

School Improvement Plan
for
Woodlan Jr./Sr. High School [0285]



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Description of School

Introduction / Profile

Woodlan Jr./Sr. High School is part of the East Allen County School Corporation. Woodlan is a K-12 campus. Students who attend Woodlan live primarily in the Milan, Maumee, Springfield, and Scipio townships, which is primarily rural in nature. This is demonstrated by the fact that the school or community population lacks significant change. The community is very supportive of the school system based on attendance at school functions.

During the 2018-2019 school year, the student body was approximately 85.1% Caucasian, 3.4% African-American, 4.2% Hispanic, 4.2% Asian, and 3.5% multiracial populations. There were 104 (14.7%) special education students. Furthermore, 189 students (26.8%) qualify for free meals and 45 students (6.4%) purchase meals at a reduced rate. Approximately 60% of graduates go on to pursue higher education, with 44% entering a four-year college program, 12% entering a two-year college program and 6% entering a vocational/technical training program. Other graduates are either entering the military (6%) or the work force (30%). Woodlan Jr./Sr. High School has a present enrollment of 720 students in grades 7-12. Woodlan Jr./Sr. High School has thirty-eight certified teachers, one instructional coach, one graduation pathway coach and two guidance counselors.

Vision

The vision of Woodlan Jr./Sr. is to teach and instill an attitude of excellence.

Mission

The mission of Woodlan Jr./Sr. High School is to promote personal excellence by empowering students to achieve their greatest potential in a diverse and ever-changing society.

Belief Statements

We, as the staff of Woodlan Jr./Sr. High School, believe the following:

1. We have a strong commitment to students, regardless of cultural, socio-economic or academic ability, to provide a quality education by meeting their individual needs.
2. We will provide a safe and structured learning environment for all students that promotes individual progress and growth.
3. We will use current and various sources of data to drive our instruction and we commit to providing relevant and leading-edge professional development for all staff to meet the growing needs of all students.

Goals and Progress Monitoring

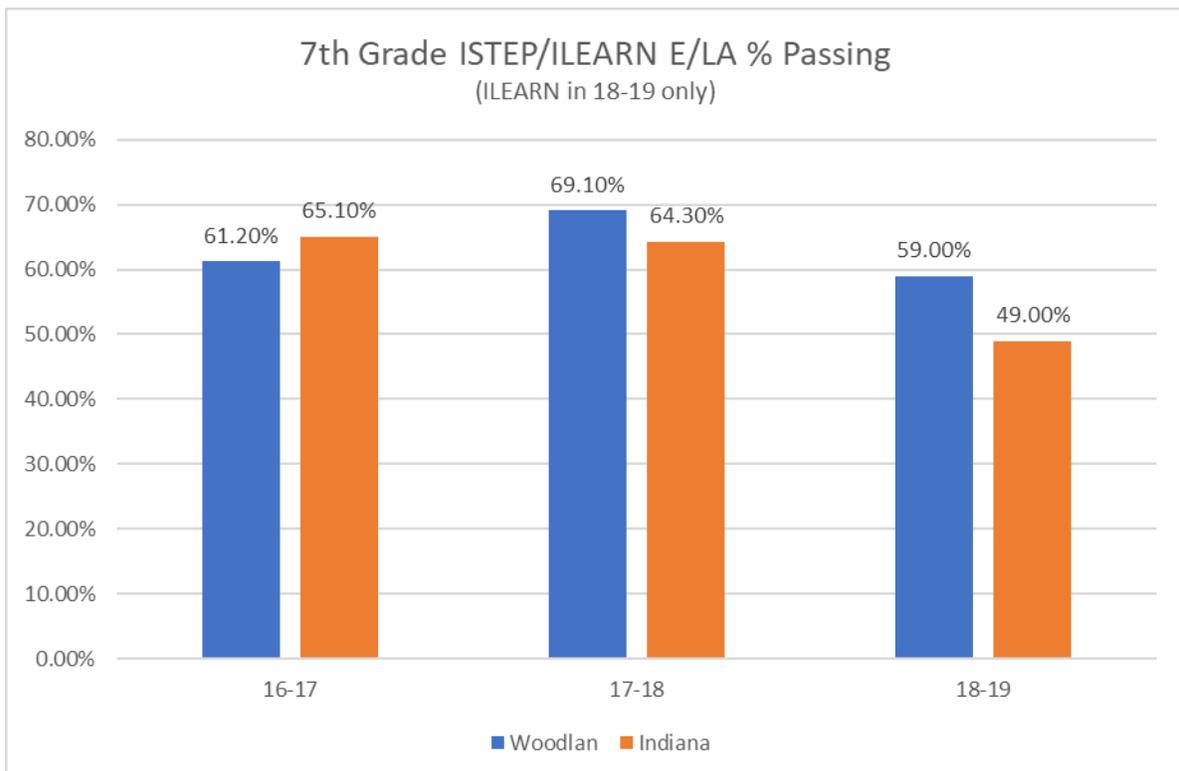
Language Arts Goal

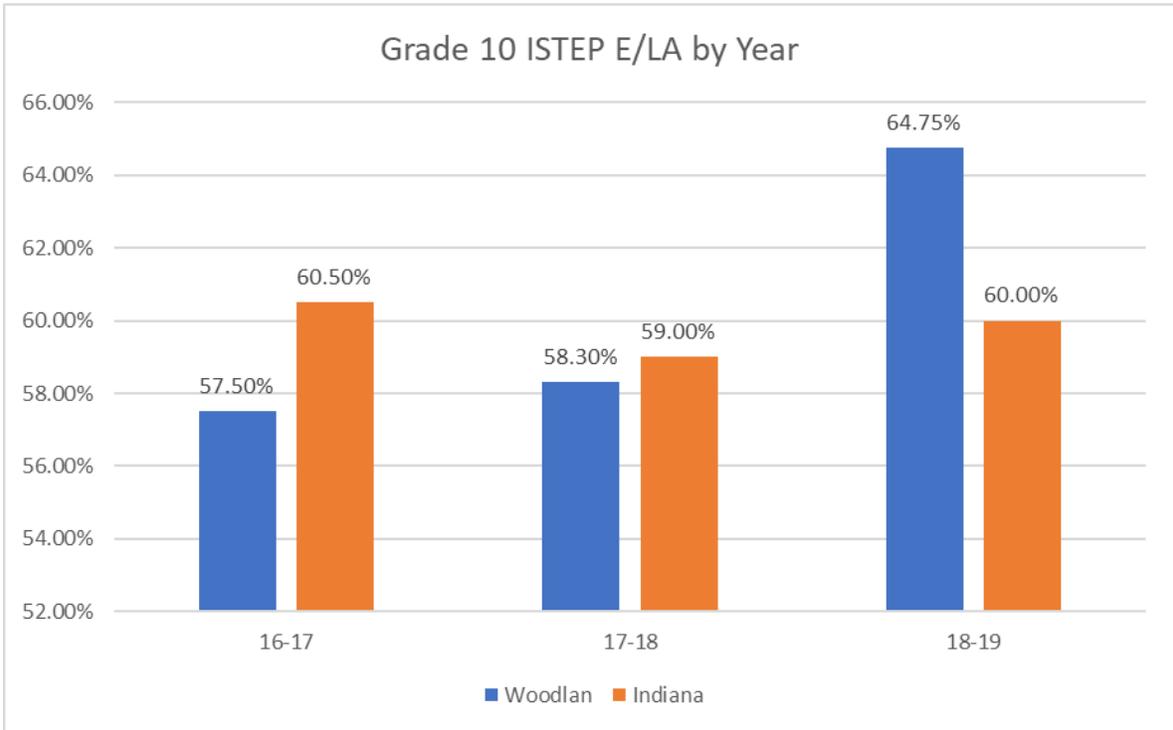
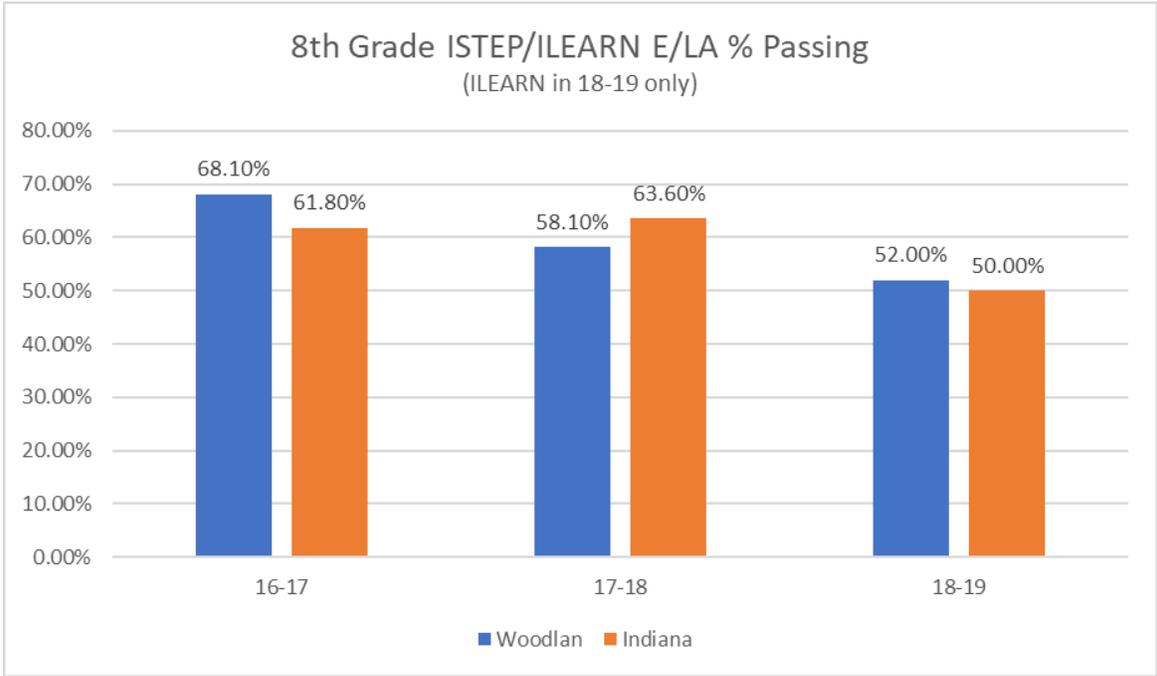
All junior high students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. Junior high RIT averages in literature and non-fiction will increase by 3 points.

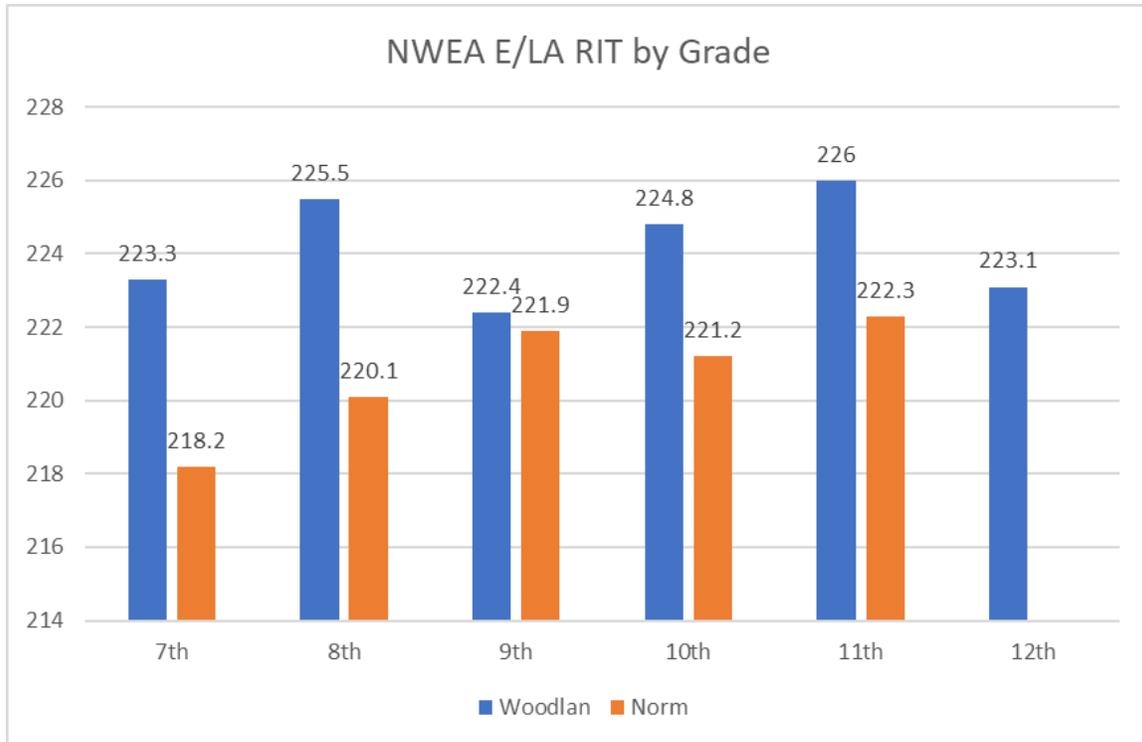
All high school students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. High school RIT averages in literature and non-fiction will increase by 2 points. All ELL identified students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. RIT averages in literature and non-fiction will increase by 4 points.

Our interventions include, but are not limited to the following:

1. Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with the students to improve reading comprehension. Teachers will be using these strategies with the students on a regular basis.
2. After NWEA testing, students will be placed in a 30-minute Success group that meets four times a week. An emphasis will be placed on reading comprehension strategies throughout the year as well as test simulation strategies.
3. Students that did not pass the ISTEP+ are also placed in a remediation class during the first semester.
4. Junior high students will utilize Moby Max and direct instruction to during Success.







ELA Goal Action Plans

JH Language Arts Goal: All junior high students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. Junior high RIT averages in literature and non-fiction will increase by 3 points.

Activity	Start	End	Resources	Monitoring
Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with the students to improve reading comprehension.	August 2019	May 2020	<ul style="list-style-type: none"> • Instructional Coach • Professional Leave • Collaboration • Smekens online PD 	<ul style="list-style-type: none"> • Walk Through • IC Observation • Smekens Reports
Students will receive direct instruction during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • District Curriculum 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports
Junior high students will utilize Moby Max during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • iPads/Laptops • Moby Max Subscription 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports • Moby Max Reports

HS Language Arts Goal: All high school students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. High school RIT averages in literature and non-fiction will increase by 2 points. All ELL identified students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. RIT averages in literature and non-fiction will increase by 4 points.				
Activity	Start	End	Resources	Monitoring
Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with the students to improve reading comprehension.	August 2019	May 2020	<ul style="list-style-type: none"> • Instructional Coach • Professional Leave • Collaboration • Smekens online PD 	<ul style="list-style-type: none"> • Walk Through • IC Observation • Smekens Reports
Students will receive direct instruction during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • District Curriculum 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports
Students that did not pass the ISTEP+ are also placed in a remediation class during the first semester.	September 2019	May 2020	<ul style="list-style-type: none"> • Staffing/Master Schedule • ISTEP+ curriculum 	<ul style="list-style-type: none"> • Grade Reports

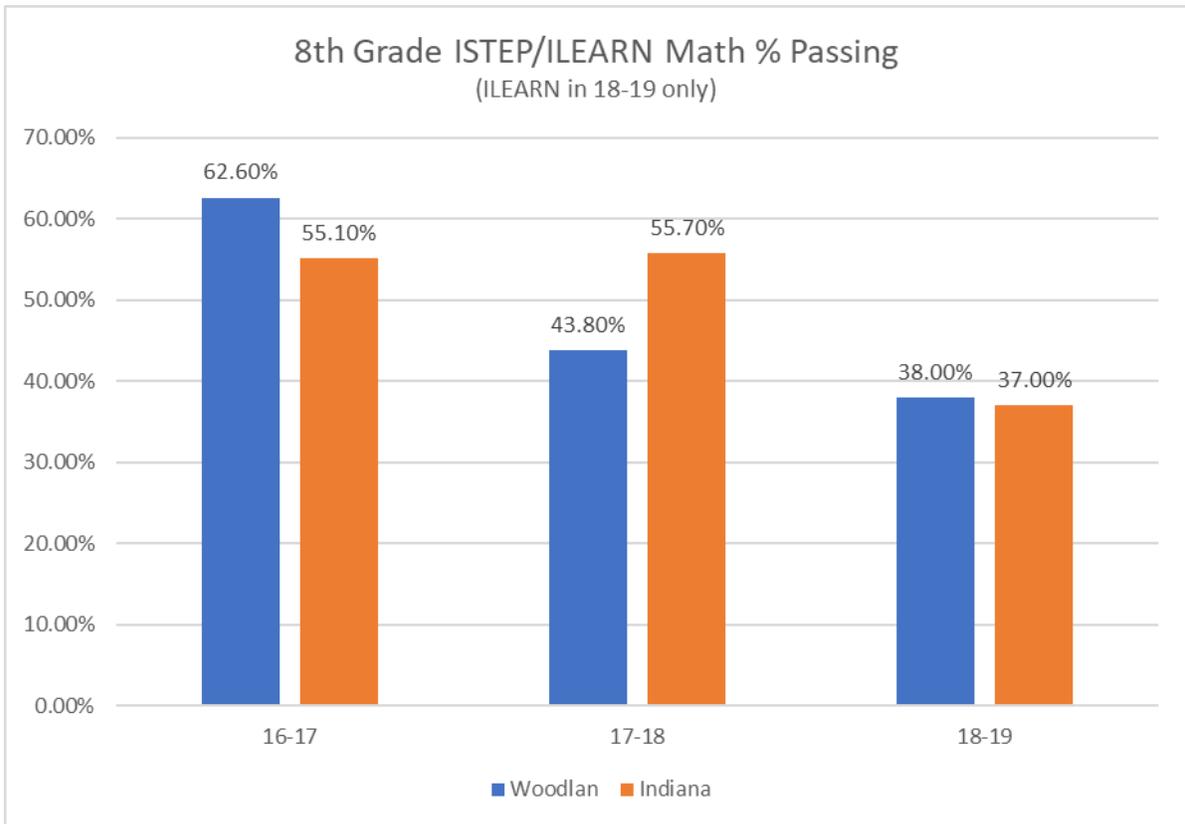
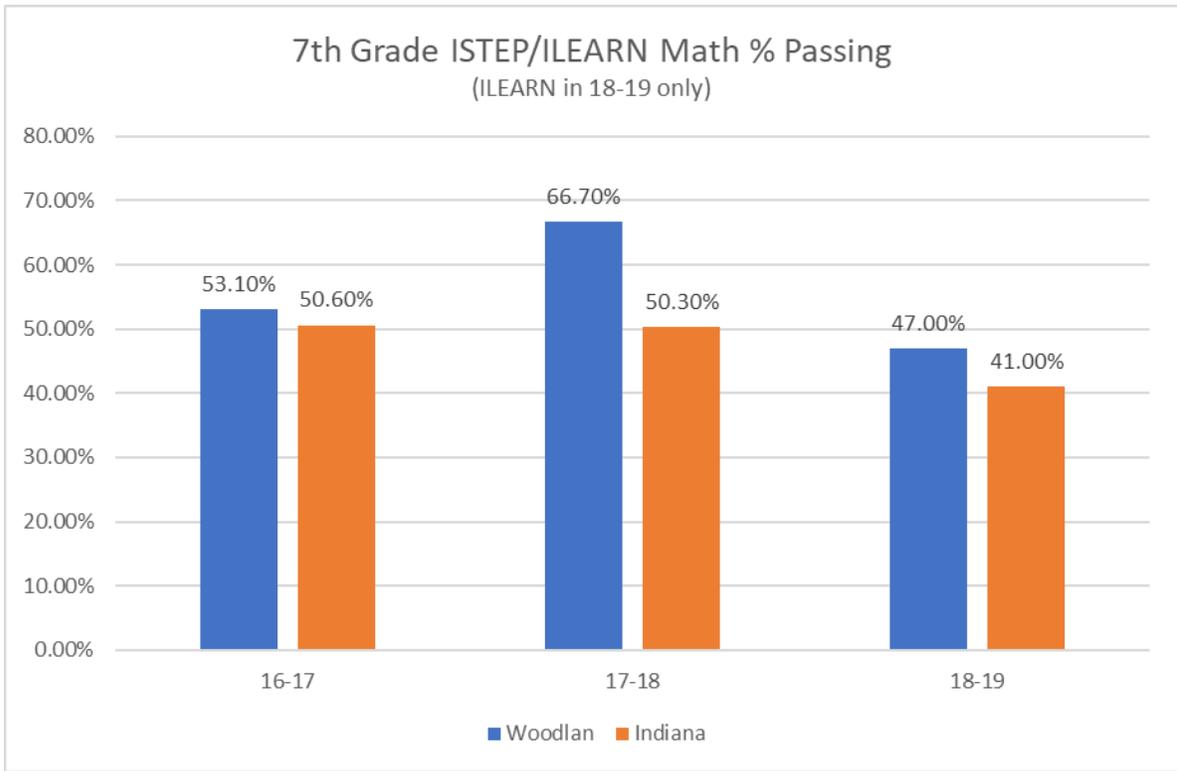
Math Goal

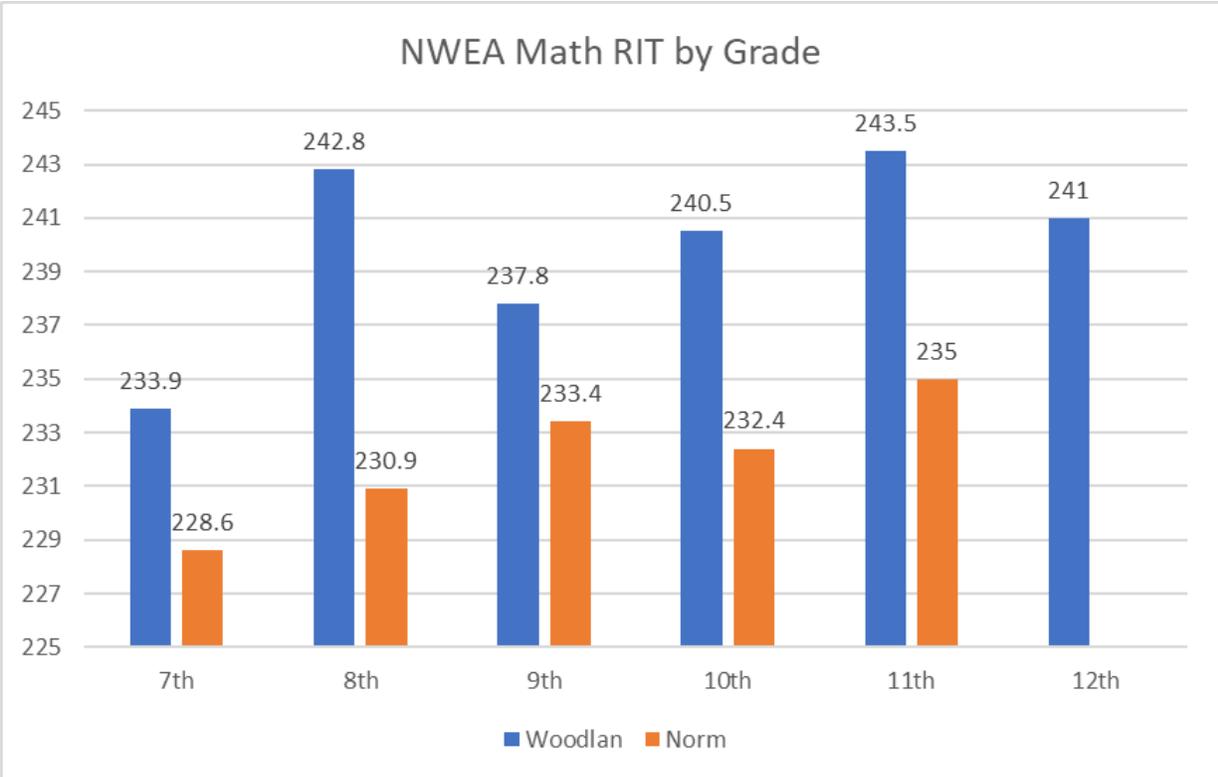
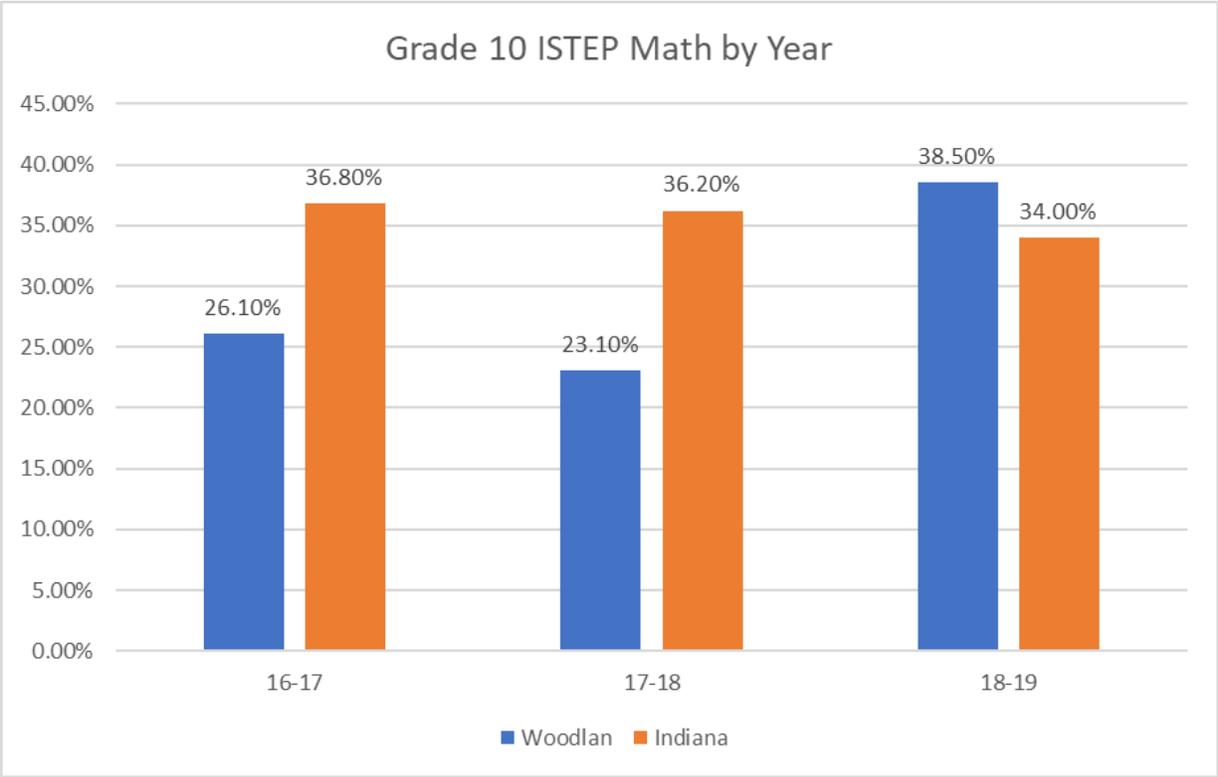
All junior high students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. Junior high RIT averages in algebraic functions will increase by 5 points.

All high school students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. High school RIT averages in algebraic functions will increase by 3.5 points.

Our interventions include, but are not limited to the following:

1. Mathematics teachers will receive professional development on creating a more collaborative classroom. Teachers will receive training on poster math and carousel method of instruction.
2. Students who did not pass the ISTEP+ are placed in a remediation class during the first semester.
3. After NWEA testing, students will be placed in a 30-minute Success group that meets four times a week. Students will rotate through five areas of focus within a semester.
4. Junior high students will utilize Moby Max and direct instruction to during Success.





Math Goal Action Plans

JH Math Goal: All junior high students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. Junior high RIT averages in algebraic functions will increase by 5 points.				
Activity	Start	End	Resources	Monitoring
Mathematics teachers will receive professional development on creating a more collaborative classroom. Teachers will receive training on poster math and carousel method of instruction.	August 2019	May 2020	<ul style="list-style-type: none"> • Instructional Coach • Professional Leave • Collaboration 	<ul style="list-style-type: none"> • Walk Through • IC Observation
Students will receive direct instruction during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • District Curriculum 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports
Junior high students will utilize Moby Max during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • iPads/Laptops • Moby Max Subscription 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports • Moby Max Reports

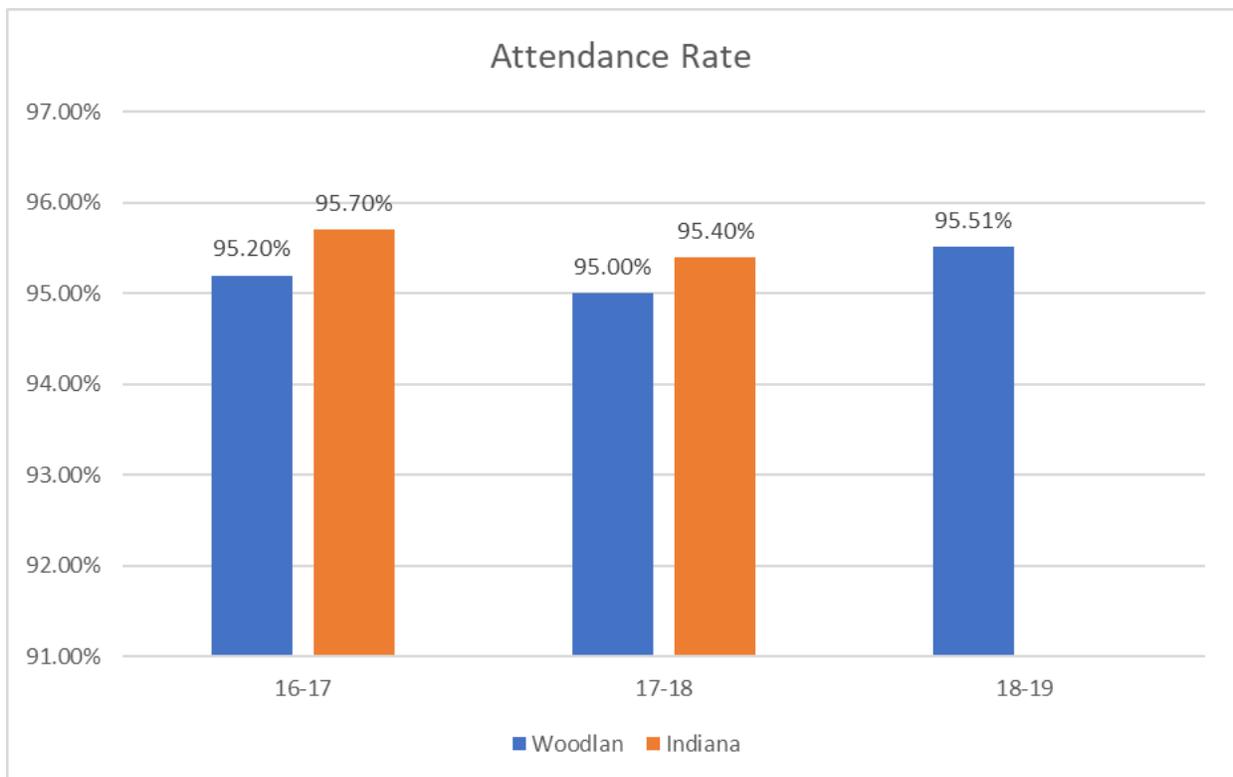
HS Math Goal: All high school students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. High school RIT averages in algebraic functions will increase by 3.5 points.				
Activity	Start	End	Resources	Monitoring
Mathematics teachers will receive professional development on creating a more collaborative classroom. Teachers will receive training on poster math and carousel method of instruction.	August 2019	May 2020	<ul style="list-style-type: none"> • Instructional Coach • Professional Leave • Collaboration 	<ul style="list-style-type: none"> • Walk Through • IC Observation
Students will receive direct instruction during Success.	September 2019	May 2020	<ul style="list-style-type: none"> • District Curriculum 	<ul style="list-style-type: none"> • NWEA Reports • Grade Reports
Students that did not pass the ISTEP+ are also placed in a remediation class during the first semester.	September 2019	May 2020	<ul style="list-style-type: none"> • Staffing/Master Schedule • ISTEP+ curriculum 	<ul style="list-style-type: none"> • Grade Reports

Attendance Goal

Woodlan Jr./Sr. High School will attain an attendance rate that is at or above the state average.

Our interventions include, but are not limited to the following:

1. Attendance letters are mailed to parents at 5, 8, and 10 days absent.
2. Parents and students have online access to attendance records.
3. Students are acknowledged for good attendance through PBIS and awards programs.
4. Status Offender Court Alternative Program is utilized as a chronic illness intervention.
5. Home visits are made to check on student well-being.
6. Parent and student meetings are held with administration.



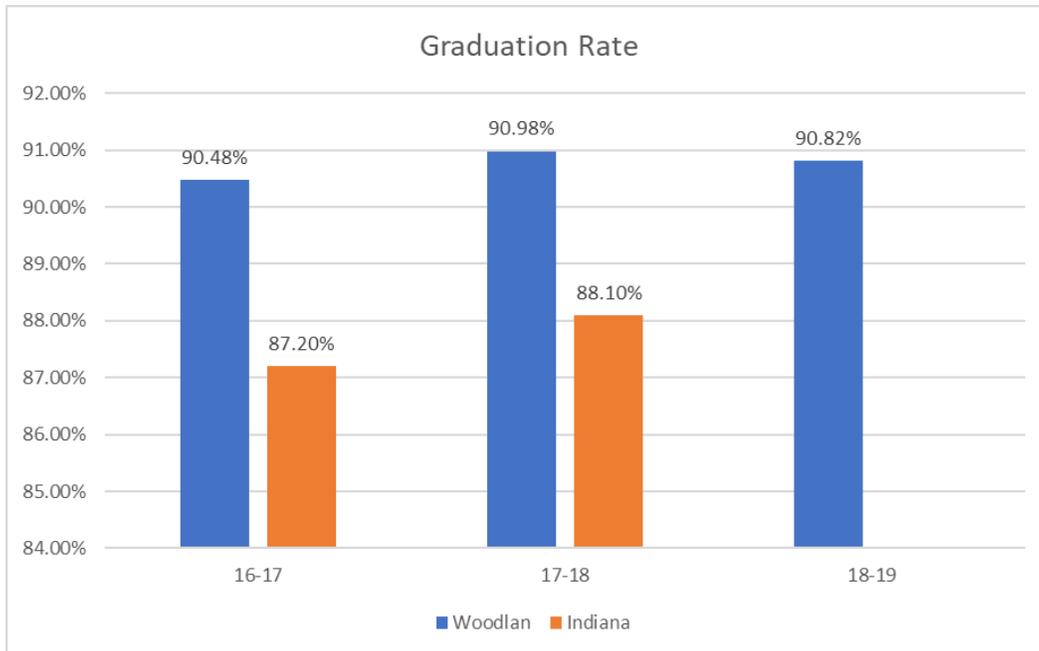
Graduation Goal

Woodlan Jr./Sr. High School will attain a graduation rate that is at or above the state average.

Our interventions include, but are not limited to the following:

1. Increasing the passing percentages of test takers on ISTEP+10 Mathematics and English Language Arts through:
 - a. Remediation during Success time.
 - b. Daily Math Review and Daily Language Review in math and language arts classes.

- c. Remediation classes for students in 11th and 12th grade who have not passed one or both portions of the ISTEP+10 exam.
2. Significantly increasing the number of current seniors who qualify to graduate on time.
 - a. A Graduation Pathways Coach has been hired to help facilitate additional graduates in the 20-22 cohorts who have not passed one or both portions of the ISTEP+10 exam. The Graduation Pathways Coach will verify and track the Graduation Pathway Requirements for students in the 2020-2022 cohorts and then the 2023 cohort and beyond.
 - b. ASVAB testing will be offered during the school day as part of a Graduation Pathway.
 - c. Students have additional Pathway opportunities through the use of Anthis Career Center or EACS Career Center.
 - d. PSAT exams are offered to all 10th and 11th grade students free of charge as practice for the SAT Post-Secondary Readiness Pathway requirement.
 - e. AP/Dual credit courses are offered as part of Woodlan Senior High's curriculum, and as part of the Honor's Diploma designation.
 - f. Proactively working with students in the junior, sophomore, and freshmen classes to ensure that they are prepared to meet the existing graduation mandates (GQE and/or Graduation Pathways policies).
 - g. Pathway tracking by the Graduation Pathways Coach.
 - h. Math and Language Arts remediation during Success time.
 - i. Daily Math Review and Daily Language Review in math and language arts classes.
 - j. Remediation classes for students in 11th and 12th grade who have not passed one or both portions of the ISTEP+10 exam.
 - k. Basic skills course offered to at-risk general education 9th grade students.
 - l. The use of Edgenuity for credit recovery.
 - m. Opportunities to attend the alternative school.
 - n. After school tutoring.
 - o. Mentoring of at-risk students.



Educational Programs

Curriculum

Woodlan Jr./Sr. High School offers an Indiana state-approved curriculum matching the Indiana Course and Program Descriptions for Indiana schools. A description of the core curriculum for grades K-12 language arts and K-12 math is located in the school's administrative offices via the district shared drive. The school's curriculum supports the teaching of the new World-class Instructional Design and Assessment (WIDA) Standards Framework and the College and Career Ready Indiana Academic Standards (CCRIAS) across the curriculum through the delivery of rigorous lessons designed to provide relevance to students. Students also have opportunities to receive additional instruction regarding STEM through grade specific assemblies. Through a program called, Non-traditional Employment for Women, female students are encouraged to enter non-traditional careers, and challenged to take advanced level courses in the STEM field. Career Exploration Opportunity (CEO) day will be offered as part of the curriculum during the fall to encourage students to look beyond high school by offering career specific presentations from workers in the community and to help students decide their graduation pathway to determine courses relevant to graduation. Woodlan Jr./Sr. High School also offers several Advanced Placement courses, Advanced Technical Courses through Anthis Career Center and East Allen County Schools Career Center in addition to dual credit opportunities with local area universities and multiple career-related internship experiences. After school tutoring is available to grades 7-9 through Cornerstone Connections, with remediation courses available to high school students. After school tutoring for grades 7-12 is available two days per week provided by a licensed teacher. High school students can use Edgenuity as an option for credit recovery. Special Education and English Language Learner students benefit from co-taught courses as well as individual peer and adult help during the day. East Allen Community Schools has hired a High Ability Coach to assist in meeting the needs of students with exceptional abilities. The 8-Steps to School Improvement process was implemented during the 2012-2013 school year and is still being utilized.

Provisions to offer Courses

Woodlan Jr./Sr. High offers courses each semester that maximize opportunities for students to successfully complete the Core 40, Academic Honors, and Technical Honors diploma requirements and the master schedule is developed in a manner to minimize conflict between courses for each diploma track. Woodlan has also hired a Graduation Pathway Coach who will continue to monitor diploma and graduation requirements. Students are encouraged to earn the Academic Honors, Technical Honors, or Core 40 Diploma. The master schedule has been reviewed to include the additional requirements set forth by the State of Indiana for these diplomas and will continue to be adjusted to meet the new requirements of the Graduation Pathways. Students meet with guidance counselors annually to track diploma progress and are encouraged to pursue the highest level of diploma attainable by each individual student.

Assessment Instruments

- ISTEP+ is the standardized test mandated by the State of Indiana for students in grades 3 through 8 and grade 10 in several subject areas. ISTEP+ testing occurs in the Spring and is given in two parts.
- ILEARN is designed to measure Indiana Academic Standards.
- PSAT/National Merit Scholarship Qualifying Test is a preparatory version of the SAT exam. PSAT scores are used to identify National Merit Scholars and award merit scholarships.
- SAT – Scholastic Aptitude Test used to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.
- Advanced Placement (AP) Testing in English Literature, English Language, Chemistry, Calculus and US History provide a measure of knowledge learned in AP classes. Students earn college credit if they pass the exam given at the end of the year in May. (AP tests are scored between 1 and 5, with anything above 3 considered passing).
- NWEA Testing in math and reading (3 times per year) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student.
- Scantron Achievement Series are web-based grade-level assessment platforms used to develop and administer tests, capture results, and produce standards-based reports.
- ASVAB is the military entrance exam used as part of the Graduation Pathways Graduation requirements.
- Indiana Career Explorer – Kudor Career Interest Assessment – analyzes student interests to determine possible career paths of students.
- WIDA is a primary measure of English language development used by AIS.

Technology

The 2019-2020 school year will be the eighth year that East Allen County Schools has been a 1:1 district. All students at Woodlan Jr./Sr. High School are issued a take home iPad. Every classroom has a projector, SmartBoard or Smart TV connected to a classroom computer that also has Apple TV connectivity.

Curricular content is available online and through e-texts in all language arts, math, social studies, world language, science and business courses. EACS utilizes Canvas as its Learning Management System. Staff, students and parents are able to collaborate, communicate, utilize assessments and deliver and share content. Teachers also utilize a multitude of educational apps to help with the delivery of content and integrate technology. All students participate in digital literacy by completing Common Sense curriculum.

Professional Development

Faculty participate in professional development weekly throughout the year. Teacher collaboration involves analyzing student data to determine student needs and the success of implemented strategies. The rigor of daily lessons is enhanced through the use of district implemented reading comprehension strategies (Daniels and Steineke) and Webb's Depth of Knowledge practices. Language arts and math teachers participate in three half day professional development opportunities within the building to analyze data and share evidence-based best practices. Science and social studies teachers participate in one half day professional development opportunity within the building to analyze data and share evidence-based best practices. All teachers participate in two full day professional development in-services developed by the school corporation. The school corporation has partnerships to utilize the research and strategies by John Hattie [Visible Learning] and Kristina Smekens [Literacy Strategies] to improve teaching and learning and to comply with the State Board's core principles for professional development.

Safe Learning Environment

Woodlan Jr./Sr. High School provides the following interventions to support a caring, secure learning environment.

- Two Indiana School Safety Specialists
- RtI
- PBIS
- Cornerstone Connections
- Multi-tiered Discipline Policy
- Seven staff members trained through Crisis Prevention Institute
- Full-time school nurse
- Two full-time School Counselors
- Bowen Center partnership
- Crisis Plan
- ALICE training
- Monthly emergency drills
- Special programming and guest speakers to address social emotional learning and cybersafety

Security cameras are placed strategically throughout the interior and exterior of the building. All exterior doors are locked during the day and guests enter through a secured entrance. Woodlan Jr./Sr. High School utilizes Safe Visitors Solutions as a visitor management system. All visitors must provide a photo ID and have their name is search through national databases. Visitors are required to check in at the main office and display a visitor's badge at all times. All Woodlan Jr./Sr. High School staff and substitute teachers are required to display identification badges at all times during normal school hours. Woodlan Jr./Sr. High School employs a full-time member of the Allen County Sheriff's department with a K-9 trained in drug and gunpowder recognition.

Cultural Competency

The faculty of Woodlan Jr./Sr. High School will utilize collaboration for professional development to address the cultural needs of the school. Woodlan Jr./Sr. High School's school population is not significantly diverse, with 85.1% of students being Caucasian, 2.8% multi-racial, 3.4% African American, 4.2% Hispanic and 4.2% Asian. Students identified to receive special education services is 14.7% of the student population. Woodlan Jr./Sr. High School employs six special education teachers and eight paraprofessionals to meet the needs of the special education population. Additionally, students receiving services as English Language Learners makes up about 4.4% of the student population. Woodlan Jr./Sr. High School employs a half time teacher and a full time paraprofessional to assist with ELL students. Student's that have been identified as high ability in language arts, math or both makes up about 12.2% of the student population.

Approximately 60% of graduates go on to pursue higher education, with 44% entering a four-year college program, 12% entering a two-year college program and 6% entering a vocational/technical training program. Other graduates are either entering the military (6%) or the work force (30%).

To meet the needs of the students receiving textbook assistance, the guidance department communicates opportunities such as:

- 21st Century Scholar Program
- SAT/ACT Fee Waiver
- AP Test Fee Waiver
- College Application Fee Waiver

In an effort to meet the needs of all student groups, Woodlan Jr./Sr. High School had students complete a survey that addressed feelings of equity, acceptance, safety, and academic support. Woodlan Jr/Sr High School has a diverse student advisory, student council and offers other extra-curricular activities. Faculty addressed student concerns and developed solutions during beginning of the year professional development. These include but are not limited to:

- Student of the month recognition by each department
- Student Advisory
- Student Council
- Athletic Council
- Mentoring
- Basic Skills/Remediation Courses

Family Member Engagement

Woodlan Jr./Sr. High School has a history of positive, strong parental involvement. Currently, Woodlan offers a variety of communications and opportunities to be involved which include, but are not limited to:

- Canvas
- District and School Website
- Quarterly Newsletter
- Teacher/Principal Email
- Parent Surveys
- Parent Access to Electronic Grade Book (RDS)
- Access to the SIP plan as well as parental input
- Teacher/Administrator Phone Calls to parents
- School Messenger Communication System
- Veteran's Day Program
- Volunteer opportunities
- Back to School Night
- Registration
- Athletic events
- Co-curricular events [band/choir/FFA]
- Awards programs
- Field Trips
- Parent Advisory Committee
- Graduation Ceremony

Results Based Staff Development Plan

Intervention: Students will receive additional instruction in reading comprehension and strategies to assist them with it.

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will instruct students on comprehension strategies in all subject areas.		The staff will be able to utilize various comprehension strategies across the curriculum.		Test scores among all students will improve on standardized tests (specifically ILEARN and ISTEP+)	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	All teachers will receive professional development training in the fall to review data and learn new strategies. The instructional coach will train the staff in the use of these strategies.	Administration Instructional Coach	Dates of Trainings and Attendance	Kristina Smekens Strategies, Reading Strategies, Smekens web PD, Visible Learning	2019-2020
Model Demonstration	Staff will demonstrate these strategies in their classrooms and then have students use the strategies	Administration Classroom Teachers	Collaboration Forms, Portfolio of sample activities	Kristina Smekens Strategies, Reading Strategies, Smekens web PD, Visible Learning	2019-2020
Low-Risk Practice	Teachers will collaborate on developing improved reading comprehension in students. IC will observe and offer feedback.	Administration Classroom Teachers	Collaboration Forms	Kristina Smekens Strategies, Reading Strategies, Smekens web PD, Visible Learning	2019-2020
On-the-Job Practice	Administrators will conduct walk-throughs and give feedback to staff. IC will observe and offer feedback.	Administration Classroom Teachers	Walk-through dates and feedback	Kristina Smekens Strategies, Reading Strategies, Smekens web PD, Visible Learning, eWalk	2019-2020
Follow Up	Staff will meet at the beginning and end of each school year to review test scores to monitor growth.	Administration Classroom Teachers	Dates of Meetings, Portfolio of sample activities	Kristina Smekens Strategies, Reading Strategies, Smekens web PD, Visible Learning	2019-2020

Intervention: Students will receive effective instruction in the area of algebra & functions.

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Math teachers will be proficient in creating algebra & function activities		NWEA, Scantron		High school RIT averages in algebraic functions will increase by 3.5 points. And JH by 5 points.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Math teachers will receive professional development on poster math and carousel.	Math teachers Administration	Survey Collaboration	Textbooks, Visible Learning research, instructional coach	2019-2020
Model Demonstration	Mathematics teachers will model sample activities for teachers.	All Teachers Administration	Survey Collaboration	Textbooks, Visible Learning research, instructional coach	2019-2020
Low-risk Practice	Math teachers will utilize poster math or carousel twice a month.	Math teachers Administration	Portfolio of sample activities	Textbooks, Visible Learning research, instructional coach	2019-2020
On-the Job Practice	Math teachers will utilize poster math or carousel twice a month.	Math teachers Administration	Portfolio of sample activities	Textbooks, Visible Learning research, instructional coach	2019-2020
Follow Up	Using data, utilize collaboration time to determine if more training is needed.	Math teachers Administration	Survey Collaboration NWEA Scantron	Collaboration Professional resources Lesson planning time	2019-2020
Long Term Maintenance	Review training each year and train new staff. Using data, collaborate to determine what is effective.	Math Teachers Administration	Survey Collaboration NWEA Scantron	Collaboration Professional resources, NWEA & Scantron data	2019-2020

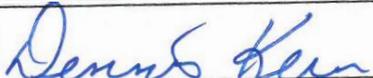
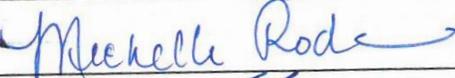
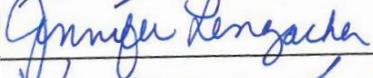
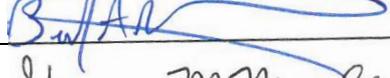
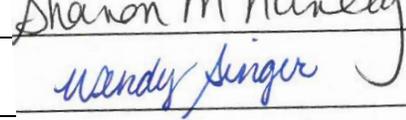
School Improvement Plan - PL 221 Checklist

Present	Item	Page
✓	Narrative description of the school, the community, and the educational programs	3, 13
✓	Description & location of curriculum	13
✓	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	14
✓	Statement of mission, vision, or beliefs	3
✓	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming & learning environment 	4-10 15-17
✓	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	13
✓	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	15
✓	Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	4-10
✓	Parental participation in the school (planning, reviewing the SIP)	17
✓	Technology as a learning tool	15
✓	Safe and disciplined learning environment	15
✓	Professional development	15, 18-19
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate	11
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program	4-10
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools).	11-13
✓	Specific areas where improvement is needed immediately	4-10
✓	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	4-10
✓	Academic Honors Diploma and Core 40, including the following: <ul style="list-style-type: none"> • Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma • Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum 	14
✓	Proposed interventions (strategies) based on student achievement objectives/goals	4-10
✓	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. 	17-19

✓	Time line for implementation, review, and revision	6-7, 10, 18-19
✓	<p>Cultural Competency</p> <p>(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population</p> <p>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and</p> <p>recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.</p>	16

School Improvement Plan Committee Members

I support the implementation of the 2019-2020 School Improvement Plan for Woodlan Jr/Sr High School. By my signature, I attest to my willingness to support implementation of the plan.

Name	Position	
Dennis Kern	Principal	
Michelle Rodgers	Assistant Principal	
Hayley Etzler	English Teacher/Parent	
Jennifer Lengacher	Instructional Coach/Parent	
Katelin Lothamer	Special Education Teacher	
Brad McAlexander	Mathematics Department Head/Parent	
Wendy Singer	English Teacher	
Brittany Wagner	Graduation Pathway Coach	