

[G 1] Woodstock Middle will increase ELA met/exceeded proficiency rates in all grades from 7.7% in 2023-2024 to 8.0% in 2024-2025.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data -----</p> <p>Woodstock Middle School students grew 3% meeting/exceeding expectations on ELA Mastery Connect district common assessments from the winter of 2023 to the spring of 2024.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 1.1.1] Access to Rigorous Curriculum</p> <p>Description -----</p> <p>Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <p>Teachers will participate in weekly grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. Teachers will submit lesson plans each Thursday by 11:59 pm. Admin staff will conduct weekly instructional observations and provide feedback.</p> <p>Effectiveness</p>	Willie Bolden, Marsha Carodine, Chiquita Apollos	06/30/2025		

<p>Students will take the quarterly District Formative Assessments (Fall, Winter and Spring) and the data will be recorded in PowerBi.</p> <p>Students will take bi-weekly iReady Comprehensive Checks and the data will be recorded in iReady.</p> <p>Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards will be recorded in PLZ.</p> <p>Effectiveness</p> <p>-----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations quarterly.</p> <p>* 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p> <p>* 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>	<p>-----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p> <p>* 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>				
	<p>[A 1.1.2] A 1.1.2 Alignment of Classroom Observation and Feedback</p> <p>Description</p> <p>-----</p> <p>Utilize formal observations (TEM rubric) and the</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2025		

	<p>District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation -----</p> <p>Woodstock Admin staff will conduct weekly informal observations and quarterly TEM evaluations and provide consistent feedback, pre/post conferences.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs. 				
	<p>[A 1.1.3] A 1.1.3 Resource Alignment Description -----</p> <p>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Districtwide PLC Protocol Guides (Weekly Planning Guide) * Reading Prescriptions * Re-Teach Calendars * Performance Based Objectives 	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2024	<p>TITLE I</p> <p>SSGI</p> <p>TAG 4.0.</p>	

	<ul style="list-style-type: none"> * Curriculum maps and toolkits * Supplementary texts (Ready Read) * Pacing guides, performance-based objectives crosswalks * Classroom protocols and instructional technology. * Purchase instructional materials (folders and binders), supplementary materials and supplementary equipment such as (computers, tablets, Interactive boards, etc.) * Purchase Software such as BrainPOP, All-in-Learning Clickers and Software. * BoxLight Interactive Boards. <p>Implementation -----</p> <p>Teachers will:</p> <p>participate in weekly content collaborative planning PLCs and student work analysis/data meetings during planning periods (agendas and minutes)</p> <p>Admin staff will conduct weekly instructional observations and provide feedback.</p> <p>attend district professional learning days as well as trainings outside the district in state/out of state on a quarterly basis (PD sign-in sheets and agendas).</p> <p>submit lesson plans each Thursday by 11:59 pm.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations quarterly. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 80% of teachers are implementing district and 				
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	<p>school-based instructional strategies 100% of time during classroom walkthroughs. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>SSIG=**\$18,032.26**</p> <p>Student Laptop – HP 25 @\$697.84=\$17,446.00</p> <p>Deployment of Equipment 25@\$14.00=\$350.00</p> <p>C-Line 2-Pocket Paper Folders With Prongs, Letter Size, Assorted Colors, Pack Of 100 Folders 2@\$80.49-\$160.98</p> <p>Office Depot® Brand Heavy-Duty View 3-Ring Binder, 1" 2@\$32.79=\$65.58</p> <p>D Rings, 49% Recycled, White 1 @9.60=\$9.60</p>				
	<p>[A 1.1.4] A 1.1.4 Formative Student Assessment Description -----</p> <p>Woodstock Middle will utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students' performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.</p> <p>Implementation</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos, ELA Teachers</p>	06/30/2025		

	<p>-----</p> <p>Woodstock Middle School will have an assessment team that will meet and create common assessments for ELA, math, science, and social studies bi-weekly. Teachers will also attend weekly student analysis/data meetings.</p> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs. 				
	<p>[A 1.1.5] A 1.1.5 Parent and Family Curriculum/Academic Support and Trainings</p> <p>Description</p> <p>-----</p> <p>Woodstock Middle School will use Title 1 funds to purchase academic support tools, resources, and training to increase student achievement.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * *Data Nights each semester* * *TCAP Prep/Boot Camps* * *Science Nights* * *Parent-teacher Conferences each semester and upon requests of Admin, Teachers, or Parents* 	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2025		

	<p>Effectiveness</p> <p>-----</p> <p>* 10% of students will met/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p>				
<p>[S 1.2] Professional Development</p> <p>Rationale</p> <p>-----</p> <p>Woodstock Middle will provide professional development for teachers, administrators, instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Supporting Data</p> <p>-----</p> <p>Woodstock Middle School students grew 3% meeting/exceeding expectations on ELA Mastery Connect district common assessments from the winter of 2023 to the spring of 2024.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide Woodstock with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p>	<p>[A 1.2.1] A 1.2.1 Standards Based Curriculum Training</p> <p>Description</p> <p>-----</p> <p>Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment.</p> <p>Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week and Teacher Development Week to enhance understanding and ensure continuity of practice across the District.</p> <p>Implementation</p> <p>-----</p> <p>Teachers will participate in weekly grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. Teachers will attend district professional learning days as well as trainings outside the district in state/out of state. Teachers will submit lesson plans</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>		

<p>Instructional Leadership Team (ILT) meetings are conducted twice each week at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs. 	<p>each Thursday by 11:59 pm. Admin staff will conduct weekly instructional observations and provide feedback.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs. 				
	<p>[A 1.2.2] A 1.2.2 Parent and Community Engagement Description -----</p> <p>Woodstock will host regular engagement sessions for parents and community members to learn about</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>		

	<p>the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities in collaboration with instructional leadership team. Title 1 funds will be used to provide parents with support and tools to help their children.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Meetings each semester (Fall 2024, Spring 2025) * Parent Teacher Conferences each semester and upon request from Parents, Teachers, or Admin. * Parent Academy Nights each semester (Fall 2024, Spring 2025) * TCAP Test Prep Parent Academy every Thursday starting in March 2025- April of 2025. 				
	<p>[A 1.2.3] A 1.2.3 In and Out of Town Professional Development</p> <p>Description -----</p> <p>Administration and teachers will participate in district level in and out of town professional development centered around instruction.</p> <p>Implementation -----</p> <p>Administration and teachers will participate in district level in and out of town professional development. Such as monthly district Leadership Development Week and The UnboundEd Standards Institute in Denver, CO. Upon return the staff that attended PDs will provide redelivery plan and redeliver information to all staff.</p>	<p>Willie Bolden, Marsha Carodine, (ADD MORE STAFF)</p>	06/30/2025		

	<p>Effectiveness</p> <p>-----</p> <p>* 90% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 20% of students will met/exceed expectations on MasteryConnect district CFAs.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Rationale</p> <p>-----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data</p> <p>-----</p> <p>Woodstock Middle School students grew 3% meeting/exceeding expectations on ELA Mastery Connect district common assessments from the winter of 2023 to the spring of 2024.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning</p>	<p>[A 1.3.1] A 1.3.1 Response to Instruction and Intervention (RTI2)</p> <p>Description</p> <p>-----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Implementation</p> <p>-----</p> <p>* Weekly intervention on iReady and/or IXL.</p> <p>Bi-weekly progress monitoring testing and small group instruction.</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollon, Laura Oliver</p>	<p>06/30/2025</p>		

<p>opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p> <p>* 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>	<p>* Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness -----</p> <p>* Students shall perform at 70% or above OR have at least 5% growth on teacher created assessments (online, written, or verbal) and school/district level assessments.</p> <p>* Students in Tier II and Tier III interventions shall increase growth by 15% in the Fall 2024, Winter 2024 and Spring 2025 screeners in iReady.</p> <p>* Students in Tier II and Tier III interventions should improve grade level placements on survey level assessments in AimsWeb+ at least once every nine weeks.</p>				
	<p>[A 1.3.2] A 1.3.2 Personalized Literacy Supports Description -----</p> <p>Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.</p> <p>Implementation -----</p> <p>RTI classes are 3rd period. Students are scheduled based on their Tier level and deficiency if they are</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos, Laura Oliver</p>	<p>06/30/2025</p>		

	<p>tier II or III. Tier 1 students will take academic enrichment for math and ELA during 3rd and 7th period.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p> <p>* 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>				
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[G 2] Woodstock Middle will increase Math met and exceeded proficiency rates in all grades from 8.2% in 2023 to 9% in 2024-2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>Rationale -----</p> <p>Provide daily access to a rigorous math curriculum that will develop students’ deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p>	<p>[A 2.1.1] A 2.1.1 Access to Rigorous Curriculum</p> <p>Description -----</p> <p>Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to</p>	Willie Bolden, Marsha Carodine, Chiquita Apollos	06/30/2025		

<p>Supporting Data -----</p> <p>Woodstock Middle School students increased their met/exceeded proficiency by 8.4% from fall to winter on district Math Mastery Connect assessments.</p> <p>Benchmark Indicator Implementation -----</p> <p>Students will take the quarterly Formative Assessments (Fall, Winter and Spring) and the data will be recorded at the school level quarterly.</p> <p>Students will take bi-weekly iReady Comprehensive Checks and the data will be recorded in iReady.</p> <p>Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards will be recorded in PLZ.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p>	<p>assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <p>Teachers will participate in weekly grade-level collaborative planning PLCs and student work analysis/data meetings during planning periods. Teachers will submit lesson plans each Thursday by 11:59 pm. Admin staff will conduct weekly instructional observations and provide feedback.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>				
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<p>* 10% of students will meet/exceed expectations on quarterly CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>					
	<p>[A 2.1.2] A 2.1.2 Alignment of Classroom Observation and Feedback</p> <p>Description</p> <p>-----</p> <p>Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation</p> <p>-----</p> <p>Woodstock Admin staff will conduct will informal observations and quarterly TEM evaluations and provide consistent feedback, pre/post conferences.</p> <p>Effectiveness</p> <p>-----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks.</p> <p>* 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p> <p>* 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>		

	<p>[A 2.1.3] A 2.1.3 Resource Alignment</p> <p>Description -----</p> <p>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Districtwide PLC Protocol Guides (Weekly Planning Guide) * Reading Prescriptions * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits * Supplementary texts (Ready Read) * Pacing guides, performance-based objectives crosswalks * Classroom protocols and instructional technology. * Purchase of instructional materials *(folders and binders)*, supplementary materials, and supplementary equipment. * Purchase Software such as BrainPOP, All-in-Learning Clickers and Software. * Purchase printers and toner for Math Teachers * BoxLight Interactive Boards <p>Implementation -----</p> <p>Teachers will participate in weekly content collaborative planning PLCs and student work analysis/data meetings during planning periods. Teachers will attend district professional learning days as well as trainings outside the district in state/out of state. Teachers will submit lesson plans each Thursday by 11:59 pm. Admin staff will</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>	<p>TITLE 1</p> <p>SSIG</p> <p>TAG 4.0</p>	
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	<p>conduct weekly instructional observations and provide feedback.</p> <p>* Quarterly CFAs * Weekly PLC agendas and minutes</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>				
	<p>[A 2.1.4] A 2.1.4 Formative Student Assessment Description -----</p> <p>Woodstock Middle will utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students' performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.</p> <p>Implementation -----</p> <p>Woodstock Middle School will have an assessment</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2025		

	<p>team that will meet and create common assessments for ELA, math, science, and social studies. Teachers will also attend weekly student analysis/data meetings.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs. 				
	<p>[A 2.1.5] A 2.1.5 Parent and Family Curriculum/Academic Support and Trainings</p> <p>Description -----</p> <p>Woodstock Middle School will use Title 1 funds to purchase academic support tools, resources, and training to increase student achievement.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Meetings each semester * Parent Teacher Conferences each semester and upon request from Parents, Teachers, or Admin. * Parent Academy Nights each semester * TCAP Test Prep Parent Academy <p>Effectiveness -----</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2025		

	* 10% of students will met/exceed expectations on MasteryConnect district CFAs.				
<p>[S 2.2] Professional Development Rationale -----</p> <p>Woodstock Middle will provide professional development for teachers, administrators, instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Supporting Data -----</p> <p>Woodstock Middle School students increased their met/exceeded proficiency by 8.4% from fall to spring on district Math Mastery Connect assessments.</p> <p>Benchmark Indicator Implementation -----</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide Woodstock with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each week at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content</p>	<p>[A 2.2.1] A 2.2.1 Standards Based Curriculum Training Description -----</p> <p>Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment.</p> <p>Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week and Teacher Development Week to enhance understanding and ensure continuity of practice across the District.</p> <p>Implementation -----</p> <p>Teachers will participate in weekly content collaborative planning PLCs and student work analysis/data meetings during planning periods. Teachers will attend district professional learning days as well as trainings outside the district in state/out of state. Teachers will submit lesson plans each Thursday by 11:59 pm. Admin staff will conduct weekly instructional observations and provide feedback.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	06/30/2025		

<p>support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>Effectiveness -----</p> <p>* 70% of teachers at Woodstock will score a 3 or higher on TEM evaluations. * 10% of students will score on or above grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>	<p>grade-level on bi-weekly iReady Comprehensive Checks. * 10% of students will meet/exceed expectations on quarterly district CFAs. (Fall 2024, Winter 2024, Spring 2025). * 80% of teachers are implementing district and school-based instructional strategies 100% of time during classroom walkthroughs.</p>				
	<p>[A 2.2.2] A 2.2.2 Parent and Community Engagement Description -----</p> <p>Woodstock will host regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>		

	<p>opportunities in collaboration with our Instructional Leadership Team. Title 1 funds will be used to provide parents with support and tools to help their children.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Meetings each semester (Fall 2024, Spring 2025) * Parent Teacher Conferences each semester and upon request from Parents, Teachers, or Admin. * Parent Academy Nights each semester (Fall 2024, Spring 2025) * TCAP Test Prep Parent Academy every Thursday starting in March 2025- April of 2025. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of teachers will have parent contact logs that 100% of parents are contacted each quarter for student updates. * Sign-in sheets that show at least 20% of parents involved in parent engagement opportunities. * At least a 3% growth of parent engagement in each activity. 				
	<p>[A 2.2.3] A 2.2.3 In and Out of town Professional Development</p> <p>Description -----</p> <p>Administration and Teachers will attend in and out of town district level professional development.</p> <p>Implementation -----</p>	<p>Willie Bolden, Marsha Carodine, Chiquita Apollos</p>	<p>06/30/2025</p>	<p>TITLE 1</p>	

	<p>Administration and teachers will participate in district level in and out of town professional development. Such as monthly district Leadership Development Week and the UnboundEd Standards Institute in Denver, CO. Upon return the staff that attended PDs will provide redelivery plan and redeliver information to all staff.</p> <p>* Professional Development Registration Invoices (Annually)</p> <p>* Conference/PD Schedules and Agendas (Annually)</p> <p>* Instructional Walkthrough Documents (Weekly)</p> <p>* Mastery Connect Data Board in PowerBi (Quarterly)</p> <p>Effectiveness -----</p> <p>* 90% of teachers at Woodstock will score a 3 or higher on TEM evaluations.</p> <p>* 20% of students will met/exceed expectations on MasteryConnect district CFAs. (Fall 2024, Winter 2024, Spring 2025).</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>Woodstock Middle School students increased their</p>	<p>[A 2.3.1] A 1.3.1 Response to Instruction and Intervention (RTI2)</p> <p>Description -----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p>	<p>Willie Bolden, Marsha Carodine, Laura Oliver</p>	<p>06/30/2025</p>		

<p>met/exceeded proficiency by 8.4% from fall to winter on district Math Mastery Connect assessments.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* Weekly intervention on iReady and/or IXL. Bi-weekly progress monitoring testing and small group instruction.</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>* Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Effectiveness</p> <p>-----</p> <p>* Students shall perform at 70% or above OR have at least 5% growth on teacher created assessments (online, written, or verbal) and school/district level assessments.</p> <p>* Students in Tier II and Tier III interventions shall increase growth by 15% in the Fall 2024, Winter 2024 and Spring 2025 screeners in iReady.</p> <p>* Students in Tier II and Tier III interventions should improve grade level placements on survey level</p>	<p>Implementation</p> <p>-----</p> <p>* Tier I students- 30 minutes a day.</p> <p>* Tier III students- 45 minutes a day.</p> <p>Effectiveness</p> <p>-----</p> <p>* Students shall perform at 70% or above OR have at least 5% growth on teacher created assessments (online, written, or verbal) and school/district level assessments.</p> <p>* Students in Tier II and Tier III interventions shall increase growth by 15% in the Fall 2024, Winter 2025 and Spring 2026 screeners in iReady.</p> <p>* Students in Tier II and Tier III interventions should improve grade level placements on survey level assessments in AimsWeb+ at least once every nine weeks.</p>				
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assessments in AimsWeb+ at least once every nine weeks.					
	<p>[A 2.3.2] Personalized Literacy Supports Description -----</p> <p>Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.</p> <p>Implementation -----</p> <p>RTI classes are 4th-6th period. Students are scheduled based on their Tier level and deficiency if they are tier II or III. Tier 1 students will take academic enrichment for math and ELA during 6th period.</p> <p>Effectiveness -----</p> <p>* Students shall perform at 70% or above OR have at least 5% growth on teacher created assessments (online, written, or verbal) and school/district level assessments. * Students in Tier II and Tier III interventions shall increase growth by 15% in the Fall 2024, Winter 2024 and Spring 2025 screeners in iReady. * Students in Tier II and Tier III interventions should improve grade level placements on survey level assessments in AimsWeb+ at least once every nine weeks.</p>	Willie Bolden, Marsha Carodine, Laura Oliver	06/30/2025		

[G 3] Woodstock Middle will increase the progressive discipline support rate from 53.9% in 2023-2024 to 60.0% in 2024-2025.

****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers

to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal

[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Professional Development</p> <p>Rationale</p> <p>-----</p> <p>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Supporting Data</p> <p>-----</p> <p>Woodstock Middle School decreased their suspension rate from 24.9% in 2022 to 20.7% in 2023.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p>	<p>[A 3.1.1] Targeted Training</p> <p>Description</p> <p>-----</p> <p>Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism.</p> <p>Implementation</p> <p>-----</p> <p>100% participation of Principals, teachers, school counselors, attendance secretaries and PBIS coaches will attend monthly district professional development to address student discipline, attendance, data entry and chronic absenteeism.</p> <p>Effectiveness</p> <p>-----</p> <p>* Weekly monitoring of students' personalized behavioral plans to reduce behavior incidents and/or referrals to ISS or reset room by 10% monthly.</p> <p>* Decrease the number of classroom referrals to the office by 10% monthly.</p>	Willie Bolden, Marsha Carodine, (ADD MORE STAFF)	06/30/2025		

<p>Quarterly Reports will be shared with S.E.E.D.</p> <p>Effectiveness -----</p> <p>* Weekly monitoring of students' personalized behavioral plans to reduce behavior incidents and/or referrals to ISS or reset room by 10% monthly.</p> <p>* Decrease the number of classroom referrals to the office by 10% monthly.</p> <p>* 20-day discipline reports and attendance/suspensions monitoring at 100% fidelity in order to ensure at least 3% decrease in chronic absenteeism and suspension rate.</p> <p>* Teachers will track and monitor quarterly parent communications logs with 100% consistency.</p>	<p>* 20-day discipline reports and attendance/suspensions monitoring at 100% fidelity in order to ensure at least 3% continuous improvement.</p> <p>* 100% of Teachers will track and monitor monthly parent communications logs.</p>				
<p>[S 3.2] Parent, Family, and Community Engagement</p> <p>Rationale -----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>Woodstock Middle School decreased their suspension rate from 24.9% in 2022 to 20.7% in 2023.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p>	<p>[A 3.2.1] Expanded Community Resources</p> <p>Description -----</p> <p>Expand the Adopt-A-School program to connect schools with community resources that support the teaching and learning environment and the overall well-being of students.</p> <p>Implementation -----</p> <p>The Family Engagement Specialist and Community Engagement Specialist will establish partnerships with adopters.</p> <p>Effectiveness -----</p> <p>* Increase community partners from 3 in 2023 and increase to 5 or more by Spring 2024.</p> <p>* By providing resources to students that will decrease non-academic barriers that hinder students from attending school by decreasing</p>	<p>Willie Bolden, Marsha Carodine, (ADD MORE STAFF)</p>	<p>06/30/2025</p>		

<p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>Effectiveness -----</p> <p>* Weekly monitoring of students' personalized behavioral plans to reduce behavior incidents and/or referrals to ISS or reset room by 10% monthly.</p> <p>* Decrease the number of classroom referrals to the office by 10% monthly.</p> <p>* 100% of Teachers will track and monitor monthly parent communications logs.</p>	<p>chronic absenteeism by 1% each quarter.</p> <p>* Exposing students resources and activities that will increase student attendance by 3% each semester.</p>				
	<p>[A 3.2.2] Purchase Behavioral Support Materials and Provide Trainings for Parents</p> <p>Description -----</p> <p>Woodstock Middle School parents will be provided behavior management/SEL materials and participate in trainings throughout the school year to support student behavior.</p>	<p>Willie Bolden, Marsha Carodine, (ADD MORE STAFF)</p>	06/30/2025	TITLE 1	

	<p>Implementation -----</p> <p>Woodstock Middle School will purchase behavior management/SEL support materials for households and provide parents with trainings for adolescent parenting.</p> <p>Effectiveness -----</p> <ul style="list-style-type: none">* Increase parent participation in parent teacher conferences by 20%.* Decrease the number of classroom referrals to the office by 10% monthly.* Increase parental involvement in Woodstock Middle Schools PTO by 3% each quarter.				
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