WOODLAND Public Schools
Where Community & Learning Connect

Woodland Primary School

Annual School Improvement Plan: Title I
2013-2014

School: Woodland Primary School **Date Submitted:** 06/07/2013

Records of the annual approval of School Improvement Plans by the Woodland Public Schools Board of Directors are on file in the office of the Superintendent.

Most data elements displayed below are available on the OSPI School Report Card site. The remaining elements (% of Students Continuously Enrolled, % Mobility, and % Attendance Rate) are compiled by Woodland Public Schools.

592 K-3 Students **53.7 % of Free and Reduced Lunches**

12.7 % of Students in Special Education (IEPs) **12.0 % of Limited English Students**

Ethnicity: 1.2% Asian 0.3% Black 22.3% Hispanic 0.2% Native American 74.0% White

SHARED VISION

Educating for Excellence

It is the mission of the Woodland Public School District to educate all students to excel in their chosen endeavors while becoming productive members of society.

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT
COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

The School wide Planning Committee is comprised of administrators, certificated and classified staff and parents. Two days of meetings were held in April of 2013. Data from the sources listed below was analyzed, strengths and weaknesses discussed and a plan of action, based on the identified areas of improvement was formulated.

A. The items below were used to review and analyze new school-level data for our annual needs assessment.

- Survey of parents and staff (Winter 2013) found in Appendix
- Teacher-led Observation Protocol-(Smart)Card found in Appendix
- Collaborative Academic Support Team (C.A.S.T.) data review (fall, winter, spring)
- 2011-2012 MSP results
- MSP trend data (OSPI website)
- DIBELS Next
- Common Math Assessments (fall, winter, spring)
- Curriculum-based measures
- Classroom formative assessments

B. Analysis of our MSP data revealed the following:

- Continued increase in reading scores
- Analysis of Text and Informational Text strands are lower than other reading strands
- Problem Solving and Reasoning and Number and Algebraic Sense strands are lower than other math strands
- Hispanic population did not meet AMO in the area of Reading

Professional Development in School Wide Behavior Support Systems and the instructional delivery of questioning are our response to the above analysis.

C. Surveys

In reviewing the school performance rubrics the data suggest no shortcomings of the Nine Characteristics represented in the staff and family surveys. Family surveys completed in 2010 compared to the current survey showed marginal decreases in eight of the nine areas of the family survey. Conversely there were marginal increases in seven of the nine areas on the staff survey.

D. A Principal Attestation form is on file in the Special Services office that attests that all professional staff teaching core subject areas is highly-qualified and meet the certification and endorsement requirements for their assigned responsibilities per current WACs and NCLB regulations.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES
COMPONENT 4: PROFESSIONAL DEVELOPMENT
COMPONENT 5: ATTRACT AND RETAIN HIGH QUAILITY, HIGHTLY QUALIFIED STAFF

A. Professional development within Woodland Public Schools is district-wide and school-based. The district offers ongoing core and supplemental program training opportunities to develop common knowledge and skills. A school-based Literacy Specialist provides instruction and modeling for literacy and assessment areas. All teachers participate in required professional development supporting the implementation of the Common Core Initiative.

Ongoing school level professional development activities relate to the schools' established priority areas. PD may also include opportunities for Paraprofessionals.

Setting	Content
Faculty meetings	
Learning Walks/Book Study	Past: Observational Protocols based on the 4 Es (Exchange, Environment, Engagement, Evaluation); *The Art and Science of Teaching* by Marzano Present: Observational Protocols based on 8 criteria (Washington State); *Enhancing Professional Practice* by Danielson
Team meetings and grade level meetings	Data analysis, curriculum mapping, creation of common assessments, student placement, etc.
District Directed Days	Data analysis, standards based grading, Common Core ELA and math

B. Strategies are used to attract highly-qualified staff to work in our school.
Woodland Public Schools has developed a systemic model of attracting highly qualified teachers, consisting of:

- **Compensation:** Addressing the reality that teachers spend time outside of the student day, week, and year to fulfill their professional role. Woodland uses local levy funds to provide compensation for additional training opportunities, data analysis, and curriculum planning outside of the school day. Each year reimbursement of up to $400 is available for each certificated staff member for continuing education.

- **Assessment and Evaluation:** The professional development and evaluation model begins with a self-assessment and goal-setting conference with the teacher's supervisor which provides the foundation for the year. The professional development and evaluation process is focused on growth over a teacher's career and is supported by a comprehensive professional development program.

- **Mentoring and Induction:** All new hires participate in an induction meeting. WPS new hires will also participate in a full day training learning about building curriculum, data systems and school wide schedules. New hires are teamed with a grade level mentor to help create a sense of belonging and identity within our culture, provide support for a successful year, and connect the new hire with other school and district support staff. The mentor, literacy specialist, and building administrator work with the new educator to deliver individualized mentoring that includes elements such as: observation and debrief, observation of master teachers, co-planning lessons, demonstration teaching, and analyzing student assessment data.

- **Professional Growth and Development:** Woodland School District's integrated professional growth program is part of a comprehensive recruitment, evaluation, development, and retention model. The data from the teacher self-assessment is one tool that is used in the design of professional development opportunities.

  To support teachers in engaging in professional development, the district may provide funds for in-district professional development, attendance at conferences, and NBPTS certification.

Four rounds of peer observation, led by the principal, took place. Participating staff read selected chapters of Robert Marzano's book *The Art and Science of Teaching* before each round of observation. Prior to the walks participants gathered to discuss the focus chapter/s. A form was used to collect information on one of four observable areas (Exchange, Environment, Engagement, and Evaluation) during each classroom visitation. On average, three classrooms were visited during each observation round. Following each observation round participants spent five minutes conferring about the look-fors observed. A formal debriefing meeting was held after school to discuss the correlation between what was observed and the information learned from Marzano's book. Guiding questions were used to direct the conversation.

Additionally, all certificated staff participates in professional learning activities throughout the year focused on four questions:

1. What do we expect students to learn?
2. How will we teach them?
3. How will we know they learned?
4. How will we respond?

C. After review of our 2011-2012 Action Plans we found many were not completed. Some of the Action Plans are ongoing in nature and will have no ending date as the staff decided to continue them indefinitely. These include Reading Actions:

- Distribute state generated MSP data to staff
- Analyze MSP data
- Progress Monitor by reading teacher where appropriate

Math Actions:

- Distribute state generated MSP data to staff
- Analyze MSP data
- Continue PD on differentiation

S.M.A.R.T. Goal

The percentage of students reaching standard on the reading and math MSP will increase by *(AMO growth target to be set by state)* from the 2013-2014 school year.				
Specific	Measureable	Actionable/ Attainable	Realistic/ Results-oriented	Timely/ Timebound
Formal Learning Walks by participating teachers to observe peers in their classrooms four times during the	Agenda for each walk through round. Knowledge of the observation tool.(Danielson)	Continuation of PD begun last year.	Cost of sub coverage has been factored into the building budget.	Spring 2014

2013-2014 school year. The goal is growth in knowledge of instructional practices specifically questioning techniques used by other teachers.	Debriefing paperwork and discussion. Incorporation of practices observed in more classrooms.			
Informal Learning Walks participating teachers to observe peers at least once per trimester during the 2013-2014 school year. Same goal as above.	List of teachers who have peer observed, with a completed inventory including intended learning, result and application to own classroom.	New activity. Each teacher would observe during their prep period or other non-supervisory time.	This is a no cost activity.	Ongoing

S.M.A.R.T. Goal

The percentage of students reaching standard on the reading and math MSP will increase by *(AMO growth target to be set by state)* from the 2013-2014 school year.				
Specific	Measureable	Actionable/ Attainable	Realistic/ Results-oriented	Timely/ Timebound
Staff members approach professional growth with Danielson's criteria #8 in mind. Participates in a professional community, grows and develops professionally and shows professionalism.	Noticeable change in attitude during professional growth as measured on survey. Grade levels collaborate to increase knowledge on PD subject.	PD on Questioning and Positive Behavior Intervention Systems.	Teachers will use questioning to promote student thinking and collaboration and discussion with peers.	Ongoing in 2013-15 School year

S.M.A.R.T Goal

The percentage of students reaching standard on the reading and math MSP will increase by *(AMO growth target to be set by state)* from the 2013-2014 school year.				
Specific	Measureable	Actionable/ Attainable	Realistic/ Results-oriented	Timely/ Timebound
Professional Development will be centered around questioning techniques.	PD is obtained and delivered. Observations and coaching/ modeling will aid growth in classroom delivery.	PD on questioning through presentation, videos, program training, reading, etc.	Teachers will develop an increased understanding and higher ability to deliver questioning techniques. Title funds are available to secure an outside presenter.	Fall 2013-2015

S.M.A.R.T. Goal

The percentage of students reaching standard on the reading and math MSP will increase by *(AMO growth target to be set by state)* from the 2013-2014 school year.				
Specific	Measureable	Actionable/ Attainable	Realistic/ Results-oriented	Timely/ Timebound
Implementation of School Wide Positive Behavior Intervention System.(PBIS)	PD is obtained and delivered through PBIS support, coaching and feedback.	PD on school wide behavior support system. PD for teachers working with difficult behaviors.	Teachers will develop an increased understanding of school procedure and common language for working with students with behaviors.	September 2013-2015

COMPONENT 9: PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTY

Our instructional delivery system provides opportunities for all students – including educationally disadvantaged students. Currently all intervention takes place within the school day.

CURRICULUM

Woodland Primary School includes grades kindergarten, first, second and third. The service delivery model includes general, intervention and special education.

Curriculum and instruction is focused on grade level Essential Academic Learning Requirements and guided by the Grade Level Expectations (GLE's) and current scientifically based research. Textbooks, intervention materials, assessments and instruction are aligned with standards and research. Woodland Primary School is beginning to learn and implement our Common Core Standards.

READING

All kindergarten and first grade students receive instruction in Read Well, the core instructional program for K, 1 and 2. Third grade students receive instruction in Imagine It, the core instructional program for 3rd grade. Some students, as determined by their reading data, receive instruction in an alternative core. Intervention materials are chosen to address student needs in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and strategies which cross over the content of all students' learning.

Reading Instructional Materials			
Grade	**Core**	**Alternative Core**	**Intervention**
K	Read Well K		Road to the Code Early Reading Intervention Alphabet Arc
1	Read Well 1	Read Well Plus	Road to the Code Alphabet Arc Early Reading Intervention Read Well compressed
2	Read Well 2	Read Well 1 Read Well Plus Read Well 2 Plus Phonics for Reading	Read Naturally Road to the Code Read Well 1 Linda Mood-Bell Read Well Plus
3	Imagine it	Read Well 1 Read Well Plus Read Well 2 Below Level Imagine It	Read Naturally Linda Mood-Bell Read Well 1 Read Well Plus Read Well 2 Below level Imagine It Imagine It support

MATH

All students receive instruction in Investigations, our core curriculum. Grade levels are reviewing and aligning instructional activities to meet math Performance Expectations. A three tiered instructional model for math is currently not in place. After successfully implementing this approach in reading we are investigating math models which will increase achievement for our students.

Math Instructional Materials			
Grade	**Core**	**Supplemental**	**Intervention**
K	Investigations		
1	Investigations		
2	Investigations		
3	Investigations	Addison Wesley Math Minute Math for Today Daily Word Problem	Study Island

ELL

Woodland Primary provides additional support to students who qualify under Washington State's English Language Learner (ELL) guidelines. The Home Language Survey and the Washington Language Proficiency Test, WLPT, are used to determine eligibility and placement for ELL Services. A variety of language instruction methods are used to support students qualifying for these services.

When possible and where appropriate ELL services are a push-in approach during the classroom blocks to support core reading or writing. For some students, small group pull-out instruction is utilized in order to group students from different homerooms with like needs/levels. There are also instances where students who need additional help with specific skills are worked with individually. Students typically receive 60-90 minutes of services per week if a small group, pull-out model is used to support language acquisition. Skills taught include expressive and receptive oral language development, vocabulary, and grammar including specific English grammatical forms and functions and reading comprehension. Imagine Learning English has been purchased and is being used by some students in addition to their ELL services. Some students who are functioning at the most advanced level within ELL eligibility (prior to dismissal from ELL services) are supported on a 'monitor' status. These students would not necessarily be seen for direct, weekly ELL services. The ELL teacher remains in communication with the classroom teachers to ensure language-related needs are addressed and supported. The goal of the ELL program is to provide needed language support to students so they are able to successfully function in both social and academic settings.

READING

Students at Woodland Primary School receive reading instruction in a 'Walk to Read' delivery system. Students having the most difficulty meeting state standards receive instruction in smaller groups. These groups receive increased modeling, more explicit instruction, greater sequencing of activities so students learn and develop skills systematically, multiple opportunities for practice, and continuous feedback so students are practicing new skills correctly.

Some Special education students who are substantially below grade level receive instruction in an alternative core curriculum.

Students receiving English Language Learner support receive reading instruction through the core program with additional language support as a supplement.

Title I reading provides an additional thirty minutes per day of targeted assistance to first, second and third grade in the area of reading. The areas of focus for first, second and third grade students include accuracy of reading, rate of reading, expression, comprehension skills and strategies successful readers use.

Group size is small allowing for more modeling, practice, feedback, and support. Various instructional materials are used. The material used by a child is determined by the reading skill/s being developed. Students are assessed frequently to monitor progress toward the grade level expectation.

Students are identified for additional assistance through one or more of the following: 1) teacher referral; 2) Read Well progress; 3) Read Well end of unit assessments; 4) DIBELS score; or 5) a combination of the aforementioned. The number of students served is dependent on the amount of staff designated at a particular grade and the diversity of needs of the students identified.

Area	Identification	Additional Assistance	Title I, Part A Funding
Reading	• Teacher referral	• Small group or one-to-one instruction by certificated and classified staff.	X
	• Assessment results including: RW progress, RW unit assessments, DIBELS.	• Small group or one-to-one instruction by certificated and classified staff.	X

MATH

All students receive math instruction in the homeroom with the core curriculum. Teachers are continually learning and attempting to implement differentiated instructional techniques to meet the needs of all learners within their classroom.

SPECIAL EDUCATION

Instruction for Special Education students uses the 'least restrictive environment' model. Most students receive instruction in the core classes with additional extension (intervention) in the resource room. In some cases support is given in the homeroom or reading classroom by resource room staff.

PARENT COMMUNICATION ASSISTANCE

On-going communication with parents regarding progress toward state grade level standards is essential. Woodland Primary strives to keep parents informed regarding student achievement in the following ways:

Parent Communication Regarding Student Progress		
Type of Parent Communication	**Frequency**	**Topic**
Report cards	3 times per year	Curriculum and behavior areas
Parent conference	Two times per year	Curriculum and behavior areas
State Assessment Results	Annually	Reading, Math
Phone Email Newsletter WPS website Teacher web pages	As needed	Curriculum and behavior areas
Parent meetings	As needed	To review individual assessment results for a specific student referred for further evaluation

COMPONENT 7: TRAINSITION PLANS FOR PRESCHOOLS AND BETWEEN GRADE LEVELS
COMPONENT 8: TEACHERS INCLUDED IN ASSESSMENT DECISIONS

Transitions between schools and grade levels are coordinated. Transitions to different buildings occur between third and fourth grades, and again between sixth and seventh grades.

A. Grade 3 to Grade 4 Transition.

In the spring of each year, third grade students travel to Woodland Intermediate to tour the school and meet the teacher they will have in the fall. Attention is given to the placement of students in classrooms to create diversity and balance within rooms. Staff from Woodland Primary meet school staff from Woodland Intermediate to determine the best placement for students, particularly highly capable, ELL, special education, and socially challenged students. Formative, interim, and summative data, specialized testing, behavior information, and teacher input are used to determine placement. The Woodland Intermediate Special Education Teacher and Literacy Specialist attend the spring C.A.S.T. meeting for third grade where each student is discussed individually. The special education teacher attends IEP conferences to meet and become acquainted with the individual needs of incoming students. Individual tours of the school and meeting their new teacher are given to students with heightened anxiety over the transition.

B. Grade 6 to Grade 7 Transition.

Woodland Middle School teachers meet with the sixth grade teachers and identify the strengths and weaknesses of each student and gather information on the most at risk kids. Decisions are made as to which students will need academic support for reading, math, social skills, and organizational skills. Special education information is transferred. Before school begins the middle school counselor holds special sessions for students who might experience higher difficulty with the transition. Woodland Middle School also hosts a family night in the spring. WMS leadership representatives visit sixth grade classrooms in the spring to answer questions for incoming students. Sixth grade students participate in forecasting to choose the elective classes they will take at the Middle School. A "Lockers and Lunch" activity in August further acquaints students with the middle school.

C. Other Grade Level Transitions.

Staff at WPS use the same placement process when moving students from one grade level to the next. Special attention is given to determine the best placement for students, particularly highly capable, ELL, special education, and socially challenged students. Formative, interim, and summative data, specialized testing, behavior information, and teacher input are used to determine placement.

In August, prior to the start of the school year, all students are invited to participate in "Drop In, Drop Off". It is designed to allow students to greet their teacher, see their classroom, and drop off their school supplies prior to the first day of school.

D. Teachers are included in assessment decisions.

Throughout the year, each grade-level team participates in analyzing students' assessment data and reviewing the instructional decisions for these students. Grade-level team meetings give teachers the time to work on placements, adjustments, and strategies for flexible groups.

Staff members are involved in developing and monitoring the School wide Plan each year. During the process the overall instructional program's effectiveness is analyzed. Action plans are posted in a common area and progress on those plans is updated visually throughout the year.

COMPONENT 6: STRATEGIES TO INCREASE PARENT/FAMILY INVOLVEMENT

A. Parent and family involvement strategies are listed in the Title 1 Home/School Compact and the Parent Involvement Policy/Plan. The activities listed were developed to enhance home-school partnerships and improve student learning. These activities demonstrate effort to engage the traditionally hardest-to-reach parents and families.

Teacher websites	Grade Level Projects
Progress reports	Reading Is Going To The Dogs Night
Open House	Drop In-Drop Off
On-line access to student information	Weekly school newsletters/e-mail
Interpreters	Fall and spring conferences
Veteran's Day Assembly	Christmas program
Family Movie Night (3x yearly)	Nightly reading journal

On-going communication with parents regarding progress toward state grade level standards is essential. We strive to keep parents informed regarding student achievement in the following ways.

- report cards four times per year
- state assessment results annually
- parent conference two times per year
- parent meetings as needed
- phone calls as needed
- online access to grades, attendance, etc.
- phone, email, Moodle, district and school web pages

Component 10: Coordination of Federal, State and Local Services

Funding Source	Amount Contributed	How funds will support School wide Program goals
State/Local funding sources:		
Basic Education/Local Levy	2,475,000	Staff, benefits, curriculum, materials, professional development
Federal funding sources		
Title I, Part A:	164,000	Staff, benefits, professional development, parent activities, supplies/materials, software licenses, and curriculum
Title II, Part A:	16,000	District directed professional development
Title III:	10,000	GLAD training/support/supplies, parent involvement

Appendix

Woodland Primary School Parents Involvement Policy/Plan
2011-2012

We wish to develop and maintain strong relationships and communication between school personnel and parents which results in parental involvement in the education of their children. Section 1118(b-e) of No Child Left Behind requires each building receiving Title 1, Part A funding to have a building level parent involvement policy. This policy will be distributed to parents of children in the building. Signed compacts are retained by the school. Our plan will be reviewed annually. See Appendix C and D.

Requirement	**Activities and strategies**	**Participants/Persons Responsible**	**Date/Time Frame**	**Evidence of Completion**
1. Title 1, Part A requirements will be explained to parents	Information presented during conference week Written information is provided as a part of the school handbook	Teachers Principal Secretary	Fall Beginning of school year or on day of enrollment	Signed Compacts Handbook
2. Hold a flexible number of meetings throughout the year	Drop In/Drop Off Parent Conferences Reading and/or math activities Open door policy	Teachers Teachers Staff Staff	Summer Fall Winter Ongoing	 Conference sign-up sheets Sign-in Sheet
3. Parents will be involved in the planning, review, and improvement of this parent plan	Parent plan on website with contact information for input	Principal	Yearly	Communications
4. Parents will be provided information about Title 1, Part A program throughout the year. This will include information on curriculum, how student progress is assessed, and the level of achievement expected of students	Parent/teacher conferences MSP scores mailed to parents	Teachers Principal/Secretary	Fall/Spring Fall	
5. Parents may request meetings, provide suggestions, and participate in decisions related to their children's education	Parents request meeting Parent/teacher conferences	Parents; Teachers; Principal Parent and teachers	On-going Fall/Spring	Student handbook
6. School personnel respond to parent's request and suggestions	Consider and incorporate suggestions from surveys into building programing	Staff	Ongoing	Survey Results

7. Increasing parent participation and involving parents more effectively with school personnel in improving their children's academic achievement	Teacher will meet with all parents of students in their classroom to discuss academic progress and expectations Information about curriculum may include math and reading nights. Strategies for parents to use with their children to improve math and reading skills are provided on request and in special publications. Parent volunteers Building plan will include parents, regular education staff, school staff, and the principal	Parent/ Teachers Principal, teacher, and staff Staff Parent and Teachers	Fall/Spring On request Yearly Ongoing Ongoing	Conference sign-up sheet Newsletter Publications; Websites; Newsletters Building plan signature page

Woodland Primary School

Woodland Primary School Mission Statement: To empower every student to become a self directed life long learner through a positive partnership of family, school and community.

Everyone Connected
Everyone Challenged
Everyone Successful

As teachers we:

- Believe that each student can learn
- Show respect for each child and his or her family
- Come to class prepared to teach
- Provide an environment that is conducive to learning
- Help each child grow to his or her fullest potential
- Provide meaningful and appropriate work activities
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with students and parents
- Seek ways to involve parents in the school program
- Demonstrate professional behavior and a positive attitude

Teacher signature:_____

Home/School Compact
Title 1

Parents and family are children's first and most important teachers.

To encourage my child's learning and success in school, I commit myself to do the following:

- I will spend at least fifteen minutes each day reading with my child.
- I will provide an appropriate place for my child to study.
- I will establish a time for homework and review it regularly.
- I will provide a schedule necessary for my child to be able to learn.
- I will try my best to stay aware of what my child is learning.
- I will provide my child with activities at home that reinforce what he/she is learning at school.

We have reviewed and discussed the Home/School Compact

CHILD'S NAME_____

YOUR COMMENTS ARE APPRECIATED:

PARENT SIGNATURE_____DATE_____

Professional Development Calendar
WPS
2012-2013

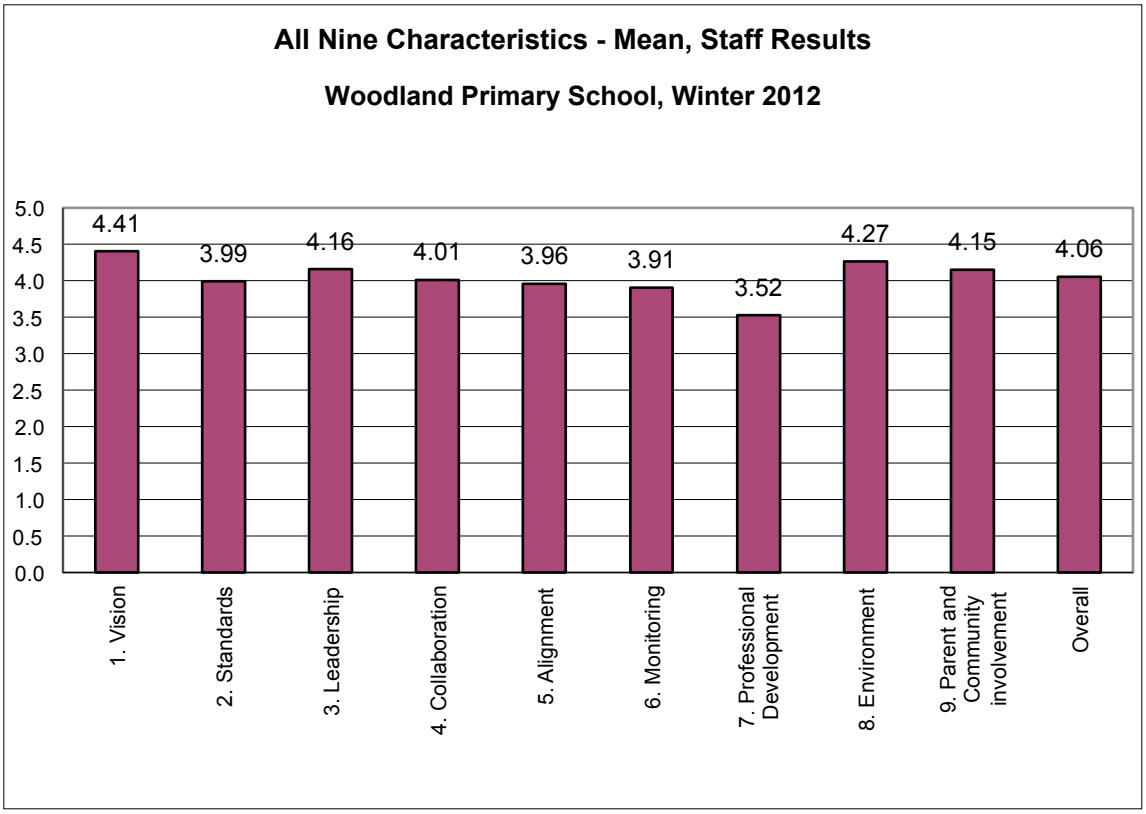
Date	WPS	WIS
August 23	Full-Day Mandatory (Skyward and Building Business)	
August 28	½ Day 11:30-3:00 -Teacher Meeting -2:00-3:00 Drop-In/Drop-Off	
Sept. 10	District Kick-off or Common Core	District Kick-off or Common Core
Sept. 17	SIP – Summary/Leadership Team, etc….	SIP
Sept. 24	Teacher CHOICE Monday	SIP
Oct . 1	Reading Pop/Drop at 8:00	SIP
Oct. 8	GLAD Cohort Activities	
Oct. 15	Teacher OPTIONAL Work Day	Non-School Day
Oct. 22	Common Core - WIS	Common Core - WIS
Oct. 29	SIP – Writing	SIP
Nov. 5	Reading Pop/Drop – Data	SIP
Nov. 19	Math Common Assessment - Scoring/Entry (Test Window: Nov. 1-Nov. 16)	Math- Common Assessment Scoring (Test Window Nov. 1-Nov. 16)
Nov. 26	Math Common Assessment – Analysis/Adjustments	Math- Common Assessment - Scoring/Analysis/Adjustments
Dec. 3	Report Cards	
Dec. 10	SIP - Writing	SIP
Dec. 17	Common Core - WIS	Common Core - WIS
Jan. 7	Reading - Pop/Drop - Data	SIP
Jan. 14	No School Day	No school Day
Jan. 28	SIP Activities	SIP
Feb. 4	Common Core - WIS	Common Core - WIS
Feb. 11	Reading-Pop/Drop - Data	SIP
Feb. 25	Math Common Assessment - Scoring/Entry (Test Window: Feb. 11-Feb. 22)	Math- Common Assessment Scoring (Test Window Feb. 11 – Feb. 22)
Mar. 4	Math – Common Assessment Analysis/Adjustments	Math- Common Assessment Analysis/Adjustments
Mar. 11	Report Cards	
Mar. 18	Teacher CHOICE Monday	
Mar. 25	Reading – Pop/Drop-Data	SIP
Apr. 8	Common Core - WIS	Common Core - WIS
Apr. 15	SIP Activities	MSP Proctor Training
Apr. 22	Reading – Pop/Drop - Data	SIP
May 6	Student Placement – Completing Placement Forms and Placing Students	Student Placement- Completing Placement Forms and Placing Students
May 13	Student Placement- Completing Placement Forms and Placing Students	Student Placement- Completing Placement Forms and Placing Students
May 20	Student Placement- Completing Placement Forms and Placing Students	Student Placement- Completing Placement Forms and Placing Students
June 3	Math- Common Assessment - Scoring/Entry (Test Window : May 20 – May 31)	
June 10	No Late Start on last Monday of School	

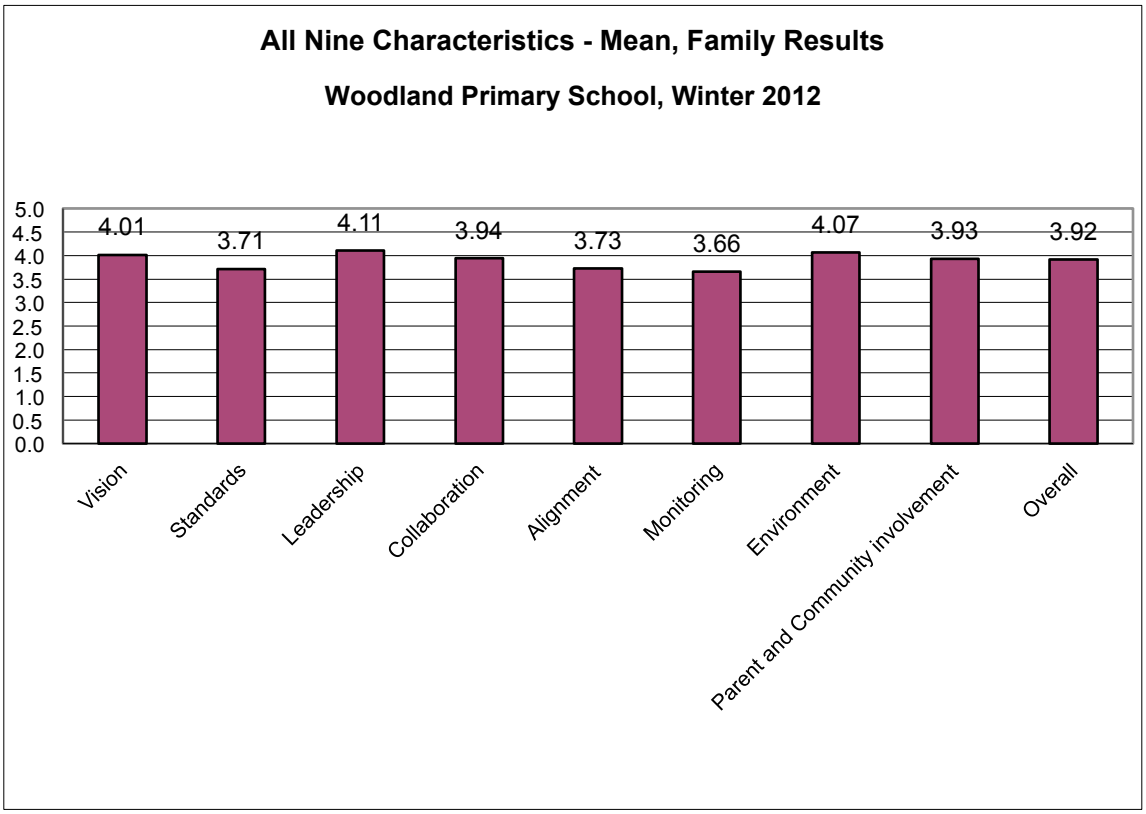
Revised: 9-7-12

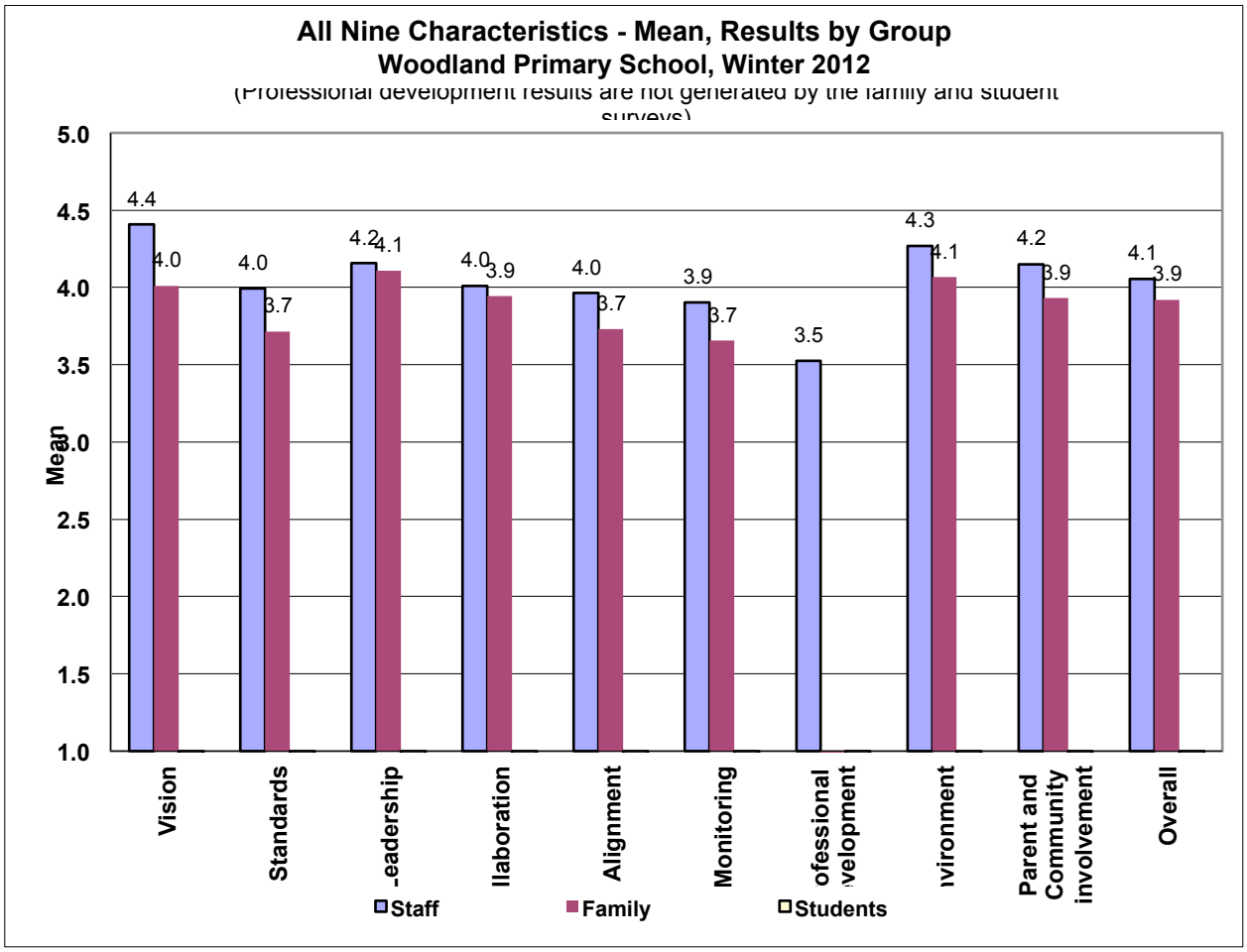
Professional Development Calendar
WPS 2013-2014

Date	Time	Grade	Focus	Location	Learning Question
August 23					
August 28					
September 16		ALL	CCSS ELA	Library	
September 23		ALL	CCSS ELA	Library	
September 30		ALL	Pop and Drop (PLC time)	Classrooms	How will we know that students have learned?
October 7		ALL	GIT/BIT Review / Entry time	Long	
October 14	8-3:30	ALL	DD Mand. PLC/CCSS ELA	Library	
October 21	8-9:15	ALL	CCSS ELA (PLC time)	Classrooms	What do students need to know, understand and be able to do? How will we ensure student learning?
October 24	All Day	PBIS	PBIS Training	Portland	
October 25	All Day	PBIS	PBIS Training	Portland	
October 28	8-9:15	ALL	Math Data Analysis (PLC time)	Classrooms	How will we know that students have learned? What will we do when students don't learn/when they exceed?
November 4	8-9:15	ALL	Pop and Drop-Reading Data (PLC time)	Classrooms	How will we know that students have learned?
November 4	12-3:30	PBIS	PM Release Planning Session PBIS		
November 7	8-3:30	KG	WaKIDS PD Full Day Release	Staff Room	
November 12	8-3:30	1, 2	CCSS Math	Board Room	
November 13	8-3:30	KG	CCSS Math	Board Room	
November 18	8-9:15	ALL	PBIS	Library	
November 25	8-9:15	K-3	Math Training Follow up (Asha)	Library	
December 2	8-9:15	ALL	Report Card Time	Classrooms	
December 9	8-9:15	ALL	CCSS ELA LeAnne Strickler	Library	What do students need to know, understand and be able to do?
December 10	8-3:30	1,2	CCSS Math	Board Room	
December 11	8-3:30	KG	CCSS Math	Board Room	
December 16	8-9:15	ALL	CCSS ELA (PLC Time)	Library	
January 6	8-9:15	ALL	PBIS	Library	
January 13	8-9:15	ALL	Pop and Drop (PLC time)	Classrooms	How will we know that students have learned?
January 27	8-3:30	ALL	(AM) DD Mand (PM) DD Opt PBIS	Library	

January 30	All Day	PBIS	PBIS Training	Portland	
February 3	8-9:15	K-3	Math Training Follow Up (Asha)	Library	
February 10	8-9:15	ALL	CCSS ELA LeAnne Strickler	Library	What do students need to know, understand and be able to do?
February 24	8-9:15	ALL	Math Data Analysis (PLC time)	Classrooms	
March 3	8-9:15	ALL	Reading Pop and Drop (PLC time)	Classrooms	How will we know that students have learned?
March 10	8-9:15	ALL	PBIS	Library	
March 17	8-9:15	ALL	Report Card Time	Classrooms	
March 24	8-9:15	ALL	CCSS ELA LeAnne Strickler	Library	What do students need to know, understand and be able to do?
April 7	8-9:15	ALL	CCSS ELS (PLC time)	Classrooms	What do students need to know, understand and be able to do? How will we ensure student learning?
April 14	8-9:15	ALL	PBIS	Library	
April 21	8-9:15	TPEP	TPEP Mark and Asha	Library	
April 28	8-9:15	ALL	Reading Pop and Drop (PLC time)	Classrooms	How will we know that students have learned?
May 2	All Day	PBIS	Training	Portland	
May 5	8-9:15	ALL	Smarter Balanced Assessment	Library	
May 5	12-3:30	PBIS	PM Release Planning Session PBIS		
May 12	8-9:15	ALL	Smarter Balanced Assessment	Library	
May 19	8-9:15	ALL	Student Placement-Complete forms and placement		
June 2	8-9:15	ALL	Student Placement-Complete forms and placement		
June 9	8-9:15	ALL	Student Placement-Final placements		
June 16			No PD- Early Release		


All Nine Characteristics - Mean, Staff Results
Woodland Primary School, Winter 2012
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
4.41
3.99
4.16
4.01
3.96
3.91
3.52
4.27
4.15
4.06
1. Vision
2. Standards
3. Leadership
4. Collaboration
5. Alignment
6. Monitoring
7. Professional Development
8. Environment
9. Parent and Community involvement
Overall


All Nine Characteristics - Mean, Family Results
Woodland Primary School, Winter 2012
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
4.01
3.71
4.11
3.94
3.73
3.66
4.07
3.93
3.92
Vision
Standards
Leadership
Collaboration
Alignment
Monitoring
Environment
Parent and Community involvement
Overall


All Nine Characteristics - Mean, Results by Group
Woodland Primary School, Winter 2012
(Professional development results are not generated by the family and student surveys)
Mean
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
4.4
4.0
4.0
3.7
4.2
4.1
4.0
3.9
4.0
3.7
3.9
3.7
3.5
4.3
4.1
4.2
3.9
4.1
3.9
Vision
Standards
-eadership
llaboration
Alignment
Monitoring
ofessional velopment
ıvironment
Parent and Community involvement
Overall
Staff
Family
Students

Criteria 1: Centering instruction on high expectations for students

1b. Establishing a culture for learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

3a. Communicating with students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3c. Engaging students in learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Criteria 2: Demonstrating effective teaching practices

3b. Using questioning and discussion techniques
- Quality of questions
- Discussion techniques
- Student participation

4a. Reflecting on teaching
- Accuracy
- Use in future teaching

Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs

3e. Demonstrating flexibility and responsiveness
- Lesson adjustment
- Response to students
- Persistence

1b. Demonstrating knowledge of students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Criteria 4: Providing clear and intentional focus on subject matter, content, and curriculum

1a. Demonstrating knowledge of content and pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content/related pedagogy

1c. Setting instructional outcomes
- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d. Demonstrating knowledge of resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e. Designing coherent instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Criteria 5: Fostering and managing a safe, positive learning environment

2a. Creating an environment of respect and rapport
- Teacher interaction with students
- Student interactions with one another

2c. Managing classroom procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d. Managing student behavior
- Expectations
- Monitoring student behavior
- Responses to student misbehavior

2e. Organizing physical space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Criteria 6: Using multiple student data elements to modify instruction and improve student learning

1f. Designing student assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessment
- Use for planning

3d. Using assessment in instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

4b. Maintaining accurate records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

Criteria 7: Communicating and collaborating with parents and the school community

4c. Communicating with families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

4d. Participating in a professional community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school and district projects

4e. Growing and developing professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to profession

4f. Showing professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations