

School Plan

Print Version

WOODLAND JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Woodland Junior High is a community of life-long learners that encourages communication, cooperation and growth. Our community strives for mutual respect, personal responsibility, and academic excellence.

Grade Span: 8-9

Title I: Not Applicable

School Improvement: SI_1

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Goal: 76% of all students will meet or exceed their expected growth in Math with regard to ESEA Accountability Report.

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Goal: All ELL students will improve literacy and mathematics skills by increasing their reading and writing scores on the English Language Development Assessment.

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Goal: The staff will ensure that parents are involved in the educational goals for their students.

Priority 1: IMPROVING LITERACY

1. PERCENT TESTED STATUS: ACHIEVING

	#Attempted Literacy	#Expected Literacy	Percentage
All Students	385	391	98.47%
Targeted Achievement Gap Group	118	120	98.33%
ESEA Subgroups			
African American	26	26	100.00%
Hispanic	29	29	100.00%
Caucasian	302	306	98.69%
Economically Disadvantaged	100	102	98.04%
English Learners	18	18	100.00%
Students with Disabilities	27	27	100.00%

2. LITERACY STATUS: NEEDS IMPROVEMENT

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	325	358	90.78%	91.67	91.00%
Targeted Acheivement Gap Group	77	105	73.33%	75.00	91.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL

All Students	931	1037	89.76%	91.67	91.00%
Targeted Achievement Gap Group	221	313	70.61%	75.00	91.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	17	24	70.83%	71.88	
Hispanic	19	26	73.08%	79.55	
Caucasian	265	280	94.64%	93.30	
Economically Disadvantaged	71	89	79.78%	75.63	
English Learners	9	17	52.94%	77.50	
Students with Disabilities	7	25	28.00%	54.03	

3. LITERACY STATUS: NEEDS IMPROVEMENT

2014 Status Growth					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	259	282	91.84%	91.72	93.00%
Targeted Achievement Gap Group	61	81	75.31%	76.73	93.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	789	876	90.07%	91.72	93.00%
Targeted Achievement Gap Group	189	265	71.32%	76.73	93.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	9	13	69.23%	75.00	
Hispanic	17	23	73.91%	82.35	
Caucasian	211	220	95.91%	92.80	
Economically Disadvantaged	56	69	81.16%	77.82	
English Learners	7	14	50.00%	77.50	
Students with Disabilities	6	18	33.33%	56.04	

Supporting Data:

4. Literacy Performance Trajectories (2013-2015)

Group	Percent Making Proficient/Advanced in Literacy	Percent Making Proficient/Advanced in Literacy	Percent Making Proficient/Advanced in Literacy	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO
	Year 2012	Year 2013	Year 2014			
All Students	91.02%	87.64%	90.78%	90.77%	91.69%	92.61%
Targeted Achievement Gap Group	72.63%	63.81%	73.33%	72.23%	75.00%	77.78%
African American	72.00%	71.43%	70.83%	68.75%	71.88%	75.00%
Hispanic	72.73%	68.75%	73.08%	77.28%	79.55%	81.82%
Caucasian	94.62%	89.80%	94.64%	92.56%	93.30%	94.05%
Economically Disadvantaged	72.15%	65.59%	79.78%	72.92%	75.63%	78.33%
English Learners	66.67%	58.33%	52.94%	75.00%	77.50%	80.00%
Students with Disabilities	44.44%	28.57%	28.00%	48.93%	54.03%	59.14%

5. Literacy Growth Trajectories (2013-2015)

Group	Percent Making Growth in Literacy	Percent Making Growth in Literacy	Percent Making Growth in Literacy	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO
	Literacy	Literacy	Literacy			

	Year 2012	Year 2013	Year 2014			
All Students	91.16%	87.33%	91.84%	90.80%	91.72%	92.64%
Targeted Achievement Gap Group	72.94%	63.74%	75.31%	74.14%	76.73%	79.31%
African American	70.83%	69.23%	69.23%	72.23%	75.00%	77.78%
Hispanic	75.00%	75.00%	73.91%	80.39%	82.35%	84.31%
Caucasian	94.96%	88.80%	95.91%	92.00%	92.80%	93.60%
Economically Disadvantaged	72.46%	65.82%	81.16%	75.35%	77.82%	80.28%
English Learners	66.67%	66.67%	50.00%	75.00%	77.50%	80.00%
Students with Disabilities	48.00%	26.92%	33.33%	51.15%	56.04%	60.92%

6. **ATTENDANCE RATE:** 2014, the attendance rate for the building was 96.04% 2013, the attendance rate for the building was 95.6%, 2012, the attendance rate for the building was 94.95%.
7. **COMPREHENSIVE NEEDS ASSESSMENT:** During the 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Annual review of test data (Mid-Level Benchmark, MAP, Explore) scores. Additionally, we will review the ESEA gap in scores for non-targeted and targeted students. We will use this data/information to determine whether the objectives of this priority were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.

Goal 62% of all students will meet or exceed their expected growth in Literacy with regard to MAPS test results.

Benchmark Woodland students did not meet the literacy performance accountability goals for the Elementary and Secondary Education Act (ESEA). The percentage of students that were proficient or advanced was 88% and the Annual Measurable Objective (AMO) was 91%. The literacy scores need to improve by 4% to meet the 2014 AMO of 92%.

Intervention: Writing Across the Curriculum The fundamentals for solid writing skills must be identified and practiced. These writing techniques must be re-enforced across all subjects.				
Scientific Based Research: Best Practices in Teaching Writing to Adolescents. Perin, D. (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend in-service training to develop skills to model and communicate the importance of writing well to all students. Gifted and Talented activities will focus on a curriculum of connection, curriculum of practice, and curriculum of identity. Action Type: Professional Development Action Type: Special Education	Chris McClure, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
To increase parental modeling and communicating the importance of writing well to their children, the school will stress the importance of improving writing fundamentals through monthly and quarterly communications to parents. These communications will be formalized with quarterly advisory meetings with parents, students, and community members. Additionally, the periodic communication activities will include the importance of using web-sites for writing updates and suggested improvements. Action Type: Collaboration Action Type: Parental Engagement	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders School Library Teachers 	ACTION BUDGET: \$
Student perceptions about the importance of writing will be formatively evaluated via survey or other tangible assessment tool at the beginning of the school year. At the end of the school year, a post assessment summative will be given to determine the change in student beliefs concerning the importance of writing. Agendas for all meetings will be posted on the Woodland web-site and made available to any parent, teacher or community member. Additionally, meetings dates will be posted in the PTO Newsletter and the web-site. Action Type: Parental Engagement	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will use various writing strategies in student writing assignments. Action Type: Professional Development	Stephanie Flinn, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

Teachers will have in-service available to learn new techniques for teaching classes that contain ELL students. ESL teacher will attend professional ESL conferences to keep up with new research and techniques. Action Type: Professional Development	Stephanie Flinn, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through a review of student scores on standardized writing assessments. This data was compared to previous years and determined that we had increased by 3% from 87.64% to 90.78% but did not meet our Annual Measurable Objective (AMO) target of 91.67%. EVALUATION RESULTS: The end-of-year review directed us to establishing more intense intervention programs for our students who score below proficient on the Benchmark. We have divided the school into community clusters to help identify and focus help for the students within a specific cluster of teachers. We are continuing The Read 180 program. To provide additional data about our students and provide data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark results by providing periodic predictive data that correlates with Benchmark results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Action Type: Program Evaluation	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will receive professional development, Northwest Arkansas Writing Project, for teaching writing and nurturing students values for writing fundamentals. Action Type: Professional Development	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
In-service speaker(s)* will be provided to present all teachers with training in how to teach writing fundamentals. Training will occur one day in the first quarter of the school year with fourth quarter program assessment as a follow up. *Workshops: Teachers and students will participate in enrichment activities. Action Type: Collaboration Action Type: Professional Development	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Use varied instructional methodologies, techniques, and resources in the classroom to address the needs of all students, including those with disabilities, IEP's and boys with low literacy scores. (Example: The computerized Accelerated Reader [STAR] Evaluation Test) Action Type: Special Education Action Type: Technology Inclusion	Terri Speer, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Purchase materials and resources for regular education and special education teachers for addressing needs of all students in the classroom, especially, IEP students and boys with low literacy scores. Action Type: Special Education	Terri Speer, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Access professional development needs in the targeted areas of pre-referral interventions, positive behavioral supports, integrating students with disabilities into general education classrooms (general curriculum content, modifications, differentiated instruction, multiple intelligences and co-teaching), teacher assistance teams (TAT), conflict resolution and negotiation skills, assertive technology, and learning disabilities to better educate all students, especially special education (IEP). Action Type: Equity Action Type: Professional Development Action Type: Special Education	Terri Speer, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Review the implementation of the professional development plan by assessing its involvement of teachers and its focus on teacher and student needs and outcomes. The review will occur in the fall and spring semesters. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Terri Speer, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Conduct an individualized needs assessment for professional	Terri	Start:		

development with teachers to enable them to identify their own needs in relation to the targeted special education areas. Completed surveys will be returned to the listed person responsible. Action Type: Professional Development Action Type: Special Education	Speer, Special Education Teacher	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All teachers will have the opportunity to participate in the school and district professional development plan. Specifically, teachers plan to attend AVID Seminars, Model Schools Conferences, and Literacy Camps, to name a few professional development opportunities. (These professional development choices are in addition to the required 60 hours of professional development required by the state.) Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Performance Assessments Public Library School Library Teachers 	ACTION BUDGET: \$
Participate in ongoing professional development of literacy teaching strategies to train teachers to incorporate additional literacy skill instruction in individual curriculum; for example, pre-ap teaching strategies, Reading Lab (Reading 180), Northwest Arkansas Writing Project. Action Type: Collaboration Action Type: Professional Development	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve in reading comprehension with additional attention to the literacy strand.

Benchmark All students and each subgroup are expected to meet the 2015 Annual Measurable Objective (AMO) as stated in Elementary and Secondary Education Act (ESEA).

Intervention: Reading Across the Curriculum To sustain standards-based, high performing learning environments, students need a solid foundation in reading. This synthesis research supports how to improve standards-based education practices.				
Scientific Based Research: Writing and Reading Across the Curriculum. Behrens, Laurence & Rosen, Leonard (2012)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Map instruction in information skills and collaborate to evaluate alignment with district curriculum and state frameworks. Action Type: Alignment Action Type: Collaboration	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will use open-ended response reading comprehension in individual content area. These lessons will be reviewed by the supervising principal. Action Type: Alignment Action Type: Collaboration	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Reading level diagnostic programs will be used to establish formatively a baseline of reading skills for identified subgroups (males, ESL/ELL students) and for individual students identified as needing remediation. Subgroups and students will be identified by analyzing existing individual student test data on reading comprehension, vocabulary, etc. and by teacher classroom observation and evaluation of student performance. For students with basic or below basic	Marcia Bogart, Mathematics Department Chair Chris McClure, Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

<p>on the Benchmark Examinations, individual summative student baseline data will be used to establish a Student Academic Improvement Plan for each student. The SAIP is necessary to begin remediation. Together Everyone Achieves More (TEAM) classes are also used to support remediation activities.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion</p>	Chair			
<p>Teachers will meet on district in-service dates in content area vertical teams to facilitate curriculum teaming in order to develop reading comprehension skills and strategies, vertical alignment of curriculum, and mapping of classroom curriculum with district curriculum and Arkansas State Frameworks.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Teachers will collectively plan to integrate instruction in reading comprehension strategies into every content area.</p> <p>Action Type: Collaboration</p>	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Participate in ongoing professional development in education technology training, information skills and library services.</p> <p>Action Type: Professional Development</p>	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments School Library Teachers 	ACTION BUDGET: \$
<p>Participate in school and district level workshops during restructuring days that focus on reading strategies to be used across the curriculum. For example, Reading Lab Strategies (Reading 180).</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
<p>The media specialist will collaborate with new and continuing teachers to provide skills training for accessing and assessing information through on-line catalogs and electronic databases. These skills will then be used by teachers to develop instructional units that implement these literacy skills according to district curriculum and the identified needs of students. Examples include subject-centered research projects in Family and Consumer Sciences, Service Learning, English, Oral Communications, and American History.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Teach information literacy skills and strategies in lessons integrated with classroom learning to enable students to find, access, evaluate and use information in any subject area.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
<p>Purchase/update computer systems including, but not limited to, CPU, monitor, keyboard, mouse, and cables. These computers will be housed in the library so that students can access innovative programs/technology, such as, STAR Reading, STAR Math, and several online data bases, such as, EBSCOhost Periodical Index, SIRS Reseracher, and the Gale Group Discovering Collection. In addition to the computer systems purchased/updated with Title V funds, several other computer systems will be purchased/updated with district and other grant funds.</p> <p>Action Type: Technology Inclusion</p>	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office School Library Teachers 	ACTION BUDGET: \$
<p>Provide access to a rich collection of diverse and up-to-date resources, both print and electronic, through the school library, using the district selection policy.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Public Library School Library Teachers 	ACTION BUDGET: \$

Purchase and maintain audiovisual equipment to support instruction, following district purchase procedures. Action Type: Collaboration Action Type: Technology Inclusion	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
Maintain a flexible schedule in the library in order to provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in student work that shows skills and knowledge in reading comprehension, written expression, content knowledge, and information literacy. Action Type: Alignment Action Type: Technology Inclusion	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Public Library School Library Teachers 	ACTION BUDGET: \$
Provide opportunities for a variety of reading experiences for all students (e.g., library instructional units, story times, shared reading experiences, reading motivation program, reading contest, sustained silent reading). The variety of reading experiences will include opportunities that focus on the special interests and needs of identified subgroups (males, ESL/ELL students). Action Type: Collaboration Action Type: Technology Inclusion	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Public Library School Library Teachers 	ACTION BUDGET: \$
Students and teachers will participate in enrichment activities. Research, reading, and writing activities will be conducted prior to the enrichment activities to prepare students for the activities and experiences. AVID is a specific program of enrichment activities. The Achieving Via Individual Determination (AVID) curriculum materials reflect current trends in education, address CCSS requirements in Reading, Writing, Speaking and Listening, and focus on preparing students to become college- and career-ready, based on a clear set of 11 essentials. AVID provides rigor in the classroom through higher-level thinking activities based on more than 30 years of data. Action Type: Collaboration	Julie Agler, AVID Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff School Library Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through a review of student scores on standardized writing assessments. This data was compared to previous years and determined that we had increased by 3% from 87.64% to 90.78% but did not meet our Annual Measurable Objective (AMO) target of 91.67%. EVALUATION RESULTS: The end-of-year review directed us to establishing more intense intervention programs for our students who score below proficient on the Benchmark. We have divided the school into community clusters to help identify and focus help for the students within a specific cluster of teachers. We are continuing The Read 180 program. To provide additional data about our students and provide data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark results by providing periodic predictive data that correlates with Benchmark results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Action Type: Program Evaluation	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Curriculum Mapping The benefits of curriculum maps support the integration of district curriculum. The curriculum maps help teachers see the "big picture" for the school and district. They can see where subjects already come together and where they don't, but maybe should.

Scientific Based Research: Enhancing Professional Practice: A Framework for Teaching. Danielson, Charlotte (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in each content area will contribute to the creation of a curriculum map that is aligned with Arkansas Frameworks and includes opportunities to develop and improve reading comprehension. Examples include the use of subject-focused reading passages in English and history courses and reading problems in math and science courses. Action Type: Collaboration	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments 	ACTION BUDGET: \$

Action Type: Equity				
Each curriculum map will be examined to identify opportunities for supporting individual student improvement plans for developing and improving reading comprehension. Examples include the use of subject-focused reading passages English and history courses and reading problems in math and science. Action Type: AIP/IRI Action Type: Collaboration	Marcia Bogart, Math	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through a review of student scores on standardized writing assessments. This data was compared to previous years and determined that we had increased by 3% from 87.64% to 90.78% but did not met our Annual Measurable Objective (AMO) target of 91.67%. EVALUATION RESULTS: The end-of-year review directed us to establishing more intense intervention programs for our students who score below proficient on the Benchmark. We have divided the school into community clusters to help identify and focus help for the students within a specific cluster of teachers. We are continuing The Read 180 program. To provide additional data about our students and provide data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark results by providing periodic predictive data that correlates with Benchmark results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Action Type: Program Evaluation	Chris McClure, English Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Collaborate with parents to develop student AIP's. Any student that scores below proficient on state mandated criterion referenced exams and any other student identified by classroom teachers will have an AIP. Action Type: AIP/IRI Action Type: Parental Engagement	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will be placed who are identified as at-risk.

Scientific Based Research: Education Week. Recasting At-Risk Students as Leaders. Jason Towne (2014)

Actions	Person Responsible	Timeline	Resources	Source of Funds
An alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by the district. The ALE will employ sufficient personnel in the core academic content areas to allow students enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. Exit	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

<p>policies will be developed by the ALE. The ALE will meet all guidelines required by the ADE and state laws. Action Type: Equity</p>				
<p>Closing the Literacy Achievement Gap: Regular meetings, at least once per semester, of the Literacy ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school to close the achievement gap. Each meeting agenda will include the following Core Principles: (1) The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. (2) The ongoing monitoring of student progress in order to influence classroom instruction. (3) The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. (4) Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the collection of Formative and Summative Data. The strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Angela Clark, ACSIP Leadership Co-Chair - Literacy</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through a review of student scores on standardized writing assessments. This data was compared to previous years and determined that we had increased by 3% from 87.64% to 90.78% but did not meet our Annual Measurable Objective (AMO) target of 91.67%. EVALUATION RESULTS: The end-of-year review directed us to establishing more intense intervention programs for our students who score below proficient on the Benchmark. We have divided the school into community clusters to help identify and focus help for the students within a specific cluster of teachers. We are continuing The Read 180 program. To provide additional data about our students and provide data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark results by providing periodic predictive data that correlates with Benchmark results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Action Type: Program Evaluation</p>	<p>David McClure, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>The reduction of the maximum students in a class from 25 to 17 will provide teachers more time to meet individual language arts need of the students and focus more on potentially at-risk students. Currently the state maximum standard is 150 students per teacher, about 25 students per class. Students will be heterogeneous grouped with teachers. Action Type: Collaboration Action Type: Professional Development</p>	<p>David McClure, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: **IMPROVING MATH**

1. **PERCENT TESTED STATUS: ACHIEVING**

	#Attempted Math	#Expected Math	Percentage
All Students	868	876	99.09%
Targeted Achievement Gap Group	254	256	99.22%
ESEA Subgroups			
African American	26	26	100.00%
Hispanic	49	50	98.00%

Caucasian	704	710	99.15%
Economically Disadvantaged	220	222	99.10%
English Learners	27	27	100.00%
Students with Disabilities	65	65	100.00%

2. **MATHEMATICS STATUS: NEEDS IMPROVEMENT**

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	748	812	92.12%	92.44	92.00%
Targeted Achievement Gap Group	179	228	78.51%	80.38	92.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	2180	2357	92.49%	92.44	92.00%
Targeted Achievement Gap Group	510	643	79.32%	80.38	92.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	26	41	63.41%	70.00	
Hispanic	39	47	82.98%	76.32	
Caucasian	624	660	94.55%	94.35	
Economically Disadvantaged	160	196	81.63%	78.89	
English Learners	16	26	61.54%	75.00	
Students with Disabilities	38	59	64.41%	54.03	

3. **MATHEMATICS STATUS: NEEDS IMPROVEMENT**

2014 Status Growth					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	248	282	87.94%	88.47	81.00%
Targeted Achievement Gap Group	54	81	66.67%	71.55	81.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	768	876	87.67%	88.47	81.00%
Targeted Achievement Gap Group	181	265	68.30%	71.55	81.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	6	13	46.15%	62.50	
Hispanic	16	23	69.57%	60.30	
Caucasian	204	220	92.73%	91.30	
Economically Disadvantaged	48	69	69.57%	72.54	
English Learners	6	14	42.86%	62.50	
Students with Disabilities	7	18	38.89%	56.04	

Supporting Data:

4. **Math Performance Trajectories**

Group	Percent Making	Percent Making	Percent Making	Year 2013	Year 2014	Year 2015
	Proficient/Advanced	Proficient/Advanced	Proficient/Advanced	AMO	AMO	AMO
	in Math	in Math	in Math			
	Year 2012	Year 2013	Year 2014			
All Students	92.75%	90.69%	92.12%	91.60%	92.44%	93.28%
Targeted Achievement Gap Group	78.26%	72.59%	78.51%	78.20%	80.38%	82.56%
African American	71.11%	72.50%	63.41%	66.67%	70.00%	73.33%
Hispanic	82.69%	81.58%	82.98%	73.68%	76.32%	78.95%
Caucasian	95.23%	92.90%	94.55%	93.72%	94.35%	94.97%

Economically Disadvantaged	81.61%	74.27%	81.63%	76.54%	78.89%	81.23%
English Learners	57.69%	72.00%	61.54%	72.23%	75.00%	77.78%
Students with Disabilities	68.85%	39.66%	64.41%	72.23%	75.00%	77.78%

5. **Math Growth Trajectories**

Group	Percent Making	Percent Making	Percent Making	Year 2013	Year 2014	Year 2015
	Growth in	Growth in	Growth in	AMO	AMO	AMO
	Math	Math	Math			
	Year 2012	Year 2013	Year 2014			
All Students	88.10%	87.00%	87.94%	87.18%	88.47%	89.75%
Targeted Achievement Gap Group	64.71%	70.33%	66.67%	68.39%	71.55%	74.71%
African American	54.17%	69.23%	46.15%	58.33%	62.50%	66.67%
Hispanic	75.00%	75.00%	69.57%	55.88%	60.30%	64.71%
Caucasian	93.70%	88.40%	92.73%	90.33%	91.30%	92.27%
Economically Disadvantaged	72.46%	70.89%	69.57%	69.48%	72.54%	75.59%
English Learners	40.00%	66.67%	42.86%	58.33%	62.50%	66.67%
Students with Disabilities	40.00%	42.31%	38.89%	51.15%	56.04%	60.92%

6. **ATTENDANCE RATE:** 2014, the attendance rate for the building was 96.04% 2013, the attendance rate for the building was 95.6%, 2012, the attendance rate for the building was 94.95%.

7. **COMPREHENSIVE NEEDS ASSESSMENT:** During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Performing an annual review of test data (Mid-Level Benchmark, ITBS, EOC, MAPS) scores to analyze areas of weakness and address sub skills, content clusters, subtest and subgroups that may need to be addressed in the curriculum mapping process. The annual review and adjustments to the curriculum maps will be made according to gaps noted from the data analysis. Documentation of this annual review, along with the results of the semester reviews, will be submitted to the counselor's office. Additionally, we will review the ESEA gap in scores for non-targeted and targeted students. We will use this data/information to determine whether the objectives of this priority were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.

Goal 76% of all students will meet or exceed their expected growth in Math with regard to ESEA Accountability Report.

Benchmark All students statically met the math performance accountability goals for the Elementary and Secondary Education Act (ESEA). However, the performance results indicate that our 88% score is below the 2014 target of 92%. We will improve the number by individualized support teams.

Intervention: Spiraling for increased mathematic skills and understanding. The research indicates that a student's knowledge of math is increased if as new material is introduced, old material is reviewed. This ensures that students continually build on previously learned knowledge.				
Scientific Based Research: Teaching Secondary Mathematics and Middle School Mathematics (4th Edition). Brahier, Daniel J. (2012)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Participate in ongoing professional development of math teaching strategies to train teachers to incorporate additional math skill instruction in individual curriculum; for example, pre-ap teaching strategies. Action Type: Collaboration Action Type: Professional Development	Marcia Bogart, Mathematics Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Collaboration in math levels to horizontally align to include ESL, GT, Sp.Ed, Pre-AP/Honors, and curriculum standards. The GT activities will have activities to include a curriculum of	Marcia Bogart, Mathematics	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

connection, curriculum of practice, and a curriculum of identity. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Department Chair	06/30/2015		
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through the use of pre/post tests to ascertain student knowledge level to further focus on the importance of achievement tests and determined that it was effective in support of our communication intervention. From the Benchmark data, we observed an increase (1.5%) of proficient and advanced students from 90.67% to 92.12%. The results also indicated that the Free and/or Reduced Lunch students reduced the gap with the rest of the population from 21% to 10.5%. With those improvements, we met the AMO target for all students, but missed the target for the Targeted Achievement Gap Group, African Americans, and English Language Learners. EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. For this year, we will provide periodically addition skill practice as homework, and will provided instructional time of our math lab teachers to improve test taking and problem solving skills. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Additionally, the school has been divided into community clusters to better focus the faculty clusters on the students who need intervention support. Action Type: Alignment Action Type: Program Evaluation	Marcia Bogart, Mathematics Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Require all math teachers to give spiraling math problems to reinforce previously acquired knowledge on planned chapter tests and quizzes to all students at least once per quarter. Action Type: Collaboration	Marcia Bogart, Mathematics Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Communicating the importance of achievement tests. Involving all of the key players (business, parents and students) in the school's setting and providing guidelines for communications, will increase overall school activities, not just achievement tests.

Scientific Based Research: Cultivating Parental Involvement in Middle Schools: A Case Study. Dr. marcia Griffiths-Price, PhD. 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve teacher, student, and parent communication about the importance of achievement tests. To facilitate this improved communication, a Parent Advisory Council for School Activities will be established and will at least quarterly. Action Type: Collaboration Action Type: Parental Engagement	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Rewards/Awards for showing academic excellence or improvement on tests (the ACTAAP Mid-Level Benchmark Exam, Algebra EOC, Geometry EOC, or 7th to 9th Grade SAT 10) or curriculum based assessments. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through the use of pre/post tests to ascertain student knowledge level to further focus on the importance of achievement tests and determined that it was effective in support of our communication intervention. From the Benchmark data, we observed an increase (1.5%) of proficient and advanced students from 90.67% to 92.12%. The results also indicated that the Free and/or Reduced Lunch	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$

<p>students reduced the gap with the rest of the population from 21% to 10.5%. With those improvements, we met the AMO target for all students, but missed the target for the Targeted Achievement Gap Group, African Americans, and English Language Learners.</p> <p>EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. For this year, we will provide periodically addition skill practice as homework, and will provided instructional time of our math lab teachers to improve test taking and problem solving skills. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Additionally, the school has been divided into community clusters to better focus the faculty clusters on the students who need intervention support.</p> <p>Action Type: Program Evaluation</p>				
<p>Principals, counselors, and teachers will develop agenda items for the Parent Advisory Council to emphasize the importance of achievement tests. The quarterly briefing will focus on Woodland strategies to improve achievement test scores.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Janet Collins, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
<p>Intervention: Increase student performance by improving test taking strategies. Teachers will teach students how to learn, rather than teaching them specific curriculum content or specific skills. Learning strategies teach students way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school.</p>				
<p>Scientific Based Research: Learning to Love Assessment. Educational Leadership. Tomlinson, C.A. (2007/2008)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Require all math teachers to give a prepared proactive test including open response and multiple choice to all students simulating formal test parameters at least once per quarter.</p> <p>Action Type: Collaboration</p>	Marcia Bogart, Math Department Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Classroom teachers, Special Ed. Teachers, Math Lab & Inclusion Teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to create math support based upon student documented weaknesses. The strategies will include the review of released test items by both classroom and special education teachers.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education</p>	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Math learning teams will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in appropriate math levels, as needed for formative assessments or on a quarterly basis. In-service days will be used to train teachers in education technology to incorporate math skills in individual curriculum. The additional skills will include the use of the TI-83 in Algebra classes. Needs of highly proficient and advanced math students will be met by vertical collaboration and curriculum planning that will challenge these students and prepare them for calculus by using technology, such as, Geometer's Sketch Pad for Honors Geometry.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through</p>	Marcia Bogart,	Start: 07/01/2014	<ul style="list-style-type: none"> • Performance 	

<p>the use of pre/post tests to ascertain student knowledge level to further focus on the importance of achievement tests and determined that it was effective in support of our communication intervention. From the Benchmark data, we observed an increase (1.5%) of proficient and advanced students from 90.67% to 92.12%. The results also indicated that the Free and/or Reduced Lunch students reduced the gap with the rest of the population from 21% to 10.5%. With those improvements, we met the AMO target for all students, but missed the target for the Targeted Achievement Gap Group, African Americans, and English Language Learners.</p> <p>EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. For this year, we will provide periodically addition skill practice as homework, and will provided instructional time of our math lab teachers to improve test taking and problem solving skills. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Additionally, the school has been divided into community clusters to better focus the faculty clusters on the students who need intervention support. The end-of-year reviews concluded that our students benefited from the up-front planning. All of Geometry students were proficient or advanced and 93% of Algebra students were proficient or advanced.</p> <p>Action Type: Program Evaluation</p>	<p>Math Department Chair</p>	<p>End: 06/30/2015</p>	<p>Assessments</p> <ul style="list-style-type: none"> Teachers 	<p>ACTION \$ BUDGET:</p>
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<p>Total Budget:</p>	<p>\$0</p>
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Intervention: The curriculum will be mapped and aligned. The benefits of curriculum maps support the integration of district curriculum: The curriculum maps help teachers see the "big picture" for that school and district. They can see where subjects already come together and where they don't, but maybe should.

Scientific Based Research: Enhancing Professional Practice: A Framework FOR TEaching. Danielson, Charlotte. 2007

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will contribute to the creation of a curriculum map, both horizontally and vertically, that will ensure students' needs will be addressed through the application of the school's curriculum.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Marcia Bogart, Mathematics Department Chair Chris McClure, Literacy Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>ACTION \$ BUDGET:</p>
<p>Teachers will identify grade level correlations between math and science. Teachers will plan and coordinate math and science correlations for specific instructional units and times. Curriculum maps will be examined to identify opportunities for supporting individual student improvement plans.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration</p>	<p>Marcia Bogart, Math Department Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>ACTION \$ BUDGET:</p>
<p>Math teachers will receive training on curriculum mapping, including horizontal and vertical alignment. Teachers will spend one-half day per year researching and developing actions for classroom activities.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Marcia Bogart, Math Department</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>ACTION \$ BUDGET:</p>
<p>Science teachers will receive training on curriculum mapping, including horizontal and vertical alignment. Teachers will spend one-half day per year researching and developing actions for classroom activities.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Debbie Harris, Science Department</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<p>ACTION \$ BUDGET:</p>
<p>Parents will be informed of the curriculum mapping process with briefing to parent groups, through the Woodland web-page, or the Woodland Newsletter.</p> <p>Action Type: Parental Engagement</p>	<p>David McClure, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Community Leaders Teachers 	<p>ACTION \$ BUDGET:</p>

<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through the use of pre/post tests to ascertain student knowledge level to further focus on the importance of achievement tests and determined that it was effective in support of our communication intervention. From the Benchmark data, we observed an increase (1.5%) of proficient and advanced students from 90.67% to 92.12%. The results also indicated that the Free and/or Reduced Lunch students reduced the gap with the rest of the population from 21% to 10.5%. With those improvements, we met the AMO target for all students, but missed the target for the Targeted Achievement Gap Group, African Americans, and English Language Learners.</p> <p>EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. For this year, we will provide periodically addition skill practice as homework, and will provided instructional time of our math lab teachers to improve test taking and problem solving skills. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Additionally, the school has been divided into community clusters to better focus the faculty clusters on the students who need intervention support.</p> <p>Action Type: Program Evaluation</p>	<p>Marcia Bogart, Math Department Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- Goal All students will improve in open response mathematics skills questions with additional attention to the measurement strand.
- Benchmark All students and each subgroup are expected to meet the 2015 Annual Measurable Objective (AMO) as stated in Elementary and Secondary Education Act (ESEA).

<p>Intervention: Align classroom instruction and assessment to increase student problem solving skills. The principles for an effective school mathematics programs are equity, curriculum, teaching, learning, assessment, and technology. Curriculum and assessment are equal partners to help increase student problem solving skills.</p>				
<p>Scientific Based Research: Teaching Mathematics 6-12: Developing Research-Based Instructional Practices. Groth, Randall E. 2012</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will collaborate to compile a bank of mathematics problem-solving resources for each math level (ESL, GT, Sp.Ed, 504). Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Marcia Bogart, Mathematics Department Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers will incorporate activities and/or assessments that require the use of problem-solving strategies. Professional development will be offered annually to teachers who need help implementing this type of instruction and assessment. Action Type: Alignment Action Type: Collaboration</p>	<p>David McClure, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Math teachers will instruct and test at higher levels of Bloom's taxonomy and the use of open-ended questions is required. For students with basic or below basic mid-level benchmark scores, Student Academic Improvement Plans will be established and used for remediation. Math Lab and Reading Workshop classes are also used to support remediation activities. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion</p>	<p>Marcia Bogart, Mathematics Department Head</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through</p>	<p>Marcia Bogart,</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Computers • Outside 	<p>ACTION</p>

<p>the use of pre/post tests to ascertain student knowledge level to further focus on the importance of achievement tests and determined that it was effective in support of our communication intervention. From the Benchmark data, we observed an increase (1.5%) of proficient and advanced students from 90.67% to 92.12%. The results also indicated that the Free and/or Reduced Lunch students reduced the gap with the rest of the population from 21% to 10.5%. With those improvements, we met the AMO target for all students, but missed the target for the Targeted Achievement Gap Group, African Americans, and English Language Learners.</p> <p>EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. For this year, we will provide periodically addition skill practice as homework, and will provided instructional time of our math lab teachers to improve test taking and problem solving skills. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Additionally, the school has been divided into community clusters to better focus the faculty clusters on the students who need intervention support.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	<p>Mathematics Department Chair</p>	<p>End: 06/30/2015</p>	<p>Consultants</p> <ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>BUDGET: \$</p>
<p>Closing the Math Achievement Gap: Regular meetings, at least once per semester, of the Math ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school to close the achievement gap. Each meeting agenda will include the following Core Principles: (1) The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. (2) The ongoing monitoring of student progress in order to influence classroom instruction. (3) The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. (4) Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored through the collection of Formative and Summative Data. The strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Richard Campbell, ACSIP Leadership Co-Chair Mathematics</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: **IMPROVING WELLNESS**

1. BMI Results - 8th Males

Year	Number	Healthy or Underweight	At Risk for Overweight	Overweight
2010	172	70.90%	15.10%	14.00%
2009	162	75.30%	17.90%	6.80%
2008	149	69.10%	20.80%	10.10%
2007	160	66.30%	14.40%	19.40%
2006	157	63.10%	21.00%	15.90%
2005	138	70.30%	18.80%	10.90%
2004	127	66.10%	19.60%	14.10%

2. BMI Results - 8th Females

Year	Number	Healthy or Underweight	At Risk for Overweight	Overweight
2010	159	76.10%	13.80%	10.10%
2009	151	72.80%	18.50%	8.60%
2008	130	73.80%	14.60%	11.50%
2007	122	82.00%	9.80%	8.20%
2006	125	69.60%	12.00%	18.40%
2005	123	79.70%	10.00%	7.30%
2004	119	82.30%	9.20%	8.40%

3. BMI Results - 9th Males

Year	Number	Healthy or Underweight	At Risk for Overweight	Overweight
2007	149	68.50%	17.40%	14.10%
2006	134	66.40%	17.20%	16.40%
2005	121	69.50%	14.90%	15.70%
2004	110	69.00%	15.40%	15.50%

Supporting Data:

4. BMI Results - 9th Females

Year	Number	Healthy or Underweight	At Risk for Overweight	Overweight
2007	118	72.90%	16.10%	11.00%
2006	118	74.60%	13.60%	11.90%
2005	95	77.90%	13.70%	8.40%
2004	69	78.20%	14.40%	7.90%

5. The current BMI results show that the percent of overweight males and females reduced more than 3%. Additionally, the percentage of "at risk" males decreased by 3%, while the females increased by 4%.
6. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.
7. The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995.
8. The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.
9. Free/Reduced Rate:In 2007-08 the percentage of free and reduced lunch was 21%.In 2006-07 the percentage of free and reduced lunch was 18%. In 2005-06 the percentage of free and reduced lunch was 19%.
10. The two lowest areas indicated by the School Health Index Survey in 2007-08 were: Module 5 School Health Services and Module 8 Family and Community Involvement. The two lowest areas indicated by the School Health Index Survey in 2006-07 were: Module 5 School Health Services and Module 7 Health Promotion for Staff. The two lowest areas indicated by the School Health Index Survey in 2005-06 were: Module 5 School Health Services and Module 8 Family and Community Involvement.
11. **COMPREHENSIVE NEEDS ASSESSMENT:** During the 2014-2015 school year we plan to continue educating our students on wellness activities through the physical education and career orientation classes. Additionally, parents will be solicited for comments on methods to continue our trends toward more healthy students.

Goal All students will continue to improve their cardiovascular, muscular strength/endurance, and flexibility.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by 1/2% during the current school year when compared with the previous three school years.

Intervention: Woodland will encourage strategies and activities that encourage a non-sedentary lifestyle.
Scientific Based Research: Let's Get Physical – Promotion and Education Strategies by Dr. Hal Wechsler, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, bowling, volleyball, aerobics Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games Action Type: Parental Engagement Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION BUDGET: \$
Develop an informational brochure about asthma to help parents and students better understand asthma triggers. Action Type: Parental Engagement Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
A committee of parents and teachers will review the process and results of the wellness activities. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: Student BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated for their effectiveness based on this data. To further access Woodland Junior High School's wellness program, physical education program, parents, students, and faculty members will be invited to participate in a survey.</p> <p>Needs Assessments: During the 2014-2015 school year we plan to continue educating our students on wellness activities through the physical education and career orientation classes. Additionally, parents will be solicited for comments on methods to continue our trends toward more healthy students.</p> Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness. Action Type: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: **IMPROVING LITERACY AND MATH FOR ENGLISH LANGUAGE LEARNERS**

1. PERCENT TESTED STATUS: ACHIEVING

	#Attempted Literacy	#Expected Literacy	Percentage	#Attempted Math	#Expected Math	Percentage
All Students	385	391	98.47%	868	876	99.09%
Targeted Achievement Gap Group	118	120	98.33%	254	256	99.22%
ESEA Subgroups						
African American	26	26	100.00%	26	26	100.00%
Hispanic	29	29	100.00%	49	50	98.00%
Caucasian	302	306	98.69%	704	710	99.15%
Economically Disadvantaged	100	102	98.04%	220	222	99.10%
English Learners	18	18	100.00%	27	27	100.00%
Students with Disabilities	27	27	100.00%	65	65	100.00%

2. LITERACY STATUS: NEEDS IMPROVEMENT

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	325	358	90.78%	91.67	91.00%
Targeted Achievement Gap Group	77	105	73.33%	75.00	91.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	931	1037	89.76%	91.67	91.00%
Targeted Achievement Gap Group	221	313	70.61%	75.00	91.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	17	24	70.83%	71.88	
Hispanic	19	26	73.08%	79.55	
Caucasian	265	280	94.64%	93.30	
Economically Disadvantaged	71	89	79.78%	75.63	
English Learners	9	17	52.94%	77.50	
Students with Disabilities	7	25	28.00%	54.03	

3. MATHEMATICS STATUS: NEEDS IMPROVEMENT

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	748	812	92.12%	92.44	92.00%
Targeted Achievement Gap Group	179	228	78.51%	80.38	92.00%
Three Year Average Performance	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	2180	2357	92.49%	92.44	92.00%
Targeted Achievement Gap Group	510	643	79.32%	80.38	92.00%
ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
African American	26	41	63.41%	70.00	
Hispanic	39	47	82.98%	76.32	
Caucasian	624	660	94.55%	94.35	
Economically Disadvantaged	160	196	81.63%	78.89	
English Learners	16	26	61.54%	75.00	
Students with Disabilities	38	59	64.41%	54.03	

Supporting Data:

4. 2013 English Language Development Assessment

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Proficiency Level	Listening	Speaking	Reading	Writing	Comprehension	Composite
Level 5	65%	81%	35%	23%	31%	23%
Level 4	8%	12%	35%	42%	38%	42%
Level 3	19%	0%	8%	15%	8%	12%
Level 2	0%	0%	15%	12%	15%	15%
Level 1	8%	8%	8%	8%	8%	8%

5. **2012 English Language Development Assessment (ELDA)**

Proficiency Level	Listening	Speaking	Reading	Writing	Comprehension	Composite
Level 5	87%	93%	67%	47%	67%	40%
Level 4	7%	7%	27%	47%	27%	47%
Level 3	7%	0%	7%	7%	7%	13%

6. **2011 English Language Development Assessment (ELDA)**

Proficiency Level	Listening	Speaking	Reading	Writing	Comprehension	Composite
Level 5	25%	38%	25%	38%	25%	13%
Level 4	38%	25%	13%	38%	13%	25%
Level 3	13%	13%	38%	0%	38%	38%
Level 2	13%	25%	0%	13%	0%	0%
Level 1	13%	0%	25%	13%	25%	25%

Level = Proficiency Level (1 = Pre-Functional; 5 = Fully English Proficient)

Comprehension is derived from Listening and Reading (available only for students with valid scores on both tests).

Composite is derived from Listening, Speaking, Reading and Writing (available only for students valid scores on all four tests).

7. **ATTENDANCE RATE:** 2014, the attendance rate for the building was 96.04% 2013, the attendance rate for the building was 95.6%, 2012, the attendance rate for the building was 94.95%.

8. **COMPREHENSIVE NEEDS ASSESSMENT:** During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. Tests will be reviewed to identify test taking strategies to improve standardized test scores, classroom assessments, and semester exams. Additionally, we will review the ESEA gap in scores for non-targeted and targeted students. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Additionally, we have allocated an additional two periods per day for the ELDA teacher to focus on the needs of our ELDA students. We will report the results, in our 2015/2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.

Goal All ELL students will improve literacy and mathematics skills by increasing their reading and writing scores on the English Language Development Assessment.

Benchmark All students statically met the performance accountability goals for the Elementary and Secondary Education Act (ESEA). However, the performance results indicate that the subgroup, English Learners, was below their literacy and math goals. It is expected that this subgroup will meet, or exceed, the 2015 ESEA Literacy target of 80% and the Math goal of 77.78% to close the gap between our ELL students and our non-ELL students.

Intervention: Increase ELL student performance by improving test taking strategies. Teachers will teach students how to learn, rather than teaching them specific curriculum content or specific skills. Learning strategies teach students way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school.

Scientific Based Research: English Language Development: Issues & Implementation in grades six through twelve. Improving Education for English Learners. Dutro, S., Kinsella, K. (2010)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide opportunities for a variety of reading experiences for all students (e.g., library instructional units, story times, shared reading experiences, reading motivation program, reading contest, sustained silent reading). The variety of reading experiences will include opportunities that focus on the special interests and needs of identified subgroups (males, ESL/ELL students).	Tracy Miller, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Public Library School Library Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				
Reading level diagnostic programs will be used to establish formatively a baseline of reading skills for identified subgroups (males, ESL/ELL students) and for individual students identified as needing remediation. Subgroups and students will be identified by analyzing existing individual student test data on reading comprehension, vocabulary, etc. and by teacher classroom observation and evaluation of student performance. For students with basic or below basic on the Benchmark Examinations, individual summative student baseline data will be used to establish a Student Academic Improvement Plan for each student. The SAIP is necessary to begin remediation. Together Everyone Achieves More (TEAM) classes are also used to support remediation activities. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Stephanie Flinn, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Classroom teachers, ELL Teachers, Special Ed. Teachers, Math Lab & Inclusion Teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to create math support based upon student documented weaknesses. The strategies will include the review of released test items by both classroom and special education teachers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will have in-service available to learn new techniques for teaching classes that contain ELL students. ESL teacher will attend professional ESL conferences to keep up with new research and techniques. Action Type: Professional Development	Stephanie Flinn, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2014-2015 school year we will evaluate this Intervention/Program through the review of summative standardized test scores, formative classroom assessments, and semester exams and determined that it was effective in support of our test taking strategies intervention. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. EVALUATION RESULTS: The end-of-year reviews of our formative assessments and exams directed did help improve our scores. To use additional data about our students and support data driven curriculum changes, we will use the MAP testing data. This measurement tool will improve our Benchmark and EOC results by providing periodic predictive data that correlates with Benchmark and EOC results. The 2014 school year will include a 30 minute study hall for students to get homework help during the school day. Action Type: Alignment Action Type: Program Evaluation	Stephanie Flinn, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: **MAXIMIZING PARENTAL INVOLVEMENT**

1. **<PERCENT TESTED STATUS: ACHIEVING**

	#Attempted Literacy	#Expected Literacy	Percentage	#Attempted Math	#Expected Math	Percentage
All Students	385	391	98.47%	868	876	99.09%
Targeted Achievement Gap Group	118	120	98.33%	254	256	99.22%
ESEA Subgroups						
African American	26	26	100.00%	26	26	100.00%

Hispanic	29	29	100.00%	49	50	98.00%
Caucasian	302	306	98.69%	704	710	99.15%
Economically Disadvantaged	100	102	98.04%	220	222	99.10%
English Learners	18	18	100.00%	27	27	100.00%
Students with Disabilities	27	27	100.00%	65	65	100.00%

2. **LITERACY STATUS: NEEDS IMPROVEMENT**

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	325	358	90.78%	91.67	91.00%
Targeted Acheivement Gap Group	77	105	73.33%	75.00	91.00%
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ESEA Subgroups	#Acheived	#Tested	Percentage	2014 AMO	
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Caucasian	265	280	94.64%	93.30	
Economically Disadvantaged	71	89	79.78%	75.63	
English Learners	9	17	52.94%	77.50	
Students with Disabilities	7	25	28.00%	54.03	

Supporting Data:

3. **MATHEMATICS STATUS: NEEDS IMPROVEMENT**

2014 Status Performance					
ESEA Flexibility Indicators	#Acheived	#Tested	Percentage	2014 AMO	90th PCTL
All Students	748	812	92.12%	92.44	92.00%
Targeted Acheivement Gap Group	179	228	78.51%	80.38	92.00%
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Economically Disadvantaged	160	196	81.63%	78.89	
English Learners	16	26	61.54%	75.00	
Students with Disabilities	38	59	64.41%	54.03	

4. **ATTENDANCE RATE:** 2014, the attendance rate for the building was 96.04% 2013, the attendance rate for the building was 95.6%, 2012, the attendance rate for the building was 94.95%.

5. **COMPREHENSIVE NEEDS ASSESSMENT:** During the 2014-2015 school-year, we will continue to schedule our start-of-the-school activities, parent teacher conferences and student scheduling activities (CAP) to provide opportunities to interact with the parents. At the end of the year, we will survey our parents on the effectiveness of our parent involvement activities.

Goal The staff will ensure that parents are involved in the educational goals for their students.

Benchmark Woodland parents will be informed of the academic progress of their students through back-to-school meetings, parent-teacher conferences, one-on-one contacts and publications.

Intervention: Parent Involvement Plan - Research indicates that schools improve in all academic areas as parent involvement increases.

Scientific Based Research: Parental Involvement in Childhood Education: Building Effective School-Family Partnerships. Hornby, Garry. (2011)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The Woodland Parent Teacher Organization (PTO) will enlist our parental participation. The plan will be reviewed and updated annually. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year, tentatively scheduled for October 21 and March 29. Additionally, Career and Academic Planning (CAP) meeting are scheduled for March 28. Both football and band parent meeting are scheduled for July 24 and Aug 27, respectively. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. Action Type: Parental Engagement	Terri Spears, Parent Facilitator	Start: 07/01/2014 End: 06/30/2016	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The school will develop cards that include: the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the cards to the parents of all students in the building. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we surveyed both the parents and students to gain insight on the effectiveness of our parental involvement activities. The parental advisory committee helped evaluate academic progress, the amount of parental participation within the school and identification of barriers that exist to hinder greater participation by parents. EVALUATION RESULTS: The end-of-year reviews of our goal to increase parent involvement will be reviewed and compared with our Benchmark and End-of-Course test scores. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The school has designated a room in the library to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007, ACT 397 of 2009 and Section 1118 of ESEA. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Teachers will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
All parents will receive "Informational Packets". Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Administrators, teachers and parents will develop a volunteer resources book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home.	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement				
"Parent Involvement Meetings" will be held throughout the year to discuss what students will be expected to learn, how they will be assessed and how parents can assist to make a difference in his or her child's education. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. Action Type: Parental Engagement	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
All parents and students will meet with a designated teacher/advisor during scheduled times for Career and Academic Planning (CAP) to discuss the future academic needs of individual students and to design a schedule of classes for the following school year to meet the individual needs of each student. Action Type: Parental Engagement	David McClure, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Parental Engagement	Joe McClung, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Blevins	German Teacher	Literacy
Classroom Teacher	Andrew Young	English Teacher	Literacy
Classroom Teacher	Angela Clark	English Teacher	ACSIP Leadership Co-Chair - Literacy
Classroom Teacher	Beau Patrick	Physical Education Teacher	Literacy
Classroom Teacher	Bobbi Nash	Vocational Teacher	Literacy
Classroom Teacher	Bobby Crockett	Physical Education Teacher	Mathematics
Classroom Teacher	Bryan Davidson	Special Education Teacher	Parental Involvement
Classroom Teacher	Bryan Striegler	English Teacher	Literacy
Classroom Teacher	Caleb Pond	Teacher	Parental Involvement
Classroom Teacher	Catie Paul	French Teacher	Literacy
Classroom Teacher	Chanae Biliter	Social Studies Teacher	Wellness
Classroom Teacher	Chantlee Nash	Teacher	Wellness
Classroom Teacher	Chris McClure	English Teacher	ACSIP Leadership
Classroom Teacher	Christy Dean	English Teacher	Literacy
Classroom Teacher	Cincy Mathis	English Teacher	Parental Involvement
Classroom Teacher	Cindy Howard	Spanish Teacher	Parental Involvement
Classroom Teacher	Crystal Watson	English Teacher	Literacy
Classroom Teacher	Debbie Harris	Science Teacher	Mathematics
Classroom Teacher	Elizabeth Thomas	English Teacher	Literacy
Classroom Teacher	Ellen Reynolds	SpanishTeacher	Literacy
Classroom Teacher	Jackie Reynolds	Speech Teacher	Literacy

Classroom Teacher	James Kunzlemann	Art Teacher	Literacy
Classroom Teacher	Jeanette Dunsworth	Vocational Teacher	Literacy
Classroom Teacher	Jeff Boogaart	Social Studies Teacher	Mathematics
Classroom Teacher	Jeff Seiter	Math/Vocational Teacher	Mathematics
Classroom Teacher	Jennifer Heirholzer	Science Teacher	Mathematics
Classroom Teacher	John Stiefer	ScienceTeacher	ACSIP Leadership
Classroom Teacher	Joseph Betz	Social Studies Teacher	Literacy
Classroom Teacher	Julie Agler	Physical Education Teacher	Mathematics
Classroom Teacher	Julie McKinniss	Special Education Teacher	Mathematics
Classroom Teacher	Julie Tucker	English /Physical Education Coach	Parent Involvement
Classroom Teacher	Karen Woodward	HistoryTeacher	Literacy
Classroom Teacher	Kelli Doss	French Teacher	Wellness
Classroom Teacher	Kent Ariola	History Teacher	Literacy
Classroom Teacher	Kris Cartwright	Vocational Teacher	Mathematics
Classroom Teacher	Kymbry Barron	Spanish Teacher	Parental Involvement
Classroom Teacher	Latisha Chadwick	Special Education Teacher	Literacy
Classroom Teacher	Laura West	Special Education Teacher	Parental Involvement
Classroom Teacher	Leann Girshner	Choir Teacher	Parental Involvement
Classroom Teacher	Leann Girshner	Choir Teacher	Parental Involvement
Classroom Teacher	Leonard Ogden	Mathematics Teacher	Mathematics
Classroom Teacher	Leslie Roye	Science Teacher	Mathematics
Classroom Teacher	Lindsey Asbury	Gifted and Talented Teacher	ACSIP Leadership
Classroom Teacher	Lou Petrone	Mathematics Teacher	Mathematics
Classroom Teacher	Mandy Velasquez	Physical Education Teacher	Parent Involvement
Classroom Teacher	Marcia Bogart	Mathematics Teacher	ACSIP Leadership
Classroom Teacher	Marilyn Bauer	Physical Education/Technology	Mathematics
Classroom Teacher	Michelle Price	Math Teacher	Parental Involvement
Classroom Teacher	Nat Thomas	Mathematics Teacher	ACSIP Leadership Chair
Classroom Teacher	Reggie Humphrey	Teacher	Parental Involvement
Classroom Teacher	Richard Campbell	Science Teacher	ACSIP Leadership Co-Chair Mathematics
Classroom Teacher	Robert Blot	Mathematics Teacher	Mathematics
Classroom Teacher	Sarah Sone	English Teacher	Literacy
Classroom Teacher	Staci Vest	Volleyball Coach	Wellness
Classroom Teacher	Stephanie Flinn	ESL Teacher	Mathematics
Classroom Teacher	Susan Abram	Science Teacher	Mathematics
Classroom Teacher	Terri Speer	Special Education Teacher	Mathematics
Classroom Teacher	Tom Clark	Social Studies Teacher	Literacy
Community Representative	Thomas Baker	Student	
District-Level Professional	Christie Jay	Federal Programs Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Carolyn Jordan	Counselor	Literacy
Non-Classroom Professional Staff	Janet Collins	Counselor	Parental Involvement
Non-Classroom Professional Staff	Joe McClung	Assistant Principal	Literacy
Non-Classroom Professional Staff	Kristen Scott	Nurse	Wellness Chair
Non-Classroom Professional Staff	Sean Dugan	Speech	Literacy
Non-Classroom Professional Staff	Tracy Miller	Media Specialist	Parental Involvement
Parent	Beth Templeton	PTO - Assistant Treasurer	Literacy
Parent	Cristy Smith	PTO President	ACSIP Leadership
Parent	KC Pummill	PTO Vice President	Wellness
Parent	Tami Gibbs	PTO Treasurer	Mathematics
Parent	Wendy Miss	PTO - Secretary	Parental Involvement
Principal	David McClure	Principal	Title V