

**End of the Year Report
Woodland Intermediate School
2009/2010**

Goal 1. The FIRST priority of our school system will be student learning. To this end it is our goal that every student will be taught by skilled, high-quality teachers who provide effective and high-quality instruction, and who are equipped with necessary tools and training. Elements of this goal will consider:

Effective hiring practices.

Woodland Intermediate School hired a School Psychologist and Speech Pathologist prior to the start of the 2009/2010 school year. Being that these two positions are highly specialized and applicants can be few and far between we feel incredibly fortunate to have hired two incredibly capable and highly qualified individuals. Both Joe Crawford and Ann Marie McLarrin have taken on multiple leadership positions in their first year. This speaks volumes about the kind of individuals that they are. Our students are benefitting greatly from the work that they do.

Going into the 2010/2011 school year WIS will welcome two new highly qualified teachers into our building. Both teachers are transfers from other buildings. Working collaboratively with district administration enabled us to identify highly qualified candidates that will have a tremendous impact to teaching and learning. Tara Eilts will be joining WIS from WPS and will facilitate the Title 1 reading program. Mark Knudson will be joining WIS from WMS and will teach 4th grade.

Effective professional development, including expansion of support for National Board Certification of Teachers.

- Developing a clear professional focus is essential.
 - This year our professional focus was split between math and reading.
 - Mathematics
 - The majority of our professional development opportunities had a mathematics focus.
 - Getting everyone on the same page was a priority.
 - » Curriculum mapping- Aligning math curriculum with state standards.
 - » Scope and sequence- The development of an instructional timeline that guides instruction and assists with pacing.
 - Reading
 - A significant amount of our professional development opportunities had a reading focus.
 - Continuing to learn and develop our understanding of the Imagine It reading curriculum
 - » Scope and sequence- The development of an instructional timeline that guides instruction and assists with pacing.
 - This is particularly important in reading because the themes in Imagine It cross into other curricular areas.
 - Grade Level Collaboration
 - Grade level teams had opportunities for collaboration built into the school year calendar.
 - Objectives

- Share successes and struggles- What is working? What isn't working? Sharing strategies, techniques, and providing input as to how to reach the hard to reach learner. Continuing our learning and learning from each other.
- Creating consistency- Getting everyone on the same page and keeping us there.

Effective evaluation, mentorship, and other practices to assist employees.

The goal of the evaluation process is to improve instruction and to continue progress toward high professional standards. Working together during the evaluation process can be a positive and rewarding experience for both the teacher and administrator as partners in education.

- Staff members set individual goals this year.
- Grade level teams set SMART goals associated with reading, math, writing, and science.
- Frequent and consistent classroom visits.
- Formal observations.
- Pre and post observation conferences.
- Verbal and written feedback.

Mentors can prove to be a powerful learning tool as well as support person for staff.

- New teachers at WIS work with a mentor.
- Teachers moving from one grade level to another work with a mentor.

The principal depends heavily upon staff members to assist with determining the principal's focus, areas in which they can assist staff, areas in which they can improve, and how to most effectively communicate and guide the team throughout the year.

- Staff members provide the principal with a list of their expectations.
- Staff members update the principal throughout the year as to how the expectations are being followed and/or met.

Ongoing evaluation of curriculum and technology tools.

As state standards continue to be revised schools must make sure that they are keeping pace with the curriculum that is being taught. Making sure that students finish each year having learned the standards in each curricular area is imperative. This is the primary objective of the curriculum mapping and scope and sequence. WIS has gone through this process in the areas of reading, math, and science at each grade level.

WIS is blessed with outstanding technology as well as teachers that use it effectively. Jeff Flanagan teaches technology at WIS. Students at the 4th grade level have technology one a week. Students at the 5th and 6th grade levels have technology twice a week. Jeff has aligned the technology program with state standards. Jeff also partners with classroom teachers to support teaching and learning in the classroom through the use of technology. Two years ago we developed a drop in computer lab. The drop in lab is available for classroom teachers to sign up for and use at their discretion. The new lab has proven to be an effective and valuable tool.

Jeff has done a good job of generating enthusiasm around technology. With the addition of Mark Knudson to the WIS team enthusiasm and use will continue to grow. Both teachers will take on positions of leadership with professional development in the area of technology.

Additional Highlights of 2009/2010

- Developed and implemented a daily teaching schedule that created consistency and uniformity within each grade level.
 - Daily 90 min. reading block
 - Daily 90 min. math block
 - Daily 60 min. writing block
- Developed and implemented an academic intervention schedule that was taught outside of the homeroom core curricular (reading, math, and writing) instructional times.
 - Every student that received academic interventions outside of the classroom (Title 1 or Special Education) also received academic instruction in their homeroom classroom. This enabled all students who received academic interventions to “double dip” in the core academic areas.
- Developed a Title 1 math intervention.
 - Served grades 4, 5, and 6
 - Served approximately 50 students.
 - Was a combination of direct instruction and Study Island
- Created opportunities within the specialists (PE, Art, and Tech.) schedules to work with students in need of academic interventions.
 - Interventions were focused on 4th grade math

Looking Ahead to 2010/2011

We are excited about a multitude of things going into next year. One area that we are particularly excited about is the development and implementation of a behavior intervention program called The Think Tank. The Think Tank will provide opportunities for students to resolve issues that they are having at school. Students will have an opportunity to resolve issues by identify behaviors, taking ownership of their behaviors, and brainstorming alternative behaviors that will result in more positive decision making in the future. This will be a highly organized program that uses a consistent and focused format. Communication between The Think Tank, teachers, students, and parents will be imperative.

A program that will be run out of The Think Tank is called Fresh Start. Within the Fresh Start program we will be able to serve approximately 25 students. The students will be identified as those that have the most difficult time making the home to school transition, students that consistently display inappropriate behavior at school, and students who have difficulty being successful socially. These students will spend the first 15-25 minutes in the Think Tank working with the Fresh Start staff. Students will check in, communicate feelings, review the previous day, preview the upcoming day, and set daily goals. Mid day these students will check in during lunch. During the last 15-25 minutes of the day the students will go through a check out process. The students will review their day, discuss the daily goals, review their teachers assessment as to if they met their goals, and provide rewards to students who met their daily goals. Parents and parent communication plays a vital role in the success of this program. Parents will be heavily involved. Joe Crawford will be facilitating the Think Tank and Fresh Start programs. He will also be conducting weekly class meetings with all 4th grade classrooms. Topics will focus on everything that students need to do to have success at school. WIS staff members have made three visits to Barnes Elementary in Kelso this spring to learn about their highly successful Fresh Start program.

Dee Ray will be working at WIS two days a week next year. Much of her time will be dedicated to facilitating student groups that help in the areas of behavior management, social skills, and problem solving.

All classroom teachers will continue to teach Second Step. Second Step is a curriculum designed to teach social skills, mutual respect, and positive decision making.