percent of the graduates matriculate to postsecondary education.

Among its awards, Woodside Middle School was a Blue Ribbon Schools Semi-finalist in 2004 and a Four Star School in 2009, 2010, 2011, 2012, 2013, 2014, and 2015.



School Improvement Committees:

Administrative Team:

Jerry H. Schillinger	Principal
Katherine Metz	Assistant Principal
Jeff Beck	Athletic Director

Department Chair Team:

Rachel McKee	Science
Shannon Springer	Language Arts
Melody Kolkman	Math
Troy Szelis	Social Studies

Leadership Team:

Celeste Bradford	Guidance Counselor
Pete Bray	6 th Teacher
Rod Parker	6 th Teacher
Melissa Parker	6 th Teacher
Megan Culbertson	7 th Teacher
Adrienne McNeal	7 th Teacher
Laura Smith	8 th Teacher
Sara Kniss	8 th Teacher
Jennifer Smith	Special Areas
Susan Will	Special Education

Parent Team:

Anna Ross	PTO President
Christina Perez	

Technology Team:

Mathew Brenner	District Tech Trainer
Jeff Beck	Athletic Director
Laura Johnson	Tech Specialist
Jennifer Smith	Media Teacher
Jason Young	PLB Teacher
Kristin Swangin	Tech Teacher
Scott Underwood	Tech Teacher

Crisis Team:

Katherine Metz	Chair-Assistant Principal
Ryan George	Counselor
Celeste Bradford	Counselor
Lindsey Martinez	Counselor
Susan Will	Teacher
Rod Parker	Teacher
Jason Young	Teacher
Melissa Parker	Teacher

Troy Szelis
Pete Bray
Sakina Mourtada
Herb Peters
Donna Hazelett
Katie Metz
Jerry Schillinger

Teacher
Teacher
Nurse
Building Maintenance Supervisor
Physical Education Teacher
Assistant principal
Principal

Woodside Mission Statement

Preparing today's learners for tomorrow's opportunities

Vision: Woodside will be nationally recognized as a provider of an excellent 21st century education

Beliefs:

- Parents are the first and essential teachers of their children.
- Woodside is the hub of a diverse community and serves:
 - as professional educators, providing consultation and partnership with parents;
 - as more experienced co-learners, providing wisdom and guidance for our students;
 - as an educational workplace of choice, providing support and opportunities for our employees.
- A culture of learning embraces change, flexibility and innovation.
- Learners will experience the joy of learning and working in a safe and secure educational environment.
- Learning encompasses critical thinking, creativity, collaboration, communication, citizenship, digital literacy, perseverance and resiliency.

Outcomes: Our Students:

- think critically,
- think creatively,
- effectively communicate their ideas,
- effectively collaborate with others,
- are responsible citizens,
- are digitally literate,
- are resilient problem solvers,
- compete globally.

Goals: In order to build upon a history of successful academic achievement in every classroom, Woodside will:

- implement its own district learner accountability measures for its student outcomes,
- motivate by providing a learner-centered environment accessible to all,
- recruit and retain valuable employees,
- broaden our partnership with parents

Woodside Student Profile

At a Glance:

- The Four C's are imbedded in our teaming structure as points of emphasis on a daily basis. Our Modified Block Schedule allows Technology and Team Time for specific Maker Space Activities to take place regularly. During this time teachers intentionally utilize the Four C's to guide their lessons.
 - Critical Thinking
 - Creativity
 - Communication
 - Collaboration

- Woodside students continue to perform well on ISTEP.
- ISTEP data indicates that strategies employed in the past to improve student writing development and problem solving have been effective.
- NWEA scores parallel ISTEP performance.
- NWEA scores, fall to winter, show improvements in the math and language standards.
- ISTEP data shows that recent efforts to advance students from the pass to the pass+ levels in math, language arts, and science have been successful.
- Woodside Students continue to gain valuable 21st Century Skills through the consistent PBL units taught at each grade level during ISB.
- Woodside Students continue to transition successfully into Homestead High School with the 21st Century Skills needed to do well at the High School level.

Enrollment By Grade

Grade	2011-12	2012-13	2013-14	2014-15	2014-15	2016-17
Grade 6	313	298	316	329	369	331
Grade 7	345	313	321	319	324	371
Grade 8	327	352	324	328	319	340
Total Enrollment	985	963	961	976	1012	1042

Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 6	97.0%	97.6%	97.3%	97.8%	97.0%	97.3%	97.0%
Grade 7	96.6%	97.2%	97.0%	98.0%	96.8%	97.2%	96.8%
Grade 8	96.7%	96.9%	96.6%	96.8%	97.2%	97.0%	96.8%
All Grades	96.8%	97.2%	97.0%	97.5%	97.0%	97.2%	96.9%

Attendance Rate

Woodside's attendance rate has always been above the state average. A detailed explanation of the attendance policy and procedures are presented to parents in writing at school registration in August of each school year. The school office contacts parents after a child's sixth school absence. We are confident that we can sustain our current attendance rate by keeping the procedures we have in place.

Description of Curriculum

The School Board recognizes its responsibility in the development of a quality educational program in the schools. To this end, the curriculum will be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for core curriculum growth established by the Superintendent.

Core curriculum is defined as the planned interaction of the students with instructional staff, content, materials, resources, and procedures for evaluating the attainment of educational objectives.

The Board requires that the district curriculum be consistent with its philosophy and goals in order to produce higher student achievement.

As educational leader of the corporation, the Superintendent is responsible to the Board for the development and evaluation of curriculum and preparation of courses of study. He will establish administrative guidelines for curriculum that ensure proper development, implementation, and evaluation.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as are deemed necessary to the continuing growth of the instructional program.

Copies of the Southwest Allen County Subject Curricula are given to each teacher in the district. The curricula objectives are aligned to the National Core Standards. Appropriate accommodations are made for the student who learns in a different modality. Instructional methodology may vary according to student needs. All stakeholders have access to the curricula through the Southwest Allen County Schools' website.

A continuum of learning has been developed and implemented and is clearly articulated between grade levels and subject areas. A careful analysis of data indicates that all students have access to a challenging curriculum. Teachers collaborate to ensure the work they do with students prepares them for their future opportunities.

Academic Honors Diploma and Core 40

Woodside Middle School prepares all students to pursue either the Core 40 or the Academic Honors Diplomas. Approximately one-third of Woodside students are in high school math: Algebra, Geometry, or Algebra II. In addition, approximately forty percent of Woodside students take a foreign language (Spanish, French, or Latin) for high school credit.

Self-Assessment

Woodside completed an in-depth self-assessment in 2015-2016. This process involved Team leaders directing small groups to examine in detail, the operation of our school. In utilizing the AdvanceED template in this process, our teachers not only engaged in valuable discussions, but they also created needed suggestions for improvement. These discussions took place over several months where teachers shared their thoughts and concerns. The process was extremely valuable as were the results. Much of the content of our current School Improvement Plan reflects the findings from this self-assessment.

Titles & Descriptions of Assessments

In addition to the Indiana State Test (ISTEP), students enrolled in all high school math courses will take the End of Course Assessments (ECA) in the spring. Students also take the NWEA assessment tool three times during the year in order to measure achievement and growth. This assessment is then used collaboratively with students, teachers, departments, and parents to help determine student achievement goals.

ISTEP+

ISTEP+ exams are given to students in grades 3-8 in Math, English/Language Arts, Science and Social Studies. Performance scores are sent to teachers and parents for English/Language Arts and Math. Scores are also available to parents online with a login and password through the Indiana Department of Education website. As ISTEP+ is used for other subject areas, these scores will also be reviewed.

NWEA Testing

The Measures of Academic Progress (MAP) is a series of tests that measure a student's general knowledge in reading, language usage, and math. A student may take MAP beginning as early as kindergarten and again every year in the fall, winter, and spring through grade 8.

The MAP testing measures a student's progress or growth in reading, language usage, and math skills from one year to the next. The test scores depend on two things: the total number of questions and the difficulty level. Each student works at his/her own computer (using the new 1 to 1 initiative). As a student answers questions correctly, the questions become more difficult while the questions become easier if a student answers incorrectly. As a result, each student sees different questions. These tests are important to teachers and students because they track student progress/growth on state and core standards. These tests show each student's individual strengths and areas in need of improvement.

Parent Participation

Both parents and teachers are members of the Parent Teacher Organization (PTO), a collaborative organization to benefit the school. The PTO provides funds to the staff for special projects and classroom materials. Woodside's PTO meets at least once a month with regular participation from administrators, guidance counselors, and teachers.

Coordination of Technology Initiatives

Technology Initiatives and the On-going Professional Development Activities:

Southwest Allen County Schools is a national leader in the implementation of technology and learning. Local and wide area networking provides Internet access to every classroom and student laptop. Students and teachers have access to periodicals, newspapers and online databases through classroom computers. Every teacher receives on-going technology training and is equipped with a laptop computer.

Process:

Woodside has a technology committee that discusses current needs of students and staff members. In fact, in 2011, Southwest Allen County Schools implemented a 1 to 1 technology initiative in the middle schools. The media and computer specialists have regular meetings and training in order to assist staff and students with the technology of 1 to 1.

School's Technology Vision:

The faculty and staff at Woodside are committed to utilizing technology to support and expand curriculum. Woodside is networked and meets the district's standards for computers per classroom. This initiative guarantees a high degree of technology education within the classroom.

Educational Goals:

Woodside students learn and communicate with others using a variety of technological and traditional tools. Students locate desired information, understand and synthesize it, solve problems, and communicate their findings with others using a variety of software products such as Canvas, Google Drive, Docs, Slide, Draw, Sketch-up, Study Island, Compass learning, AIMS Web, NWEA and One Note. Students use technology in a proper and ethical manner, appropriate to their grade level. Each student signs the district Acceptable Use Policy (AUP) indicating their understanding of appropriate computer use.

Professional Development

Staff members continue their professional development by utilizing technology to enhance student learning. At Woodside, students and staff are trained in district initiatives and applications to support the P.L. 221 plan goals.

Current Use of Technology:

ISB Technology: Students receive technology instruction and support both in the classroom and ISB Tech. The instruction is aligned with National Core Standards and SACS curricula.

eLearning: Woodside students were given the opportunity to use their laptops for eLearning assignments in the spring of 2014. Woodside, as well as all SACS students, will now use eLearning strategies in lieu of snow make-up days.

FLEX Days: SACS three secondary schools, Homestead high, Summit Middle and Woodside Middle, all used Fled Days as approved by the Indiana Department of Education in 2015-2016. Plans are in place to continue this next year as a means to both strengthen our elearning efforts and gain valuable teacher professional development time.

Future Use of Technology:

Technology is used to support student learning by focusing on problem-solving/critical thinking, and communication skills. Students utilize computer applications for research, presentations, communication, advanced math applications, digital design, as well as remediation. Technology continues to energize and empower students to be responsible for their own learning. Students investigate authentic problems and display their learning by creating meaningful products. Students use word processing, graphic software, multimedia, and other programs to create dynamic products that reflect their learning. They use higher-order thinking to interact with computer simulations; they access large information databases and communicate with the outside world through Internet use. Students act as research scientists verifying hypotheses through data collection and analysis, as well as building and programming robotics. They utilize portable technology such as camcorders, digital cameras, and laptop computers to help construct learning projects.

In 2016-2017, Woodside introduced a new elective block called Personalized Learning Block (PLB.) Students use technology to learn and explore approved topics of their choice and the teachers will facilitate. Students work individually and collaboratively using technology to customize their own learning.

Professional Development Supporting Technology:

Woodside has utilized corporation personnel, online webinars, train the trainer model and more strategies to train its staff, students, and parents about building level technology needs. Recent building level in-services focused on many aspects of CANVAS, our new student learning platform. Teachers have been trained on CANVAS for developing formative lessons, grading, bundles, audio quizzes and much more. Staff has also been trained in Google Docs, Sheets, Forms and Slides. NWEA has been a major focus of staff training as it remains an important tool at Woodside Middle School. Teachers have also attended in-house training sessions on Speedgrader, PowerSchool, Pearson Inform, web gradebook more.

Staff members develop their teaching skills by working in grade level teams with special area personnel, or individually on technology lesson development.

Safe and Disciplined Learning Environment

Copies of The Southwest Allen County Schools (SACS) Handbook of School Emergency Procedures and the Woodside Crisis Response Plan can be found in the office of the principal, school office, Media Center, and in each classroom. These safety procedures are followed by all staff and allow for a safe and disciplined learning environment. In all emergencies, the primary objective is to provide protection for all students, staff, and public. The emergency procedures found in the Woodside Crisis Response Plan and Handbook of School Emergency Procedures are to be used as a guide to those persons responsible for the safety and protection of everyone using Southwest Allen County Schools' facilities.

Staff are continually trained on emergency procedures, implementation of employee photo ID badges, visitor passes, and supervision procedures to prevent and manage student conflicts. Additionally, Woodside has a Crisis Team who are all CPR certified and trained for emergency situations. All SACS staff members and students have been trained on ALICE (A-Alert, L-Lockdown, I-Inform, C-Counter, E-Evacuate), which is an enhanced proactive lockdown procedure. The ALICE program is taught at age appropriate levels. In any emergency, the primary objective is to provide protection for all students, staff, and public. Common sense and a calm demeanor are key factors in managing an emergency situation. Each situation will require individual judgment. It is everyone's primary goal to prevent incidents that lead to emergency situations.

Students are encouraged and expected to maintain appropriate behavior at all times (as any disruptions interfere with learning). Parent/Student handbooks and other information about school and classroom rules are distributed yearly to all families.

Woodside is in year two of the implementation of Positive Behavioral Intervention and Supports (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Benchmarks for Progress

Woodside uses a variety of benchmarks to measure continuous improvement in all areas of the educational system. The primary benchmark will be students' attainment of NWEA predicted progression. NWEA testing occurs in the fall, winter, and spring. It measures progress in math, language arts, and reading. Woodside staff will measure student progress according to NWEA predictors and encourage students to reach their predicted achievement levels.

Data is collected on discipline, school environment, math scores, attendance, math, and language arts benchmarks, and ISTEP (both vertical and trend data). All data is compiled and continually reviewed by teaching teams and guidance for educational progress.

Professional Development Goals

Woodside's vision for professional development includes teacher training to develop professional growth and drive student outcomes.

Improvement of Student Learning:

- Each goal strategy identifies a number of specific areas in which teachers will need training. These areas can be found on each goal/strategy sheet.
- Teachers will implement the local curricula, which has been aligned with the National Core Standards.
- Teachers will align their classroom student performance/achievement outcomes with the Indiana Academic Standards.
- Teachers will utilize a variety of data to determine group and individual student needs.

Teachers and staff at Woodside Middle School participate in a variety of professional development opportunities. Teachers utilize collaboration time to assist colleagues based on the "train the trainer" model. District in-services also provide professional development opportunities for all staff.

Professional development funded through the school and district is aligned with our SIP plan goals and our Teacher Evaluation Model (SFS). Teams and subject area departments collaborate to find the best available professional development opportunities, providing targeted training for staff. Every effort is made to maximize the number of recipients and minimize expenses in this training.

Statutes and Rules to be Waived

Woodside Middle School has no statutes or rules to be waived at this time.

Plan Location

Woodside Middle School's P.L. 221 School Improvement Plan is posted on the school web page where all stakeholders have access to the plan. A copy of the school improvement plan is also located in the main office and the principal's office. The Strategic and Continuous School Improvement Plan contains an analysis of data regarding students learning strategies, programs, and services to address student learning needs in meeting national and local standards; intervention plans to implement the strategies, programs and services as they reflect building goals and standards; a technology plan; and a professional development plan.

Addressing Learning Needs of all Students

MSD of Southwest Allen County Schools has developed a conceptual framework, "Strategies for Student Success," to help our district ensure that all students learn, improve, and graduate with the skills and knowledge to be successful in their next transition. "Strategies for Student Success" as originally named, is now commonly known as our Response to Instruction (RTI) plan. This multi-tiered system of prevention, intervention, and specialized service is a collaborative problem-solving approach that draws upon the knowledge, skills, and services of general and special education personnel.

The No Child Left Behind Act (NCLB), Individuals with Disabilities Improvement Education Act (IDEIA), as well as Indiana's mandate for High Ability Identification and Services, K-12 (2007) have shared expectations of:

- enhanced communication with parents
- implementation of scientifically based curriculum and instruction
- effective use of resources based on student performances and student needs
- accountability for improved educational results of all students

"Strategies for Student Success" is a framework designed to align instructional practices to increase learning for everyone. It helps us define:

- "How we respond in our school when a student isn't learning"
- "How we respond if students learn more"

"Strategies for Student Success" involves "progress monitoring" and then provides layers of intensive strategies and interventions so students can be successful and make progress

in their learning. This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Nor does it allow high achieving student to languish in a curriculum that is not challenging to them. This approach focuses on determining when students are struggling and provides strategic interventions to help them improve in their areas of need; it also documents students' strengths and provides additional challenges in a variety of ways for students who are high achieving. Through universal screening three times a year and progress monitoring, we ensure all students are learning.

Methods to Improve Cultural Competency

The school must allow cultural elements that are relevant to the students to enter the classroom. We must determine how students seek to identify themselves and others and how their expertise and experiences can be used fuel their interests, knowledge, and skills. As teachers, we enter their world in order to aid them and to build bridges between cultures (Eugene Garcia, Student Cultural Diversity (1999), p. 82). Understanding the diversity within our learning community and recognizing the contributions of all individuals will help our school be a stronger, well-rounded school. We value all students from all backgrounds, which is reflected in our curriculum and extra-curricular activities. Students are also given opportunities to learn about different cultures through an annual art fair and through multi-cultural musical programs performed both by and for students.

Southwest Allen County Schools believes that all members of the school community benefit from developing knowledge, skills, and attitudes needed to function effectively in a diverse world. Diversity affords us an opportunity for learning. It is expected that all district schools provide an environment that promotes tolerance, respect, and understanding of diversity.

Woodside staff will seek ways to improve in this area in order to become more culturally literate. Through reading articles and investigating workshops offered by the Indiana Department of Education, we will continue to pursue excellence in this area.

Woodside Middle School		
Goal #1 –Increase Literacy Performance		
CORE PROCESSES		
SCHOOL-WIDE PROCESSES/PROGRAMS/SERVICES		LEADERSHIP
Smaller Learning Community Teaming Structure		Administrators, Team Leaders
Strategies For Student Success (RTI/SSS)		Administrators, Team Leaders, Counselors
Modified Block Scheduling		Administration, Guidance
Incorporate 21st Century Skills into our teaching: critical thinking, problem solving, communication, creativity, innovation, collaboration, contextual learning		Administrators, Technology Teachers, Department Heads, District Curriculum Coordinators
Curriculum Mapping with aligned Formative & Summative Assessments		Administration, Department Chairs, District Curriculum Coordinators
PBIS		Administrators, Team Leaders, Counselors, PBIS Coach
Advisory		Administrators, Team Leaders, Counselors, PBIS Coach
STRATEGIES FOR STUDENT SUCCESS		
STRATEGIES/PROGRAMS		LEADERSHIP
Directed Study Hall		Guidance
Language Arts Essential Skills		Guidance, LA Teachers
Elective Offerings to Strengthen Literacy Skills		Administration, Guidance
Read 180		Guidance, LA Teachers
Project Based Learning (PBL)		Administration, Team Leaders
Honors Course Offerings		Administration, Guidance, District Curriculum Coordinators
PROFESSIONAL DEVELOPMENT		
STRATEGY		LEADERSHIP
DOE Flex Days with Targeted Technology Training		Administration, District Tech, District Curriculum Coordinators
Collaboration Time Utilizing Train the Trainer Approach and Small Groups		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
District Professional Development Days		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
School Professional Development Funds for Targeted Trainings and Teacher Initiated Topics		Administration
MEASURES		
MEASURE	PLATFORM	TARGET
NWEA Assessment – Fall to Spring Growth in reading and Language Arts	NWEA	Increase the percentage of students scoring "Above"
Language Arts Passing Rate	ISTEP+	Increase the percentage of students passing Language Arts
BASELINE DATA		
NWEA		ISTEP+
14-15 Reading 6 th -63.6%, 7 th -61.1%, 8 th -67.4%		Spring 2015 81.4% Passed LA
'14-15 Language Arts 6 th -65.1%, 7 th -59.5%, 8 th -65.2%		Spring 2014 90.2% Passed LA

Woodside Middle School		
Goal #2 –Increase Mathematics Performance		
CORE PROCESSES		
SCHOOL-WIDE PROCESSES/PROGRAMS/SERVICES		LEADERSHIP
Smaller Learning Community Teaming Structure		Administrators, Team Leaders
Strategies For Student Success (RTI/SSS)		Administrators, Team Leaders, Counselors
Modified Block Scheduling		Administration, Guidance
Incorporate 21st Century Skills into our teaching: critical thinking, problem solving, communication, creativity, innovation, collaboration, contextual learning		Administrators, Technology Teachers, Department Heads, District Curriculum Coordinators
Curriculum Mapping with aligned Formative & Summative Assessments		Administration, Department Chairs, District Curriculum Coordinators
PBIS		Administrators, Team Leaders, Counselors, PBIS Coach
Advisory		Administrators, Team Leaders, Counselors, PBIS Coach
STRATEGIES FOR STUDENT SUCCESS		
STRATEGIES/PROGRAMS		LEADERSHIP
Directed Study Hall		Guidance
Mathematics Essential Skills		Guidance, LA Teachers
Elective Offerings to Strengthen Math Skills		Administration, Guidance
Project Based Learning (PBL)		Administration, Team Leaders
Honors Course Offerings		Administration, Guidance, District Curriculum Coordinators
PROFESSIONAL DEVELOPMENT		
STRATEGY		LEADERSHIP
DOE Flex Days with Targeted Technology Training		Administration, District Tech, District Curriculum Coordinators
Collaboration Time Utilizing Train the Trainer Approach and Small Groups		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
District Professional Development Days		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
School Professional Development Funds for Targeted Trainings and Teacher Initiated Topics		Administration
MEASURES		
MEASURE	PLATFORM	TARGET
NWEA Assessment – Fall to Spring Growth in Mathematics	NWEA	Increase the percentage of students scoring "Above"
Mathematics Passing Rate	ISTEP+	Increase the percentage of students passing Mathematics
BASELINE DATA		
NWEA		ISTEP+
Math 6 th -54.0%, 7 th -59.4%, 8 th -55.8%		Spring 2015 75.8% Passed Math
		Spring 2014 92.9% Passed Math

Woodside Middle School		
Goal #3 – Develop 21st Century Learners		
CORE PROCESSES		
SCHOOL-WIDE PROCESSES/PROGRAMS/SERVICES		LEADERSHIP
Smaller Learning Community Teaming Structure		Administrators, Team Leaders
Strategies For Student Success (RTI/SSS)		Administrators, Team Leaders, Counselors
Modified Block Scheduling		Administration, Guidance
Incorporate 21st Century Skills into our teaching: critical thinking, problem solving, communication, creativity, innovation, collaboration, contextual learning		Administrators, Technology Teachers, Department Heads, District Curriculum Coordinators
Curriculum Mapping with aligned Formative & Summative Assessments		Administration, Department Chairs, District Curriculum Coordinators
PBIS		Administrators, Team Leaders, Counselors, PBIS Coach
Advisory		Administrators, Team Leaders, Counselors, PBIS Coach
Strategies For Developing 21st Century Skills		
STRATEGIES/PROGRAMS		LEADERSHIP
6 th Grade ISB Team Time		6 th Grade Team
7 th Grade ISB Team Time		7 th Grade Team
8 th Grade ISB Team Time		8 th grade Team
Personalized Learning Block		Administration, Guidance, Teachers
Tech Classes During ISB Team Time For Each Grade Level		Administration, Tech Teachers
Project Based Learning (PBL)		Administration, Teachers
Four C's Development		Administration, Team Leaders
PROFESSIONAL DEVELOPMENT		
STRATEGY		LEADERSHIP
DOE Flex Days with Targeted Technology Training		Administration, District Tech, District Curriculum Coordinators
Collaboration Time Utilizing Train the Trainer Approach and Small Groups		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
District Professional Development Days		Administration, Team Leaders, Department Chairs, District Tech, District Curriculum Coordinators
School Professional Development Funds for Targeted Trainings and Teacher Initiated Topics		Administration
MEASURES		
MEASURE	PLATFORM	TARGET
Informal Teacher Observation	Teacher Surveys	Increase the percentage of students demonstrating competencies
Pre and Post Student Surveys	Parent & Student Surveys	Increase the percentage of students demonstrating competencies