



School Improvement Plan

Inspire 2025: A Promise for Progress

School Year: 2023-24

School: James Wood Middle School

Principal: Tara Woolever

School Improvement team (list all members and roles; Title I schools MUST include a parent):

School Based Team	Central Office Instructional Team
Justin Hose, Math Lead, Christa Owens, Social Studies Lead Katie Sugay , English Lead Julie Reissig, Science Lead Becky Venanzio, Elective Lead Gino Marchese , Senior Lead Teacher Kathy Elliott, ITRT Rebecca Richardson , Reading Specialist Lori Mothershead, Special Education Lead Maria Chavez, EL Teacher Erik Bearer , Assistant Principal Wendy Houser, Assistant Principal Tara Woolever , Principal Kimberly Wilbourne, Lead Counselor	Julie Myers, Director of Secondary Instruction Judi Greathouse, Supervisor of School Improvement Deb Crawford, Supervisors of Mathematics Amy Hall, Supervisor of English and Reading Frank Paige, Student Support Specialist



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School vision statement: We believe that each member of the school community possesses identifiable responsibilities for ensuring the success of the school's mission.

Therefore, we embrace the following:

All staff members demonstrate professionalism, enthusiasm, and dedication to the educational process. To achieve this, the staff of James Wood Middle School commits to:

- Exhibit professionalism through our commitment to high quality work, respectful relationships and interactions with colleagues and students
- Display enthusiasm through positive attitude and a passion for learning
- Demonstrate dedication to learning through continued professionalism that supports effective instructional strategies
- Model the Frederick County Public Schools' Character Education Core Traits of Respect, Integrity, Citizenship, Honesty, Empathy, Caring and Responsibility

Students

All students achieve academic success and develop an enthusiasm for life long learning. To achieve this, the staff of James Wood Middle School commits to:

- Ensure academic success by identifying individual students' needs and provide opportunities for enrichment and remediation (PRISMS, SOAR, SOL academy academic review, CRISS strategies, IEP modifications and implementation, learning lab, parent conferences)
- Develop life-long learners by teaching problem solving, higher-level thinking, and real-life applications

Caring Relationships and Authentic Learning



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School

Our school fosters a climate that nurtures a sense of belonging, respect for diversity, and pride. To achieve this, the staff of James Wood Middle School commits to:

- Be responsible for all students at all times
- Welcome and respect everyone's point of view
- Understand and integrate multicultural education
- Model Frederick County Public Schools core character traits: Respect, Integrity, Citizenship, Honesty Empathy, Caring and Responsibility
- Recognize achievements of student and staff
- Support teams, clubs, and activities
- Keep the school building and grounds clean

School Mission statement: The James Wood Middle School Bulldog Team values all members of our school community and is dedicated to building life-long learners.

We are committed to developing opportunities for academic, social and emotional growth. Our students have unique abilities, talents and learning styles; therefore, we accept our responsibility to provide a safe, supportive school climate and implement instructional programs, including remediation and enrichment, that cultivate the success of all students. We are dedicated to employing the collaborative resources of staff, students, parents and our community to ensure that our students achieve the highest quality education possible.

Community Meeting Dates (quarterly):

August 10, 2023, Open House

October 26, 2023 Parent Teacher and Student Conferences

December 13, 2023 Performing Arts and Book Fair Family Night

March 7, 2024 Parent Teacher and Student Conferences

May, 2024 EL Parent Student Teacher Appreciation Celebration

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We are committed to Continuous Improvement

Plan-Do-Study-Act

Why? Our students, teachers, and community deserve a meaningful and engaging learning experience. Our families deserve a school system that fosters innovative ideas that challenge conventional thinking so learners can realize their dreams and aspirations. In order to accomplish this, we have to be committed to continuous improvement.

How? This is going to take time and patience. Our improvement plan methodology follows the VDOE continuous school improvement process model that is based on the Plan-Do-Study-Act methodology. When implemented with fidelity, this model works and will render positive results.

What, When, and Who? Data will be collected and reviewed continuously. Each school will identify a committee that will review the data, create strategies for implementation, and monitor the results. These goals will be reviewed every 45 days, and will continue every year.

Inspire 2025 - Four Goals

1. Student Success
2. Culture
3. Strategic Partnerships
4. High Quality Staff

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Academic Supports During the School Day
3. Academic Supports Outside the School Day
4. Addressing Needs of All Children (Includes Parent and Family Engagement and PBIS/SEL)

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STEP 1: NEEDS ASSESSMENT

DUE DATE: JULY 8, 2023

Strengths	Areas of improvement
Academic Achievement in Math: Level 1	Achievement Gap in English: Level 3 Academic Achievement in English: Level 2
	Academic Achievement in Science: Level 3
	Achievement Gap in Math: Level 2
	Chronic Absenteeism: Level 2



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Step 2: PLAN, DO

DUE DATE: AUGUST 1, 2023

Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. You can duplicate this page for more than one goal.

GOAL STATEMENT 1: By the end of the current school year, all student subgroups will improve academic achievement in English classes to 70% or 10% higher than the 2022-23 school year as measured by diagnostic or standardized assessments..

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
Improve Inferential Thinking Content Based Writing Using a paragraph frame, to practice, and improve narrative, expository, and persuasive writing.	Current school year performance is 65.53% and three year average is 72.06% Level 3 Subgroup Data: Black Students: 53.85%, Economically Disadvantaged	See time based strategies.	Classroom teachers, Lead Teachers, and Administration	<ul style="list-style-type: none"> • Weekly lesson plans aligned with SOL content and skills. • Weekly content meetings on Mondays and Wednesdays. (HLP 1: Collaborate with Professionals to increase student success.) • Annual Department goal aligned to skill development and academic achievement in subject areas measured during baseline, midyear, and end of year. • Focus on continuous improvement in reading and writing. IXL diagnostic and tailored instruction based on data. 	ESSR funds to support after school intervention and remediation.



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Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
<p>Practice oral and written summaries. (Strategy 21 word summary)</p> <p><u><i>HLP 21: Teach students to maintain and generalize new learning across time and settings. Focus on reading and writing across the curriculum. (*High Leverage Practice)</i></u></p>	<p>59.19%, Hispanic 63.95%, Multiple Races 55.17%, and Students with Disabilities 44.63%</p>			<p>Monthly department meetings to review progress and measure growth.</p> <ul style="list-style-type: none"> ● Student Growth Assessment administered Fall and Winter ● I-Station Assessments (Students who score a 5 will be exempt after the first test administration. Students who score a 1 or 2 will be assessed by the reading specialist to determine if Tier III reading instruction is needed, Students currently receiving reading instruction and score a 3 or higher on I-Station assessment in two test sessions will be removed from the reading strategies class. ● 2nd Semester Afterschool Intervention and Remediation sessions based on diagnostic and standardized assessment data. 	

GOAL STATEMENT 2: By the end of the current school year, all student subgroups will improve academic achievement in Mathematics to 70% or 10% higher than the 2022-23 school year as measured by diagnostic or standardized assessments.



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Target	Baseline Data	Metric/Timeline	Responsibility	Strategies/Tactics	Title I Schoolwide Component and budget Implications (for Title I schools, only)
<p>Utilize Math Workshop model to increase student achievement, engagement and discourse in Mathematics classrooms.</p> <p><i>HLP 6: Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes.</i></p>	<p>Current school year performance is 66.79% and three year average is 74.94%</p> <p>Level 3 Subgroup Data:</p> <p>Black Students: 64.71%, Economically Disadvantaged 58.60%, Hispanic 61.03%, Multiple Races 45.24%, and Students with Disabilities 39.18%</p>	<p>See time based strategies.</p>	<p>Classroom teachers, Mathematics Specialist, Lead Teachers, and Administration</p>	<ul style="list-style-type: none"> • Weekly lesson plans aligned with SOL content and skills. • Weekly content meetings on Mondays and Wednesdays. • Annual Department goal aligned to skill development and academic achievement in subject areas measured during baseline, midyear, and end of year. • Student Growth Assessment administered Fall and Winter • Edia assessment data. Monthly department meetings to review progress and measure growth. • 2nd Semester Afterschool Intervention and Remediation sessions based on diagnostic and standardized assessment data. 	<p>ESSR funds to support after school intervention and remediation.</p>

GOAL STATEMENT 3: By the end of the current school year, all student subgroups will improve academic achievement on Science assessments in 6th and 7th grade and standardized



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assessments in 8th grade to 70% or 10% higher than the 2022-23 school year.

Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
	Current school year performance is Level 3 Subgroup Data: Black Students: 53.85%, Economically Disadvantaged 59.19%, Hispanic 63.95%, Multiple Races 55.17%, and Students with Disabilities 44.63%	See time based strategies.	Classroom teachers, Lead Teachers, and Administration	<ul style="list-style-type: none"> • Weekly lesson plans aligned with SOL content and skills. • Weekly content meetings on Mondays and Wednesdays. • Annual Department goal aligned to skill development and academic achievement in subject areas measured during baseline, midyear, and end of year. • Common Assessment Questions 	ESSR funds to support after school intervention and remediation.



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GOAL STATEMENT 4: 2023 attendance rate by 10%, by the end of the school year.

Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsi-bility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
				<p>Senior Lead Teacher will lead our attendance meetings this school year.</p> <p>Senior Lead Teacher and Attendance Secretary will pull data from Infinite Campus for weekly and bi-weekly attendance meetings and will share it with the team on Mondays during Admin meetings.</p> <p>Counselors/Admin will update the attendance sheet and/or meet with students before attendance meetings to get more information</p> <p>Week 1: Admin/ Counselors Only Week 2: Attendance Officer, Admin, and Counselors</p> <p>All weekly and bi-weekly meetings will be scheduled like this. 20 min 6th Grade Counselor/AP 20 min 7th Grade Counselor/AP</p>	



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsi-bility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
				20 min 8th Grade Counselor/Principal Attendance Workbook to Track Data and Trends Homevisits to students and families who accumulate 10+ absences without notification. Follow up with Family meeting to develop a plan to improve attendance. Family meetings with Week 2 team for students who have 10+ absences with notification. Develop a plan to improve attendance.	

Step 3: STUDY, ACT

School improvement teams will need to meet quarterly to discuss the target, data, and any changes that need to be made and implemented.



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QUARTERLY UPDATE: QUARTER 1

DUE DATE: OCTOBER 20, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 2

DUE DATE: DECEMBER 21, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 3

DUE DATE: MARCH 8, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 4

DUE DATE: June 6, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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SUMMARY: (Summary and plan for next year)

DUE DATE: June 6, 2024

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?

Resources and Tools:

Cited Sources (if applicable):