

School: Woodland Intermediate School

Date Submitted: December 10, 2014

Records of the annual approval of School Improvement Plans by the Woodland School District 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.

497 Students in grades 4-6

57 % of Free and Reduced Lunches

10.2 % of Students in Special Education (IEPs)

4.9 % of Transitional Bilingual Students

Ethnicity: 0.6 % Asian, 0.6 % Black, 18.3 % Hispanic, 0.4 % Native American, 78.4% White

Step: 3

Mission Statements and Beliefs

Through a partnership of family, school, and community, every student can and will learn.

We strive to create a positive atmosphere where all students achieve mastery of subject matter. We provide students with an equal opportunity to learn and succeed in a safe and caring environment.

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT

Woodland Primary, Intermediate, and Middle School will be reconfigured for the start of the 2015-2016 school year with different grade bands at the buildings. Woodland Intermediate School currently houses students in grades four through six. Next year we will house grades two, three and four. The result of this change is significant. The Intermediate will retain only one-third of its current staff and zero percent of its current students.

When meeting and discussing this year's Schoolwide Plan, it was decided to stay the course and work on completion of goals already underway. Concurrently, goals and plans are being created for the new grade configurations. The "new staff" is crafting plans for curriculum, instruction, student support in both academic and behavioral areas, logistics, and other topics impacting student success. Parent input is being solicited throughout the process.

The following list was used to develop our continuing plan.

- A. The items below were used to review and analyze new school-level data.
- Survey conducted by The Center for Educational Effectiveness (Fall 2013)
 - Collaborative Academic Support Team (C.A.S.T.) data review (fall, winter, spring)
 - 2013-14 MSP (student scores, grade-level scores, tend data, sub-group data)
 - DIBELS Next
 - Common Math Assessments (fall, winter, spring)
 - Classroom risk rosters
- B. Analysis of MSP data revealed the following:
- Class of 2023 cohort data – Reading - from 76.1% to 80.4% --- Math from 51.7% to 71.2%
Year to Year Grade 4 – Reading from 79.9% to 80.4%----Math from 68.8% to 71.2%
 - Class of 2022 cohort data – Reading – from 79.9% to 78.8%---Math from 68.8% to 68.5%
Year to Year Grade 4 – Reading from 75.6% to 78.8% --- Math from 61.5% to 68.5%
 - Class of 2021 cohort data – Reading from 75.6% to 82.2%---Math from 61.5% to 77.5%
Year to Year Grade 6 – Reading from 77.2% to 82.2%---Math from 71.7% to 77.5%
 - 2014 % meeting basic scores were between 5.0% and 13.9% higher than the state
- C. Analysis of our extension/intervention (title 1) MSP data for students who received services showed the following:

| Grade 4: Reading | 2012-2013 Paraprofessional Instructed | 2013-2014 Certificated Staff Instructed | Difference |
|--|--|--|--|
| Number receiving intervention in reading | 18 | 40 | |
| Number with comparative data | 13 | 33 | |
| Number Improving One or More Level/s | 3 | 11 | |
| Number with No Level Change but Scores Improved | 2 | 16 | |
| Number Declining a Level | 4 | 1 | |
| Number with No Level Change but Scores Declined | 4 | 6 | |
| Percent of students showing year to year growth on the MSP in reading who received intervention | Growth in Score 27.7% Advancing one or more MSP level/s 23.0% | Growth in Score 81.8% Advancing one or more MSP level/s 33.3% | 54.1% increase 10.0% increase |
| Grade 4: Math | 2012-2013 Paraprofessional Instructed | 2013-2014 Certificated Staff Instructed | Difference |
| Number receiving intervention in math | 25 | 50 | |
| Number with comparative data | 18 | 39 | |
| Number Improving One or More Level/s | 7 | 23 | |
| Number with No Level Change but Scores Improved | 6 | 5 | |
| Number Declining a Level | 2 | 2 | |

| | | | |
|--|--|--|--|
| Number with No Level Change but Scores Declined | 2 | 9 | |
| Percent of students showing year to year growth on the MSP in math who received intervention | Growth in Score 72.2% Advancing one or more MSP level/s 38.8% | Growth in Score 71.7% Advancing one or more MSP level/s 58.9% | 0.5% decline 20.1% increase |
| Summary Grade 4: Our highest needs students, who receive forty-five minutes of targeted assistance daily, show positive trend data. Our extension block model was adjusted between 2012-2013 and 2013-2014 school years to reflect the Schoowide Plan goal of having the most highly qualified staff delivering intervention instruction. Switching to the current model allowed us to not only have the most highly qualified teaching our students but also allowed for more at-risk students to be served throughout the year. | | | |
| Grade 5: Reading | 2012-2013 Paraprofessional Instructed | 2013-2014 Certificated Staff Instructed | Difference |
| Number receiving intervention in reading | 11 | 27 | |
| Number with comparative data | 11 | 20 | |
| Number Improving One or More Level/s | 6 | 11 | |
| Number with No Level Change but Scores Improved | 3 | 7 | |
| Number Declining a Level | 1 | 1 | |
| Number with No Level Change but Scores Declined | 1 | 4 | |
| Percent of students showing year to year growth on the MSP in reading who received intervention | Growth in Score 81.8% Advancing one or more MSP level/s 54.5% | Growth in Score 90.0% Advancing one or more MSP level/s 55.0% | 8.2% increase 0.5% growth |
| Grade 5: Math | 2012-2013 Paraprofessional Facilitated | 2013-2014 Certificated Staff Instructed | Difference |
| Number receiving intervention in math | 43 | 44 | |
| Number with comparative data | 39 | 38 | |
| Number Improving One or More Level/s | 12 | 16 | |
| Number with No Level Change but Scores Improved | 9 | 12 | |
| Number Declining a Level | 10 | 5 | |
| Number with No Level Change but Scores Declined | 7 | 5 | |
| Percent of students showing year to year growth on the MSP in math who received intervention | Growth in Score 53.8% Advancing one or more MSP level/s 30.7% | Growth in Score 73.6% Advancing one or more MSP level/s 42.1% | 19.8% increase 11.7% increase |

Summary Grade 5: Our highest needs students, who receive forty-five minutes of targeted assistance daily, show positive trend data. Our extension block model was adjusted between 2012-2013 and 2013-2014 school years to reflect the Schoowide Plan goal of having the most highly qualified staff delivering intervention instruction. Switching to the current model allowed us to not only have the most highly qualified teaching our students but also allowed for more at-risk students to be served throughout the year.

| Grade 6: Reading | 2012-2013 Paraprofessional Facilitated | 2013-2014 Certificated Staff Instructed | Difference |
|--|--|--|--|
| Number receiving intervention in reading | 19 | 37 | |
| Number with comparative data | 18 | 30 | |
| Number Improving One or More Level/s | 4 | 15 | |
| Number with No Level Change but Scores Improved | 6 | 4 | |
| Number Declining a Level | 3 | 3 | |
| Number with No Level Change but Scores Declined | 4 | 8 | |
| Percent of students showing year to year growth on the MSP in reading who received intervention | Growth in Score 55.5% Advancing one or more MSP level/s 22.2% | Growth in Score 63.3% 5 Advancing one or more MSP level/s 50.0% | 7.8% increase 27.8% increase |
| Grade 6: Math | 2012-2013 Paraprofessional Facilitated | 2013-2014 Certificated Staff Instructed | Difference |
| Number receiving intervention in math | 51 | 57 | |
| Number with comparative data | 37 | 52 | |
| Number Improving One or More Level/s | 13 | 27 | |
| Number with No Level Change but Scores Improved | 10 | 10 | |
| Number Declining a Level | 6 | 8 | |
| Number with No Level Change but Scores Declined | 8 | 7 | |
| Percent of students showing year to year growth on the MSP in math who received intervention | Growth in Score 62.1% Advancing one or more MSP level/s 35.1% | Growth in Score 71.1% Advancing one or more MSP level/s 51.9% | 11.1% increase 51.9% increase |

Summary Grade 6: Our highest needs students, who receive forty-five minutes of targeted assistance daily, show positive trend data. Our extension block model was adjusted between 2012-2013 and 2013-2014 school years to reflect the Schoowide Plan goal of having the most highly qualified staff delivering intervention instruction. Switching to the current model allowed us to not only have the most highly qualified teaching our students but also allowed for more at-risk students to be served throughout the year.

We changed our delivery model for the 2013-2014 school year to assure the most at-risk students receive not only core but extension/intervention instruction from the most highly qualified staff. After reviewing our MSP data and other indicators, we view our new delivery model as promising in both the core and intervention based on the above data.

Our analysis of data shows math proficiency continuing to improve. We felt our materials were not in alignment with the Washington State Learning Standards. We acquired new instructional materials which are closely aligned with the new standards. Initial implementation of curriculum can lead to a dip in student performance which is of high concern to us. To offset the potential implementation, PD given through release days and collaboration time given on late arrival days are scheduled.

Modifications have been made to our current ELA materials to better align with the new standards. In particular, staff is working on integration of the ELA standards. Grade level teams are also finding new resources to pair with our current instructional materials.

C. Survey data have remained basically unchanged over multiple surveys.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

S.M.A.R.T. GOAL: RISK ROSTERS

S.M.A.R.T. GOAL: HIGHLY QUALIFIED STAFF TEACHING THE MOST AT-RISK STUDENTS

- A. The Title1 program works to coordinate with the core education program and is supplemental to the core instruction. The goal is to provide all students with the instruction which supports the acquisition of grade level standards and to sufficiently accelerate students who are not yet at basic or proficient levels on standards. Work has been done to identify and use effective methods and instructional practices. Some of these include, but are not limited to, the following:
- have measureable goals and benchmarks aligned with Washington State Learning Standards
 - align curriculum and instruction to state standards
 - assess students' needs in relationship to common standards and goals
 - diagnose strengths and weaknesses and use these to design specific instructional plans to improve student learning
 - use effective methods and instructional strategies, based on scientifically-based research, to improve academic achievement of underachieving students in intervention programs
 - implement all district curricula with fidelity to ensure maximum efficacy and equitability
 - emphasize differentiation of instruction to meet needs of individual students
 - assess, analyze, and use ongoing data to monitor progress, change delivery of instruction, evaluate success
 - assure that instruction is delivered by highly-qualified teachers and paraeducators
 - implement Response to Intervention model for problem solving

The following are specific methods and models used to provide for ongoing, continuous improvement for all students, with particular emphasis on underachieving students.

- regular assessment and program monitoring
- regular communication of progress

- differentiation
- Elementary Learning Specialist
- Guided Language Acquisition Development (G.L.A.D.) strategies
- Imagine Learning for ELL students
- ELL Homework Club
- after school tutoring services
- regular grade level/department data analysis and planning meetings
- learning walks
- Collaborative Academic Support Team (C.A.S.T.), fall, winter, and spring
- Grade Level Intervention Team (GIT), Building Level Intervention Team (BIT),
- Multidisciplinary Team (MDT)

B. The delivery of intervention/extension by certificated staff, the most highly qualified, for 45 minutes per day is continuing. All grade level teachers and the Title 1 and the Resource teacher deliver the intervention/extension. Some certificated staff is assisted by a paraprofessional. First year data connected to this decision is included under Component 9.

Added for the 2014-15 school year is increased professional development for the paraprofessionals in the building. The paraprofessionals have had their daily hours increased to allow them to attend our Monday morning late start professional development time allowing them to learn alongside the certificated staff. Additionally, eight half day trainings are scheduled for them this year; four in reading and four in math.

A new math curriculum and instructional materials has been implemented to align with the Washington State Learning Standards. To develop common knowledge and skills, the district is supporting implementation through ongoing training opportunities and grade level collaboration. Paraprofessionals are included in many of the trainings.

C. Some of the 2013-2014 S.M.A.R.T. Goals are ongoing in nature and the staff is continuing them. These continuing goals include: certificated staff teaching the most at-risk students; learning walks to increase the types and quality of questions being asked to students; differentiation of math and reading during core instruction.

S.M.A.R.T. Goal - New goal

| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year. | | | | |
|---|---|--|--|---|
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Classroom teachers will develop risk rosters for ELA, math identifying students in four quadrants. Goals for at risk | Growth data will be presented at each CAST meeting. | Risk rosters developed during a District Directed day prior to school starting. Goals and data presented at each | Teachers will have an increased understanding and ability to deliver differentiated instruction to one or more at-risk | September CAST days in October, February, and June |

| | | | | |
|--|--|-----------------------------|--------------------------|--|
| subgroups will be developed. Progress will be monitored and reported at each CAST meeting. | | of the three CAST meetings. | subgroups based on data. | |
|--|--|-----------------------------|--------------------------|--|

S.M.A.R.T. Goal - Goal continued from 2013-2014

| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year. | | | | |
|--|---|---|---|----------------------|
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Highly qualified certificated teachers will instruct students at a Level 1 and Level 2 on the MSP in reading and math expanded learning time (extension) for 45 minutes per day. | MSP passage and improvement rates for students receiving instruction will be collected and analyzed to gauge the effectiveness of the goal. | Full day meeting per grade level to analyze data to identify the students entering extension, fine tuning what materials will be used, assignments of paraprofessionals, etc. | Results will be compared to the delivery system used where paraprofessionals shouldered much of the teaching. | 2014-2015 |

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF

Woodland Public Schools has developed a systemic model of supporting highly qualified teachers consisting of:

- A. A Principal Attestation form is on file in the school 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.
- B. Woodland Public Schools has developed a systemic model of attracting highly qualified teachers, consisting of: compensation, assessment and evaluation, mentoring and induction, and professional development which are further articulated under component 5.
- C. Paraprofessional hours have been increased to enable them to receive ongoing professional development alongside the certificated staff.
- D. Woodland School District website contains information pertaining to the Parents Right to Know required by NCLB.

COMPONENT 4: PROFESSIONAL DEVELOPMENT**S.M.A.R.T. GOAL: PEER OBSERVATION/LEARNING WALKS WITH THE HESS MATRIX**
S.M.A.R.T. GOAL: INCREASE KNOWLEDGE OF MATH STANDARDS

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 Elementary Learning Specialist provides instruction and modeling for literacy and assessment. The Secondary Learning Specialist, district Director of Learning, and the Title 1 teacher lead math professional development. All teachers participate in required PD supporting the implementation of the Washington State Learning Standards.

Added to the 2014-15 school year plan is increased professional development for paraprofessionals in the building. Paraprofessional hours were increased slightly to allow them to attend our Monday morning late start professional development time. This allows them to learn alongside the certificated staff. Additionally, eight half day trainings are scheduled for paras this year; four in reading and four in math with the focus on the Washington State Learning Standards.

Professional learning activities throughout the year are focused on the following four questions.

1. What do we expect students to learn?
2. How will we know when they have learned?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Avenues for professional learning occur during:

| Setting | Content/Focus |
|--|--|
| Faculty meetings | Standards based practices |
| Learning walks | Hess matrix - questioning |
| Content/Grade level meetings | Data analysis; curriculum; creation of common assessments; student placements in intervention; etc |
| District directed days | Data analysis; Smarter Balanced Assessment; WA. State Standards |
| Monday Morning late arrival | Washington State Learning Standards; Math curriculum; SMART goal |
| Release days using substitute teachers | Math and assessment |

S.M.A.R.T. Goal - Goal adjusted from 2013-2014

| | | | | |
|---|-----------------------------------|------------------------------------|--|------------------------------|
| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year. | | | | |
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Learning walks to observe peers with | Observing staff will use the Hess | A schedule has been built into the | Cost of sub coverage has | Spring 2015 |

| | | | | |
|--|--|---------------------------|---|--|
| the goal of growth in teacher questioning. The Hess matrix/DOK levels of questioning will be used determine the flow between higher and lower levels of questioning. | matrix and plot the type and frequency of questions. Follow-up analyze the proportion of questions falling at the lower and higher levels of questioning and suggest changes to increase deeper levels if necessary. | calendar for these walks. | been factored into the building budget. | |
|--|--|---------------------------|---|--|

S.M.A.R.T. Goal - New goal

| | | | | |
|---|--|---|--|---|
| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year. | | | | |
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Increase knowledge of the math standards through the creation and/or analysis of math progressions tests. | Create the progressions tests using the math standards for the current grade level as well as preceding grade levels. Use and analyze student performance on the progression tests by grade level teachers. | Release days for the work committee. Monday morning late start time for analysis of the results. | The Title 1 and two classroom teachers from each grade level create the assessments. Classroom teachers analyze the results of the testing. | September November January February April |

COMPONENT 5: ATTRACT AND RETAIN HIGH QUALITY, HIGHLY QUALIFIED STAFF

- A. A Principal Attestation form is on file in the school 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.

B. Strategies are used to attract highly-qualified staff to work in our school. Woodland School District 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 \$330 is available for each certificated staff member for continuing education.
- Assessment and Evaluation: All provisional and probationary certificated staff will participate in the comprehensive form of the TPEP evaluation during the 2012/2013 school year. This accounts for approximately 43% of certificated staff at WIS. The remaining 57% of certificated staff will continue with the previously used WSD evaluation tool. During the 2014/2015 school year 48% of certificated staff will participate in the TPEP evaluation process. During the 2015/2016 school year 100% of certificated staff will participate in the TPEP evaluation process.

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. New hires are teamed with a grade level mentor to help create a sense of belonging and identify within our culture, provide support for a successful year, and connect the new hire with other school and district support staff. The mentor, Elementary Learning 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.

COMPONENT 6: STRATEGIES TO INCREASE PARENT/FAMILY INVOLVEMENT

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
 Open House
 Music concerts
 Interpreters
 Fall and spring conferences
 Great Job cards
 Quarterly Achievers
 MSP awards ceremony

Book Exchange Night
 Drop In-Drop Off
 On-line access to student information
 Newsletters
 Student of the Month recognition
 Burgerville Award
 Veteran's Day Assembly
 Daily Planner

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.

- state assessment results annually
- report cards three times per year
- progress reports
- parent conference two times per year
- parent meetings as needed
- on-line access to grades, attendance, etc.
- phone, email, Moodle, district and school web pages, student planner

Woodland Intermediate School Parents Involvement Policy/Plan
 2014-2015

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 | Teachers | Fall | Signed Compacts |
| | Written information is provided as a part of the school handbook | Principal Secretary | Beginning of school year or on day of enrollment | Handbook |
| 2. Hold a flexible number of meetings throughout the year | Drop In/Drop Off | Teachers | Late Summer | Conference sign-up and signed compacts |
| | Parent Conferences | Teachers | Fall and Spring | |
| | Book Exchange | Staff | Winter | Sign in sheet |
| | Book Fairs | Library Staff | Fall/Spring | |
| | Open door policy | Staff | Ongoing | |

| | | | | |
|---|---|--|---|---|
| 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 Parent access to grades online Book exchange presentation | Teachers Secretary Teachers Learning Specialist | Fall/Spring Fall On-going Winter | Conference sign-up Newsletter Sign in sheet |
| 5. Parents may request meetings, provide suggestions, and participate in decisions related to their children's education | On- 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 | PTSA | Staff | On-going | Posted meetings |
| 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 student 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 Parent, principal, teacher, and staff | Fall/Spring On request Yearly On-going On-going Fall | Conference sign-up sheet Newsletter Publications; Websites; Newsletters Building plan signature page |
| 8. Increasing parent participation and involving parents more effectively through the use of student planners | Student planners | Student, teacher, parent | On-going | Student completion of planner; parent review and signature |

**Woodland Intermediate School
Title 1 Home/School Agreement**

Student's Name: _____ Grade: _____ Teacher: _____

Parent/Guardian: _____ Phone: _____

We know that students learn best at Woodland Intermediate when everyone works together to encourage learning. This pledge is a promise to work together as a team. Together we can do it!

| PARENTS/GUARDIANS | STUDENT | TEACHER |
|---|---|---|
| <ul style="list-style-type: none"> ❖ I will ensure that my child attends school regularly and is on time. ❖ I will support the homework policy of the school and provide an appropriate place for my child to study. ❖ I will let the teacher know if my child has any problems with school ❖ I will be responsible for maintaining my awareness regarding my child's progress. | <ul style="list-style-type: none"> ❖ I will attend school regularly and be on time. ❖ I will do my best in class and on my school work. ❖ I will ask for help when I don't understand something. ❖ I will come prepared each day (supplies, books, completed work). ❖ I will keep a positive attitude towards self, others, school and learning. | <ul style="list-style-type: none"> ❖ I will maintain high expectations for myself and the student and be a positive role model. ❖ I will create a learning environment that builds self-esteem and academic knowledge where students can be successful. ❖ I will communicate and work with families often to support student learning. ❖ I will provide quality instruction in a supportive and effective learning environment. |

Parent Signature

Student Signature

Teacher Signature

COMPONENT 7: TRANSITION PLANS FOR PRESCHOOLS AND BETWEEN GRADE LEVELS

A. Traditionally, transition plans between buildings have been well articulated with timelines for various events and procedures.

Some of the transition activities that have taken place for the transition from the Primary to the Intermediate include: a school tour by incoming third graders and meeting of their teacher, coordination between WPS and WIS special services staff to provide a smooth transition for students in special programs from life skills to the highly capable, and student placement into classrooms.

Some transition activities that have taken place for the transition from the Intermediate to the Middle School include: teachers from WMS meeting with WIS teachers to discuss each student; coordination between WIS and WMS special services staff to provide a smooth transition for students in special programs from life skills to the highly capable, a family night at WMS, WMS student leadership visitation to WIS students, Lockers and Lunch in August, and a special orientation class for students with special needs.

Grade level transitions within the building included student placement using data, and Drop In and Drop off in August to meet the new teacher and see your classroom.

B. Due to the work surrounding reconfiguration of grade level bands to different buildings this school year, the plans for these activities are under discussion. The proposed staff of each reconfigured building is meeting on a regular basis to discuss how this massive move will look for students with the goal being a seamless transition. Known is that continued attention will be paid to the placement and transition of students with special needs. Parent

involvement and parent meetings will also be held to get continual input from the community.

COMPONENT 8: TEACHERS INCLUDED IN ASSESSMENT DECISIONS

S.M.A.R.T. GOAL: CREATION, USE, AND ANALYSIS OF MATH PROGRESSION TESTS

S.M.A.R.T. GOAL: CREATE CLASSROOM LEARNING GOALS BASED ON THE STUDENT RISK ROSTER INFORMATION WITH REPORTING AT C.A.S.T. MEETINGS

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 Schoolwide Plan each year. During the process the overall instructional program’s effectiveness is analyzed. S.M.A.R.T. goals are posted in a common area and progress on those plans is updated visually throughout the year. A Schoolwide Action Team is in place to continue guiding decisions on key initiatives within the building.

S.M.A.R.T. Goal – New goal

| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year. | | | | |
|---|---|--------------------------------|--|---|
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Creation, use, and analysis of math progression tests to place students in extension services. | Use Analysis of student performance by grade level teachers | Release days for the committee | The Title 1 and two classroom teachers from each grade level create the assessments. | September November January February April |

S.M.A.R.T. Goal – Adjusted goal

| The percentage of students reaching standard on the reading and math MSP will increase to 100% for the 2014-2015 school year | | | | |
|--|---|---|--|--|
| Specific | Measureable | Actionable/ Attainable | Realistic/ Results-oriented | Timely/ Timebound |
| Classroom teachers create learning goal/s based on the classroom risk roster; presenting these goals and the ensuing | Each teacher presents and hands in their student learning goal/s during fall and winter C.A.S.T.. | Time has been built into the schedule. Staff experiencing difficulty crafting a goal will work with the principal | C.A.S.T. meetings will provide follow-up and a chance to discuss the data collected. | October 2013 February 2014 June 2014 |

| | | | | |
|---|---|----------------------------|--|--|
| student data surrounding the goal/sat Collaborative Academic Support Team meetings 3x per year. | Data on these goals is presented during winter and spring C.A.S.T.. | to create a learning goal. | | |
|---|---|----------------------------|--|--|

COMPONENT 9: PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTY

- A. At the beginning of the school year, each classroom teacher develops a risk roster for his or her classroom in ELA and math. Student data is reviewed from student cumulative files and the district electronic data system. Information such as mobility, absenteeism, current and former results on state assessments, report cards, and previous interventions are analyzed. The student is then placed in one of four quadrants: significant risk, some risk, little risk, or no risk. Using this information, the teacher can begin to differentiate instruction from the first week of school.

Grade level teams meet for a full day in mid – September to identify and place students in extension services in ELA or math. Each teacher’s risk roster is combined with others from the grade level to create a grade level risk roster of students in each quadrant. Students are then discussed one by one with the homeroom teacher of a student leading the discussion. In this way, students who may appear similar if simply looking at one or more score are discussed more deeply bringing factors such as previous interventions, mobility and other factors. From this process, a rank order is developed.

Title 1 students in need of intensive intervention are given supplemental instruction outside their core literacy/math basic education classes. All students receive extension service for forty-five minutes per day. Students identified as ELL or with an IEP, also receive services at this time but may also have additional time beyond these forty-five minutes. Students not needing acceleration (remediation) participate in extension time. The Washington State Learning Standards in ELA and math guide the extension/intervention.

Students not at the proficient level are in a math or ELA group for six to seven weeks. At the end of that time, student progress data are reviewed. The student may remain in a group with other students who are not yet proficient or be moved to a group of students working at grade level. Conversely, students who were in a proficient group may also have a change of placement if more support is needed as the year progresses.

These adjustments to intervention services are regularly scheduled dates and appear on the school professional development calendar. A protocol is used to discuss students and make appropriate placement changes.

- B. Students also receive extra support in the classroom through differentiated instruction which has been a goal in previous Schoolwide Plans. If increasing differentiation is

necessary and the student is already participating in extension/intervention, the teacher is encouraged to document the classroom interventions in our electronic data system. The teacher may then call a meeting of grade level peers or content experts to get more intervention ideas for the classroom. After six to eight weeks of further interventions, the teacher may choose to ask to have the student's information reviewed by our Multi-disciplinary Team (MDT) for further ideas or possible testing for Special Education.

- C. Math progression testing is being piloted this school year to help determine placement in math groups during extension block. After review of our math extension last year, we determined that too many areas were being focused on daily which led to a lack of depth in any critical area. The tests are designed to measure student knowledge in four or five key areas with extension/intervention going deeper for the students.

COMPONENT 10: PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTY

| Program | Amount Available | How the intents and purposes of the program will be met |
|--------------------------------|------------------|---|
| Basic Education and Local Levy | \$2,112,000 | <p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p> |
| Title I, Part A | \$225,000 | <p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math, kindergarten through 12.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p> |
| Title 1, Part A Set Aside | \$135,000 | <p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math, kindergarten through 12.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p> |
| Title II, Part A | \$13,000 | <p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p> |
| Title III | \$1,000 | <p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> |

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| | | Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards. Aspire training, supplies, and parent involvement |
| Total | 2,486,000 | |