

Woodland Primary School  
2009-2010  
Executive Summary Outline

**First, Some School Results.....**

- Reading Progress: WASL Progress (2009 = 81.6%) (4-year average = 82.7%/State = 70.2%)
- Math Progress: WASL Progress (2009 = 82.4%) (4-year average = 78.6%/State = 67.1%)
- Other Progress Indicators.....

## **Taking our school to the “Next Level!”**

**Goal #1**

**\*Effective professional development.....**

- Monday Mornings (Math Alignment-Cross Grade Collaboration) \*Most critical time we have for our work in improving instruction
- GLAD Training
- Evergreen Math Partnership (Common Grade Level Math Assessments and Think Tank)

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

- Coaching – reading/student engagement through questioning
- Peer Collaboration model through GLAD being encouraged
- Block Scheduling (90 minutes Reading/75 minutes Math)

**\*Ongoing Evaluation of curriculum and technology tools.....**

- Schoolwide Planning Process – Analyzed all school data, resulted in action plan for next 3-year period. (see attached)

**Goal #2**

**\*School and District buildings will be maintained in a high standard of cleanliness, safety, and order.....**

- Notable improvement in response, quality of work, and overall communication in this area
- Still a “worn” building with HVAC, Carpet, Bathroom cleanliness issues
- Student Safety (Bullying/Harassment) issues being studied, staff training, aggressively Monitoring – ESD recommendations (see attached)

**Goal #4**

**\*Increased use of electronic media.....**

- Web Page, e-mail lists, and school slide show screen

**\*Public meetings focused on interactive engagement.....**

- Project Ready
- ELL Homework Club

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take?  | <b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Resources</b>   | <b>Who is Responsible?</b><br><b>Who is involved?</b><br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|---|--|---|--|---|---|------------------------------|
| Place kindergarten and first grade student in RW groups based on RW placement assessments and <b>specific DIBELS measures (LNF and PSF)</b> | How to use LNF activities and Road to the Code Staff time to study/observe   | Fall 2010   | Data Time<br>K-1 mtg. time   | K-1 Teachers<br>Malinda   | Pop/Drop Progress Monitoring RW Assessments   | Pop/Drop<br>On going         |
| Most in need Kindergarten students to attend everyday all day   | Determine eligibility and exit criteria  | Fall CAST   | Necessary staff support based on need Facility                           | CAST team<br>Classroom Teachers   | Progress Monitoring K Skills  |                              |
| Progress monitoring given by <b>reading teacher</b>   | How to use data to inform instructional decisions  | Fall 2010   | Team-Building discussion<br>Mark/Malinda teach groups while T monitors S | Mark/Mo/<br>Malinda to facilitate team discussion   | Pop/Drop DIBELS   |                              |
| Differentiated instructional strategies in RW and SRA for struggling readers-address student motivation and engagement.                     | GLAD strategies shared with all staff 2011-2012 additional staff trained   | Fall 2010 (GLAD participants)<br><br>Fall 2011                      | Francis and Roxanne Alisha, Mark, Deb K.                                 | GLAD participants   | WLPT RW Progress Monitoring   |                              |

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take?   | <b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Resources</b>  | <b>Who is Responsible?</b><br><b>Who is involved?</b><br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|--|--|---|---|---|---|------------------------------|
| Report Card Review-look at matching most reliable and accurate data for purposes of increasing parent awareness and resources for improving achievement  | RW deep understanding of student readiness   | 2010<br>On going  | Lisa Howard   | Malinda   | Teachers use data to inform instructional decisions   |                              |
| Parent Education on Read Well and DIBELS   | K and 1 discussion   | 2010<br>discuss and study<br><br>2011<br>Implement                  | Grade Levels<br>Parent Video (web site)<br>Report DIBELS including LNF, PSF, NWF, ISF | Mark  |   | K-1 revised report card      |
| Spanish Report Card  | Research background<br>Common language and resources for sharing with parents  | 2010 and on-going<br><br>2010                                       | Malinda-Parent ed.<br>Teachers translation and printing                               | Malinda/Teachers<br><br>Mark/ELL  | Parent Feedback surveys   |                              |
| Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes? End of the year DIBELS and MSP scores in reading will be used to evaluate success. |  |   |   |   |   |                              |

**Woodland Primary School**  
**MATH ACTION PLAN 2010-2011**

**School Improvement Goal :** 85% of 3<sup>rd</sup> grade students will meet standard in math on the MSP by 2014.  
**Strategy:** Identify students early in their academic career and intervening and adjusting based on data.

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take?   | <b>Professional Development</b><br>How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Resources</b>   | <b>Who is Responsible?</b><br>Who is involved?<br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|--|---|---|--|--|---|------------------------------|
| Implementation of common grade level assessments   | Intro of assessments to staff   | Fall 2010   | Monday Morning   | District 3 <sup>rd</sup> grade MSP prompts   |   |                              |
| Instructional grouping based on assessments  | Differentiation   | 2011-2012   | Materials<br>Scheduling/<br>Staffing<br>Inside/Outside expertise | Staff  | MSP<br>Grade level common assessments   |                              |
| Strategies to improve:<br>Number sense<br>Measurement  |   | Number sense 2010<br>Measurement 2011                               | Inside/outside people  |  |   |                              |
| Interventions for math   |   |   |  |  |   |                              |
| Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes? Analysis of MSP scores in math will be used to evaluate success in reaching this goal. |   |   |  |  |   |                              |

## Woodland Primary School

### Staff Collaboration ACTION PLAN 2010-2011

**School Improvement Goal :** Staff feedback will improve on the 9 Characteristics of High Performing Schools staff survey from 3.89 to 4.4 in the area of **collaboration**.

**Strategy:** Collaboration – Staff wide decision making, and collaboration in learning and sharing/analyzing data.

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take?  | <b>Professional Development</b><br>How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Resources</b>  | <b>Who is Responsible?</b><br>Who is involved?<br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|---|---|---|---|--|---|------------------------------|
| Reformat site team/staff meeting  | Meeting protocols   | Fall 2010   | Meeting dates in order of:<br>Staff<br>grade level<br>site team | Mark<br>Staff  | Informal assessment<br>(December)   | Staff survey                 |
| Decision making agreements  | Process meeting<br>Survey   | Spring 2010   | Mark create survey  | Mark   | Mark  |                              |
| Up to 3 times per year cross grade level collaboration  | Creating the process  | Up to 3 times per year  | What is the discussion point?                                   | Mark/Staff   |   |                              |
| Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes? Evidence of improvement will be shown in the results of the 9 characteristics staff survey each year. |   |   |   |  |   |                              |

## Woodland Primary School

### Staff Collaboration ACTION PLAN 2010-2011

**School Improvement Goal :** Staff feedback will improve on the 9 characteristics of high performing schools staff survey from 3.64 to 4.1 in the area of **Professional Development**.

**Strategy:** Professional Development – Collaborating to learn together through staff research, book studies, and peer coaching/observation.

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take?   | <b>Professional Development</b><br>How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Resources</b>                                | <b>Who is Responsible?</b><br>Who is involved?<br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|--|---|---|---|--|---|------------------------------|
| Staff Survey of professional learning needs/wants.   | Being part of the survey will help staff feel connected to the learning   | Spring 2010   | Survey creation                                 | Mark   | Post survey   | May 2011                     |
| <p><b>Staff survey to include:</b></p> <ul style="list-style-type: none"> <li>• Book study</li> <li>• Ed issue research</li> <li>• Lab classrooms (GLAD)</li> <li>• Site visits</li> <li>• Outside facilitation</li> <li>• Peer observations/ coaching</li> <li>• Monday Mornings focused as a series</li> </ul> | Per staff survey  | 2010-2012   | Survey<br>Money<br>Time<br>Monday<br>Staff Mtg. | Mark/Staff   | Post survey   | May 2011-2012                |
| <p>Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes?. ? Evidence of improvement will be shown in the results of the 9 characteristics staff survey each year.</p>                                |   |   |   |  |   |                              |

**Woodland Primary School**  
**School Improvement ACTION PLAN 2010-2011**

**School Improvement Goal:** Parent on-line survey response will increase from .04% to 25%.

**Strategy:** Create innovative ways to collect feedback from families.

| <b>Activities to Achieve this Goal:</b><br>What actions will occur?<br>What steps will staff take? | <b>Professional Development</b><br>How will staff acquire the necessary skills and attitudes to implement the activity? | <b>Timeline</b><br>When will this strategy or action begin and end? | <b>Who is Responsible?<br/>Who is involved?</b><br>Who will provide the leadership? Who will do the work? | <b>Monitoring Effectiveness</b><br>What evidence will be gathered to show this activity makes a difference in student outcomes? | <b>Status as of May 2011</b> |
|--|---|---|---|---|------------------------------|
| Movie Night, back to school night, parent conferences, other....                                   |   | Fall 2010   | Mark  | More data collected   |                              |

Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes? The data we collect will be more indicative of a wide parent population because we will have a large number of families taking the survey.

Jan Kennell – ESD #112  
WPS Playground/School Recommendations  
May 2010

\*My number one recommendation would be to eliminate the times when students are moving around the building without adult supervision. This would include before school and going back into the building after recess and lunch. It is a safety concern to have unsupervised students walking in front of the building by the parking lot. This is a time when bullying could take place or even possibly a non-custodial parent or stranger taking a child off of the school grounds.

\*Playground staff needs to do a better job of supervising the areas behind the play structure and the basketball area. (This issue was discussed with staff at the Playground Supervision training on May 26<sup>th</sup>).

\*Work on line behavior and stopping play once the whistle is blown. One school I work with uses the acronym **LINES**:

**L** – looking forward

**I** – in control of hands and feet

**N** – no talking

**E** – equipment put away

**S** – stay in your spot

This is taught and reinforced by teachers and playground staff.

\*Might want to consider using a “freeze and walk” at the end of recess. When the whistle is blown, students “freeze” and then walk calmly to line up. I have seen this used at other buildings with success.

\*Continue to teach students the acceptable games for recess and the rules for the games.

\*Continue the implementation of Second Step. This will be more difficult with the elimination of Robin’s position because she has been an integral part of supporting this program at WPS. She has been the “go to” person for this program for staff. She also assisted with teaching lessons in the classroom and developing supplemental lessons based on some of the recommended literature.