

**Woodland Intermediate School  
Title I Schoolwide Plan Revision  
2011-2012**



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**Woodland Intermediate School**

**Schoolwide Program Planning Team**

**Title I Schoolwide Program Plan  
Assurances**

The Title I Schoolwide Program (SWP) option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

The names below certify this Schoolwide Program Plan is in accordance with all applicable Title I rules and regulations.

Michael Green, Superintendent \_\_\_\_\_  
*Name & Title* *Name & Date*

Deb Kernen, Special Services Director \_\_\_\_\_  
*Name & Title* *Name & Date*

Asha Riley, Director of Learning \_\_\_\_\_  
*Name & Title* *Name & Date*

Chris Wiseman, Woodland Intermediate Principal \_\_\_\_\_  
*Name & Title* *Name & Date*

Mo Anderson, District Literacy Specialist \_\_\_\_\_  
*Name & Title* *Name & Date*

**Date of School Board Review:** *December 19, 2011*

# Title I Schoolwide Program Plan

Date when Plan will be

Implemented: December 2011 Plan Status: Revised X

**School District Name:** Woodland School District

**Address:** 800 Third Street

Woodland, WA 98674

**Title I Coordinator** Mo Anderson

**Phone:** 360-841-2750 **FAX:** 360-841-2751

**E-Mail Address:** andersom@woodlandschools.org

**Superintendent:** Mr. Michael Green

**Phone:** 360-841-2700 **FAX:** 360-841-2701

**E-Mail Address:** greenm@woodlandschools.org

**Building Name:** Woodland Intermediate School

**Address:** 2250 Lewis River Road

Woodland, WA 98674

**Building Principal:** Chris Wiseman

**Phone:** 360-841-2750 **FAX:** 360-841-2751

**E-Mail Address:** wisemanc@woodlandschools.org

**School Enrollment:** 451

**Grade Levels:** 4-6

**Free/Reduced Lunch %** 54.8

## Planning Team

Parents:	Chris Wiseman* Pam Bosen
Certified Staff: <i>(include position)</i>	Pam Malik – Fourth Grade Teacher Kim Mathis – Fifth Grade Teacher Sue Reid – Sixth Grade Teacher Veronica Heller – Special Education Teacher
Classified Staff: <i>(include position)</i>	Linda Wilson – Instructional Assistant
Administrators: <i>(include position)</i>	Chris Wiseman* - Principal
District Staff:	Deb Kernen – Special Services Director
Title I Staff:	Mo Anderson – District Literacy Specialist Tara Eilts – Title 1 Teacher

\*Names followed by an asterisk indicate the member is both a parent of a student at Woodland Intermediate School as well as a staff member.

### Schoolwide Planning Revision Timeline:

October 17-November 1, 2011 – Data Collection

November 2, 2011 – Schoolwide committee meeting

November 9, 2011 – Schoolwide committee meeting

November 15, 2011 – Schoolwide Plan to the Special Services office

December 19, 2011 - Board presentation

# Component 1: Comprehensive Needs Assessment

## A. Demographics

### Staff:

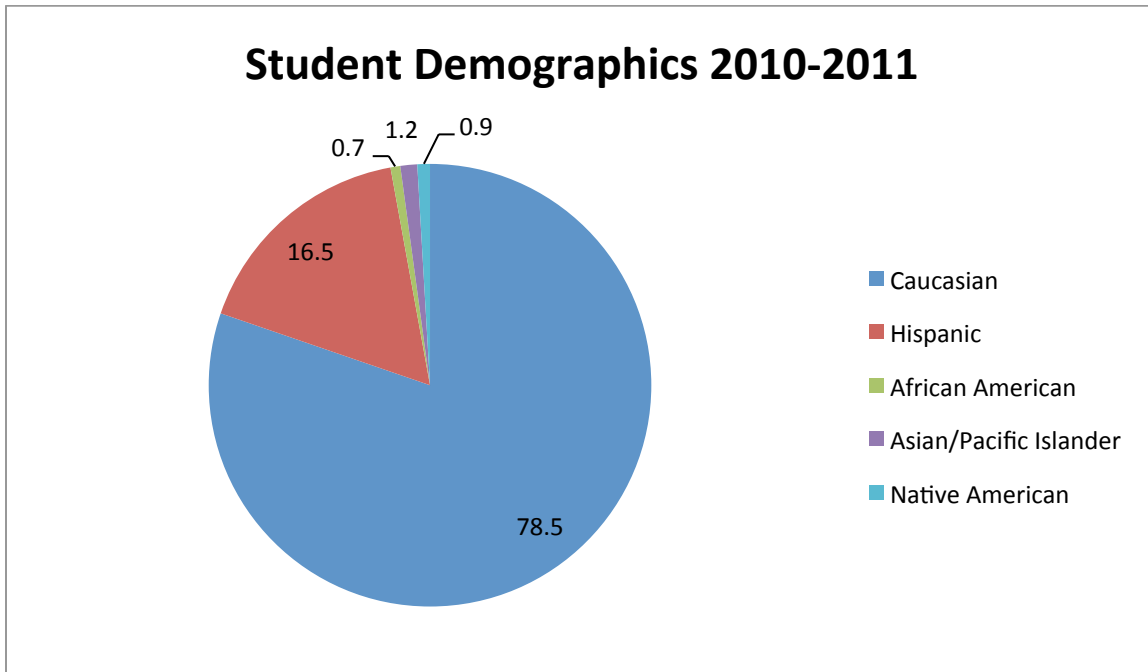
The staff members at Woodland Intermediate School (WIS) who sustain the mission and beliefs about education represent a blend of styles and experience.

- Classroom Teacher: 22
- Average Years of Teacher Experience: 10.5
- Teachers with at least a Master's Degree: 81.8%
- Total number of teachers who teach core academic classes: 22%
- Total number of teachers teaching with an emergency certificate: 0.0%
- Total number of teachers teaching with a conditional certificate: 0.0%
- Total number of core academic classes: 22
- NCLB Highly Qualified Teacher Information
- Total number of classes taught by teachers meeting NCLB highly qualified (HQ) definition: 100.0%

Support staff include: the psychologist, counselor, literacy specialist, extension block instructor, and speech pathologist.

### Student: School year 2010-2011

- Enrollment: 451
- Socioeconomic Status: The percent of students eligible for free or reduced lunch in May 2011 was 54.8.
- Ethnicity: Student enrollment was:
  - Caucasian: 78.5%
  - Hispanic: 16.5%
  - African-American: 0.7%
  - Asian/Pacific Islander: 1.2%
  - Native American: 0.9%
- Special Education: 8.2%
- Limited English Proficiency:
  - Transitional bilingual: 5.5%
  - Migrant: 0%



## B. School Programs/Process

The School Improvement Plan (SIP) for Woodland Intermediate School (WIS) has been crafted around the Nine Characteristics of High Performing Schools. Some goals reflect the increments needed to have 100% of our students at level by 2014.

### School Improvement Plan

Beginning with the 2010-2011 school year, the School Improvement Plan was folded into our Schoolwide Plan.

**School Improvement Reading Goal # 1** – In grades four through six, 88.1% of Woodland Intermediate students will meet standard on the Measurement of Student Progress (MSP).

- Strategy 1: Consistent implementation and delivery of scientifically based instructional materials.
- Strategy 2: Consistent grading practices between teachers and grade levels.
- Strategy 3: Increase usage of Response to Intervention format.

**School Improvement Reading Goal # 2** – The percentage of Woodland Intermediate students at benchmark as measured by DIBELS in grades four through six will be 80% or greater at each grade level.

- Strategy 1: Increase oral reading practice, feedback and goal setting.
- Strategy 2: Increase parent involvement.

**School Improvement Math Goal # 1** – In grades four through six 83% Woodland Intermediate students will meet standard on the Measurement of Student Progress (MSP).

- Strategy 1: Consistent use of supplemental materials and core curriculum to teach grade level state standards.

- Strategy 2: Differentiation of instruction within the classroom.
- Strategy 3: Consistent grading practices between teachers and grade levels.

**School Improvement Math Goal # 2** – In grades four through six 83% Woodland Intermediate students will meet standard on the Measurement of Student Progress (MSP).

- Strategy 1: Increase parent involvement.

**School Improvement Motivation Goal # 1** – Increase the number of students advance a level or maintain a level four in each curricular area tested on the MSP

- Strategy 1: Communication, collaboration, and goal setting.
- Strategy 2: Decrease the incidences of inappropriate behavior resulting in referrals.

### **Narrative of School Improvement Plan:**

#### **Part I: A Clear and Shared Focus**

1. The data used to support Woodland Intermediate School’s school improvement plan was derived from the results of the 2011 Measurement of Student Progress (MSP) scores and data. Additionally, reading fluency tests have been proctored to all students in grades 4, 5, and 6.

#### **Part II: Strategies and Action Steps**

##### **1. Clear and Shared Focus**

- Data in reading and math is shared, analyzed, and plans of action created to increase student achievement.
- Work with data in the areas of writing and science continues to evolve.

##### **2. High Standards and Expectations**

- The staff at Woodland Intermediate School holds high academic and behavioral expectations for students as well as their colleagues. Teachers are given weekly staff development/collaboration time and are supported by building and district administration to seek out additional professional development opportunities to increase pedagogical repertoire.
- A literacy specialist is available to help all staff members implement reading strategies both in the core instructional block as well as reading in other content areas.
- We continue to align teaching and learning with Washington State Standards in all academic areas.
- Schoolwide behavioral and climate work have been initiated.

##### **3. Effective School Leadership**

- Administration continues to ask for input from the Building Leadership Team and staff for decisions regarding professional development, curriculum, instruction, interventions, and building function. An interest based model is used when appropriate.
- Teachers are encouraged to take on leadership roles. Staff members have taken on the roles of math, science, and technology representative and other leadership roles. Many staff members also contribute in the facilitation of professional development and informational meetings. Teachers regularly mentor student teachers from a variety of universities.
- Frequent and clear communication is a priority. This is accomplished through meeting agendas, meeting notes, and weekly activity calendars (Week at a Glance).

##### **4. Collaboration and Communication**

- Teachers at Woodland Intermediate School collaborate regularly. In addition they are provided with tuition reimbursement funds and instructional improvement days.
- Teachers are provided with district-sponsored professional development opportunities.

##### **5. Curriculum, Instruction, and Assessment**



- WIS staff members teach district adopted curriculum and instructional materials. This would include *Imagine It* for reading, *Investigations/Connected Math* and *Scott Foresman* for math, FOSS kits for science, and *Step Up To Writing*. Teachers collaborate on a regular basis to integrate teaching strategies and develop supplemental activities aligned with state standards.
  - The primary focus of staff development opportunities continues to be math. We have worked to align curriculum and instructional materials with state standards.
  - An aligned schedule that contains large blocks of uninterrupted time for reading, writing, and math has been established.
  - A forty-five minute extension block is established for each classroom. During this time, students needing extra support in reading and math as well as students with an IEP or other special services receive additional instruction.
- 6. Frequent Monitoring of Teaching and Learning**
- The literacy coach is available to model teaching strategies to staff, assist in developing lesson plans, have dialog with staff, and provide feedback.
  - The administration is involved in learning opportunities to explore best practices. Administrators within the district collaborate on a weekly basis.
  - Learning walks are established. Teachers and administrators view and discuss portions of observed lessons using a model adapted from the work of Robert Marzano.
  - Staff uses data to make decisions regarding student improvement.
- 7. Focused Professional Development**
- Throughout the year staff continue to receive support in academic areas.
  - Professional development is consistent within its format and focus.
  - Opportunities for team level collaboration are scheduled on a monthly basis.
- 8. Supportive Learning Environment**
- Woodland Intermediate is able to offer several reading and math interventions for students. For reading these include *Corrective Reading*, *Read Well*, *Read Well Plus* and *Imagine It* support. Math support includes *Study Island*, *Everyday Counts Calendar Math*, basic skills, and problem solving.
  - Instruction for Limited English students is supported with *Oxford Picture Dictionary for the Content Areas* and the lessons that go with it.
  - Core reading instruction is deliberate and rigorous with smaller groups and flexible grouping. Differentiated instruction is being explored in math.
  - Progress reports are available online. For parents without online access paper copies are sent home every three weeks.
- 9. Community Engagement and Parent Involvement**
- WIS hosts an annual Book Exchange. This evening includes parent and teacher socialization, dissemination of reading information, and a student book exchange.
  - Weekly newsletters are sent home to parents.
  - An informational website is available for parents and students with online access.
  - Student academic information is available online for both parents and students.
  - Both fall and spring conferences are held.

## C. Perceptions

### Adequate Yearly Progress

State law, Administrative Code, and regulations establish an accountability system that includes all public schools and districts in the state. Every public school is required to make adequate yearly progress measured by MSP performance and participation. We are currently in STEP II of the School Improvement Process. This will be our first year providing Supplemental Educational Services to students who qualify for free and reduced status. This chart is a summary of Woodland Intermediate AYP results for 2010 and 2011.

2009-2010 AYP Information					
Group	Met Proficiency Goal		Met Participation Goal		Other Indicators
	Reading	Math	Reading	Math	
All	Yes	Yes	Yes	Yes	Yes
American Indian	N<Required	N<Required	N<Required	N<Required	
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black	N<Required	N<Required	N<Required	N<Required	
Hispanic	Yes	No	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	N<Required	N<Required	N<Required	N<Required	
Special Education	N<Required	N<Required	N<Required	N<Required	
Low Income	Yes	No	Yes	Yes	
Number of Yes: 17 / Number of No: 2 / % of Yes/Total: 89.5% / Number of N<Required: 18					

2010-2011 AYP Information					
Group	Met Proficiency Goal		Met Participation Goal		Other Indicators
	Reading	Math	Reading	Math	
All	No	Yes	Yes	Yes	Yes
American Indian	N<Required	N<Required	N<Required	N<Required	
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black	N<Required	N<Required	N<Required	N<Required	
Hispanic	No	Yes	Yes	Yes	
White	No	Yes	Yes	Yes	
Limited English	N<Required	N<Required	N<Required	N<Required	
Special Education	No	No	Yes	Yes	
Low Income	No	Yes	Yes	Yes	
Number of Yes: 15 / Number of No: 6 / % of Yes/Total: 71.4% / Number of N<Required: 18					

### Areas of Strength and Areas in Need of Improvement:

The following have been identified as strengths and weaknesses in our core reading and math programs.

#### Reading Program

Reading Strengths:

- The instructional portion of the core program is aligned to state grade level expectations.
- ‘Walk to Read’ allows for increased differentiation within the reading block.
- Grade level reading meetings take place regularly to discuss student achievement.
- Data is used to place students in reading and extension groups.
- Data is used to guide instruction in extension groups.
- Extension groups are 45 minutes in length as compared with the typical 30 minutes in many other districts.

- Collaboration between the extension teacher and the reading teacher is increasing.
- Most substitute teachers received half day training on the use of *Imagine It* materials.

Weaknesses	Priorities	Concerns
MSP data has not been distributed and analyzed.	Improve access to MSP data and staff understanding of how to analyze and use data to drive instruction.	How do we use the MSP data to improve student achievement? Who will train the staff? When will this occur?
Assessments from the core reading program are not aligned closely enough with state standards.	Staff will begin to develop and incorporate the use of MSP formatted questions in the core which align to the state standards.	When teachers develop the assessment questions when will they do it? Will release time be possible?
Classroom expectations differ in frequency of usage and fidelity of implementation of the core curriculum.	Consistent use of the core to teach skills and strategies, vocabulary, fluency, and writing in response to a prompt will be required.	How can we support and encourage all staff to implement the core reading program with fidelity?
Professional development opportunities in reading have decreased in the last two years.	Provide assistance to staff who are not fully implementing the core.	How can we support and encourage all staff to implement the core reading program with fidelity?

## **Math Program**

### **Math Strengths:**

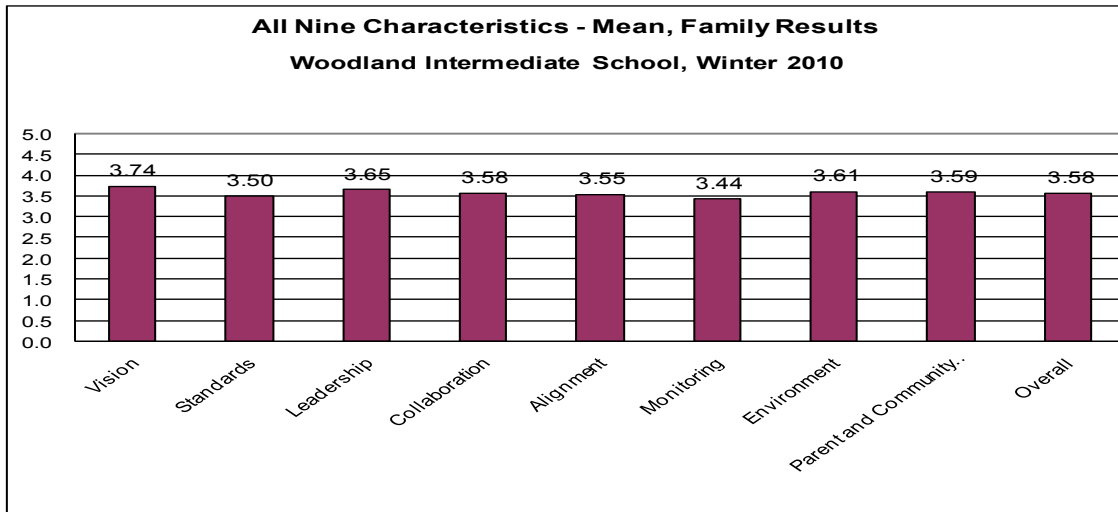
- Monday morning math collaboration and professional development takes place on a regular basis.
- Standards based grade level assessments have been implemented and take place three times throughout the year. Data is analyzed and recorded in Students Information and Progress System (SIPS) for future reference.
- A scope and sequence has been completed for each grade level and are adjusted annually.
- Title I math extension was implemented during the 2009-2010 school year. A certificated teacher was added in 5<sup>th</sup> and 6<sup>th</sup> grade math intervention blocks based on building data.
- Individualized computer programs are available for the extension block, classroom and available use.

Math Weaknesses	Priorities	Concerns
MSP data has not been distributed and discussed.	Improve access to MSP data and staff understanding of how to analyze and use data to drive instruction, particularly in the areas of problem solving and number sense.	How do we use the MSP data to improve student achievement in the areas of problem solving and number sense? Who will train the staff? When will this occur?
Neither the core nor the supplemental materials are sufficiently aligned to standards.	Continue to develop and revise grade level scope and sequence plans including assessment.	When can we continue to develop and revise grade level scope and sequence plans? Will Mondays or release time be available?
Consistent implementation of the scope and sequence is weak from classroom to classroom.	Provide assistance to staff who are not fully implementing the scope and sequence.	How can we support and encourage all staff to implement the math scope and sequence?
Staff understanding of differentiation needs further development.	Differentiate instruction within the classroom. Provide professional development on how to implement strategies	How can we differentiate instruction within the classroom?

## Climate Survey: Winter 2010

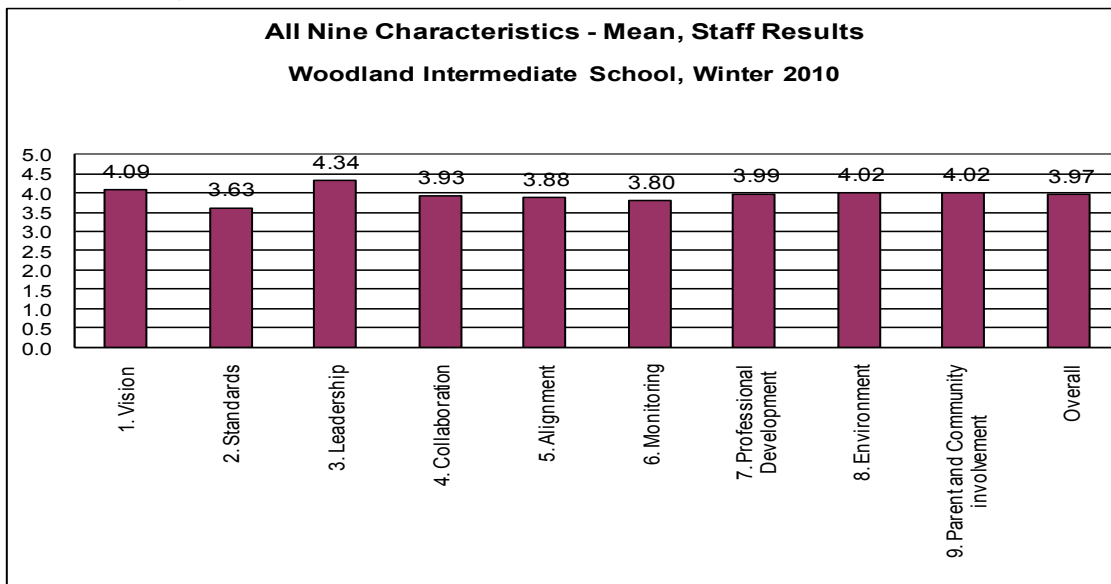
The Characteristics of Effective Schools survey was developed by OSPI. Parents and staff completed the survey to provide information on their perceptions of Woodland Intermediate based on the characteristics. Parents rated the different perceptions on a five-point scale: “agree” (5), “somewhat agree” (4), “neither agree nor disagree” (3), “somewhat disagree” (2), and “disagree” (1). The summary of the survey is below. As per the OPSI this survey was not redone for the revision of this document.

### Parent Survey



- No one characteristic stands out as being significantly discrepant.
- Family survey results showed lower ratings across all areas than the staff survey results.
- All categories averaged a “3” meaning “somewhat disagree”

### Staff Survey



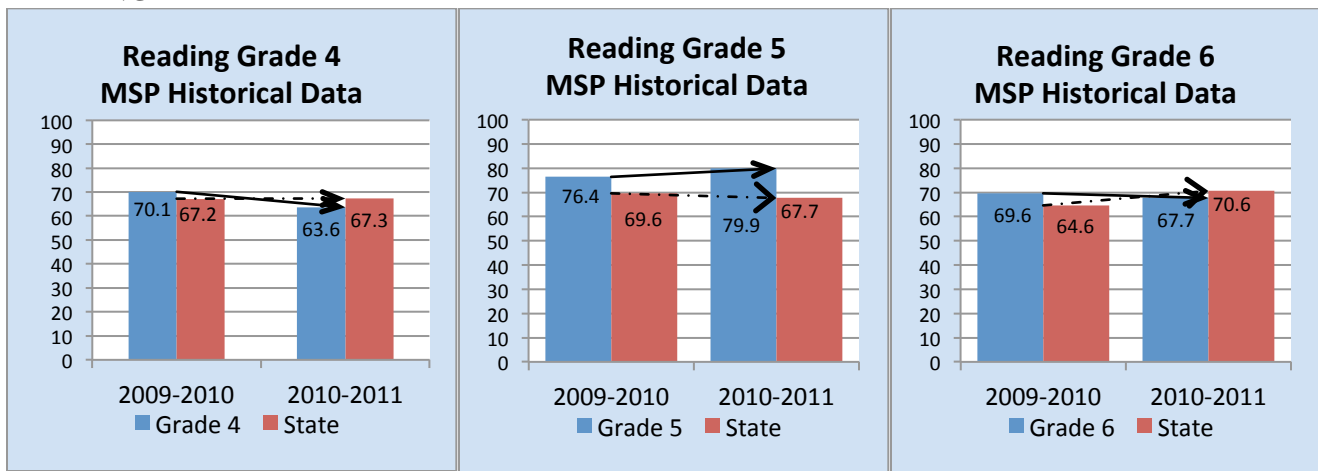
- Standards was rated the lowest among the characteristics with a score of 3.63 out of five.
- Leadership was rated the highest among the characteristics with a score of 4.34 out of five.

## D. Student Learning

Woodland Intermediate School students take the Measurement of Student Progress (MSP), a criterion referenced test. Fourth, fifth, and sixth grade students are assessed annually each spring in the areas of reading and math. Additionally, fourth grade students are assessed in writing and fifth grade students in science. For program improvement purposes, we now have two years of MSP information.

Information included in the following charts was obtained through the Office of Superintendent of Public Instruction (OSPI).

### READING DATA

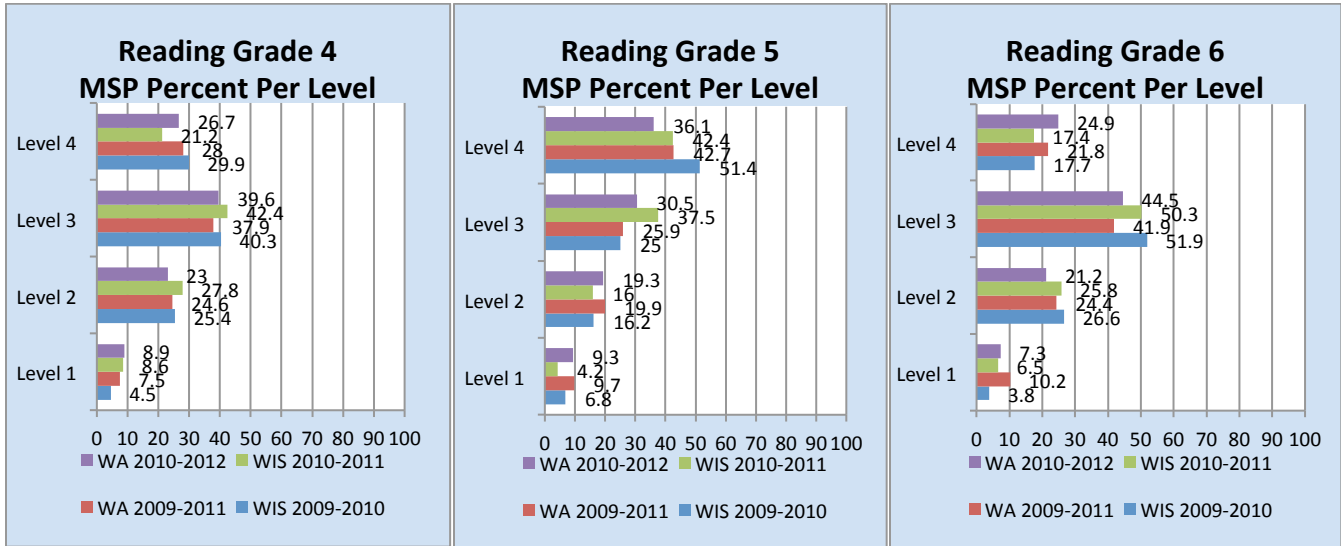


#### Observations

Grade 4: MSP performance declined by 6.5%. 2011 results are below the state average.

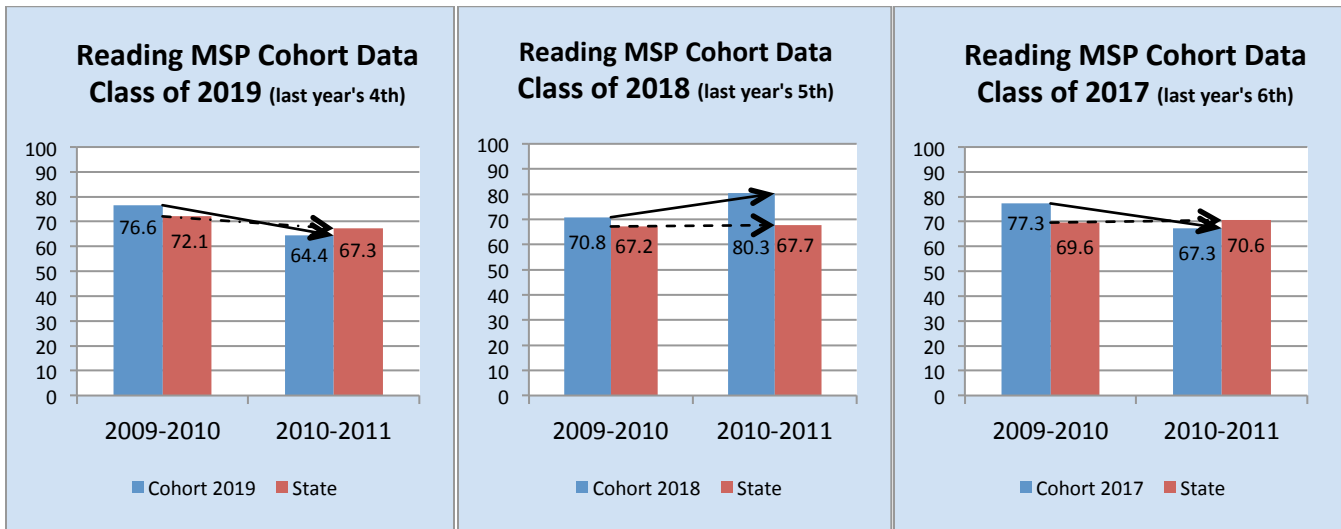
Grade 5: MSP performance increased by 3.5%. Both 2010 and 2011 results were above the state average.

Grade 6: MSP performance declined by 1.9%. 2011 results are below the state average.



**Observations**

The percent of Level 4 students in both 2010 and 2011 was highest in 5th grade and lowest in sixth. Approximately one in three students at grades four and six do not meet state standards.



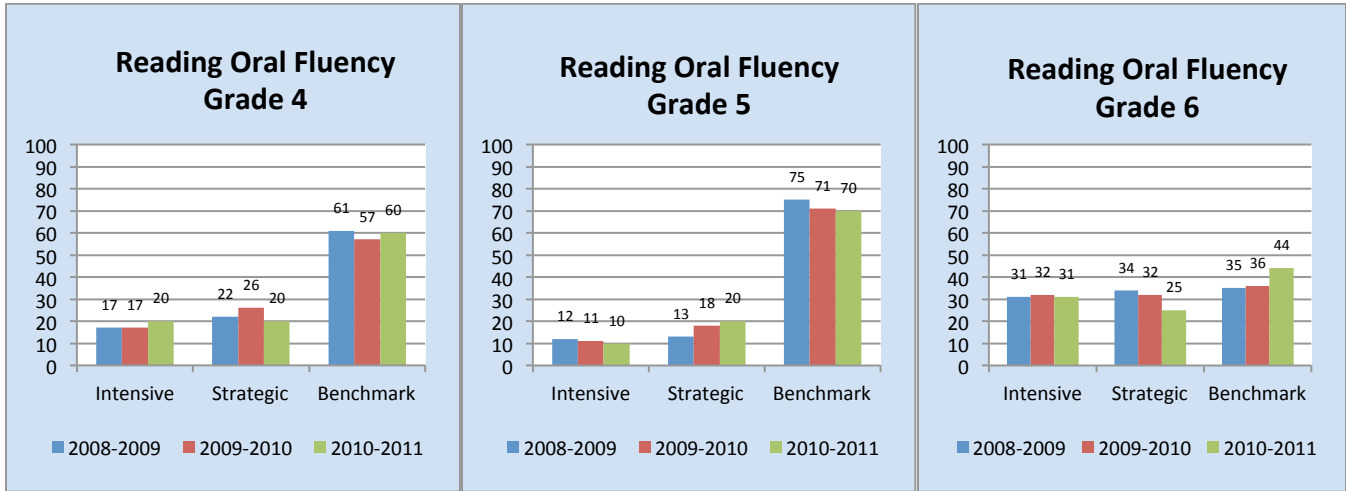
**Observations**

Grade 4: Performance declined by 12.2% between third and fourth grade. The state average declined by 4.8%. We also were 2.9% below the state average in 2010-2011.

Grade 5: Performance increased by 9.5% between fourth and fifth grade. The state average remained stagnant.

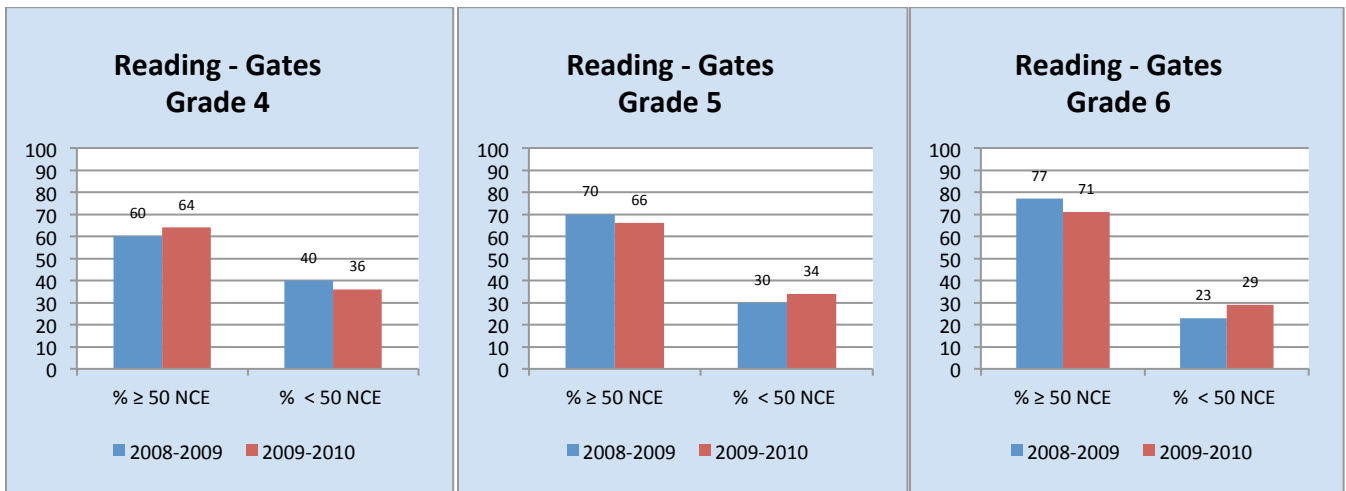
Grade 6: Performance declined by 10.0% between fifth and sixth grade. The state average increased 1.0%.

Performance mirrored a trend seen in the WASL data for WIS.



**Observations**

Data has remained fairly consistent across a three year span.

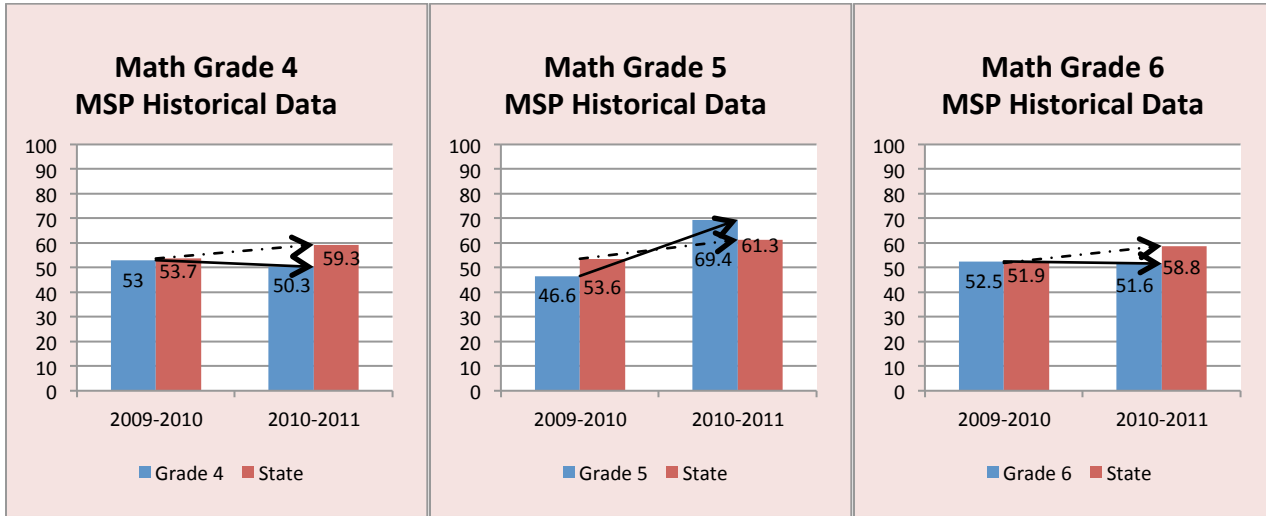


**Observations**

An improvement trend is seen in student achievement on this standardized assessment from fourth to fifth and fifth to sixth grade.

Two-thirds or more of our students were at the 60<sup>th</sup> NCE or greater schoolwide.

## MATH DATA

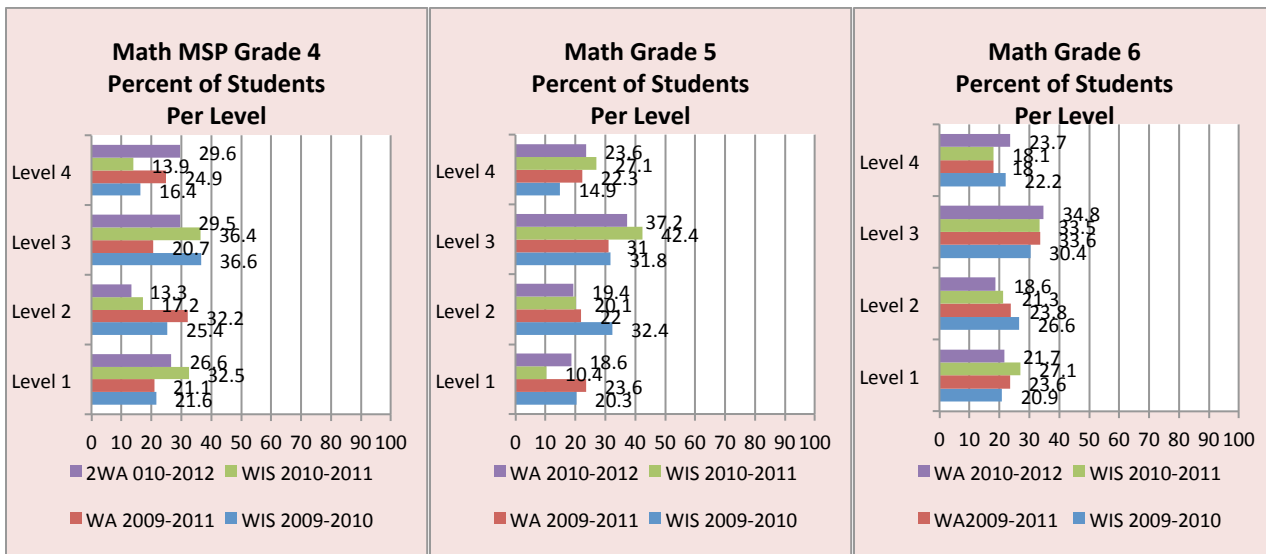


### Observations

Grade 4: Performance decreased by 2.7%. The state average increased by 5.6% during this same period. Results from 2011 were below the state average.

Grade 5: Performance by both WIS students and the state increased. WIS performance increased by 22.8%. WIS rate of growth was greater than the state.

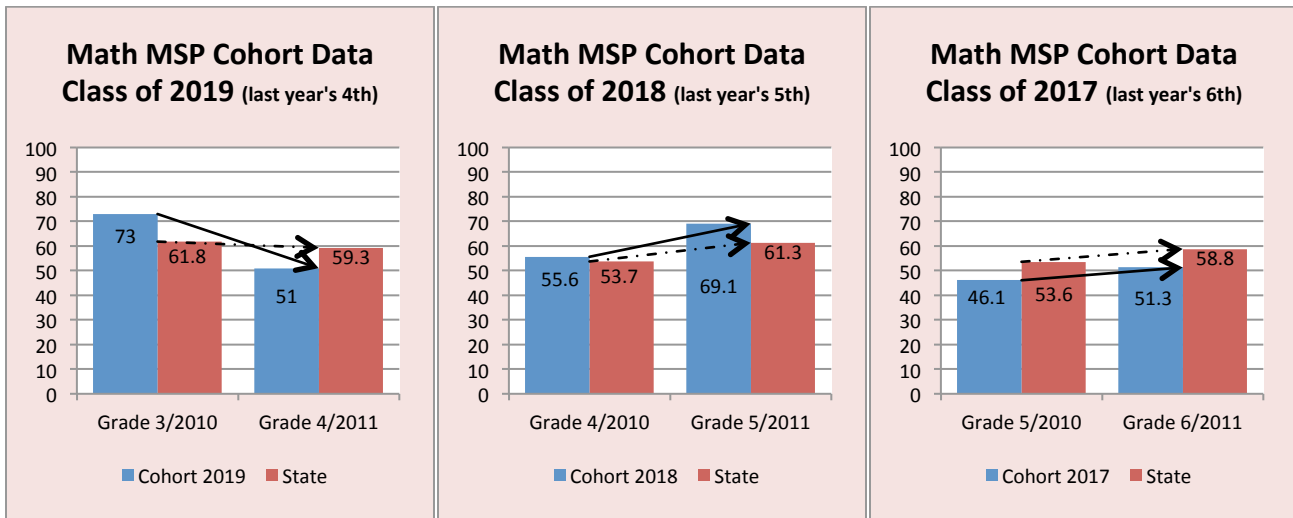
Grade 6: Performance decreased by 0.9%. The state average increased by 6.9%. Results from 2011 were below the state average.



### Observations

The number of Level 4 students declined in both fourth and sixth grades in 2011. The percent of Level 1 students increased at these grade levels also. In grade 5 the percent of students meeting standard at Levels 3 and 4 increased.





**Observations**

Grade 4: Performance decreased by 22% between third and fourth grade. 2011 WIS scores were below the state average by 8.3%.

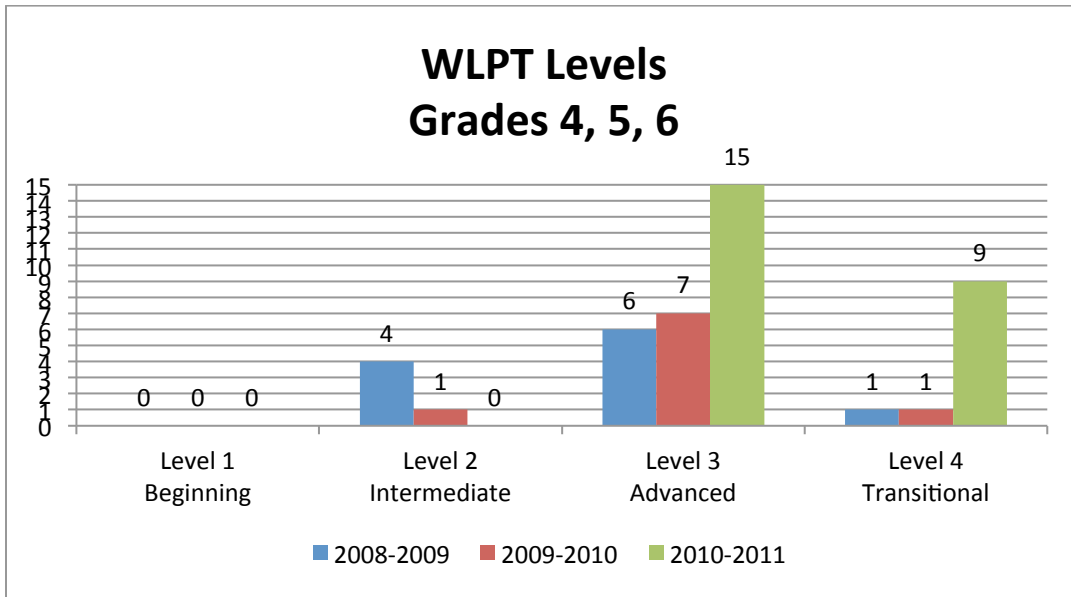
Grade 5: Performance increased by 13.5% between fourth and fifth grade. 2011 WIS scores were above the state average by 7.8%.

Grade 6: Performance increased by 5.2% between fifth and sixth grade. 2011 WIS scores were below the state average by 7.5%

## Comparative Data

### Limited English Student Data

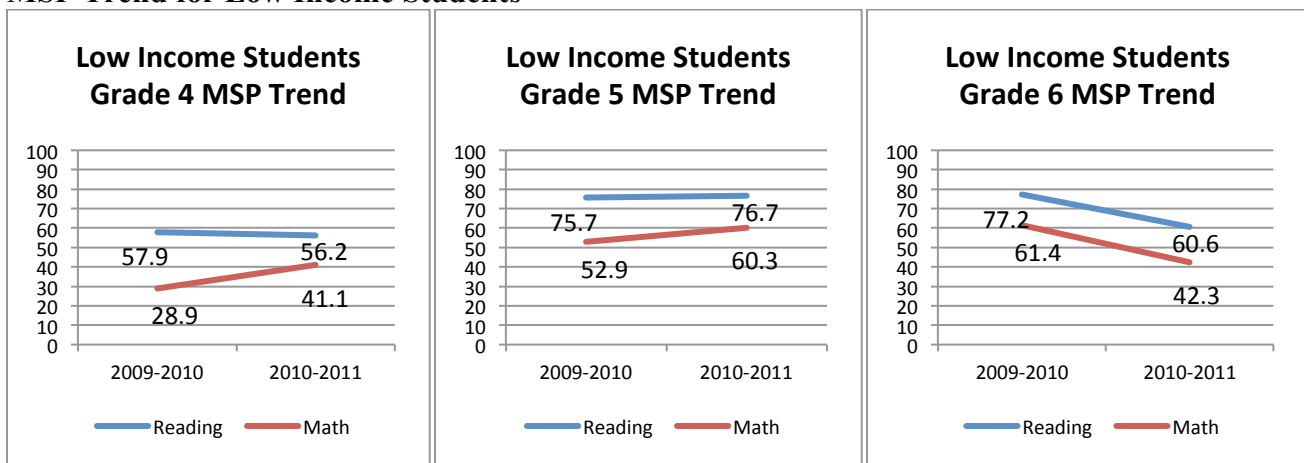
Although the numbers of students are increasing, we still serve a relatively small number of Limited English students. During the latest data collection period, twenty-five students at Woodland Intermediate were identified. Following is a chart with the number of students at each level on the Washington Language Proficiency Test (WLPT) from 2009-2011.



### Observations

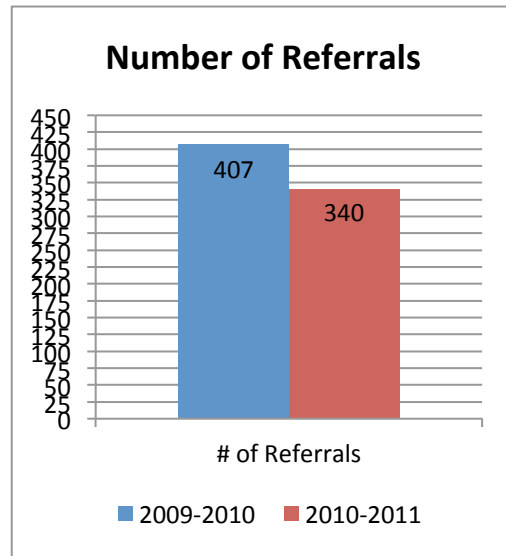
Although the number of students continues to increase we are moving students to higher levels of proficiency as measured by the WLPT.

### MSP Trend for Low Income Students



### Observations

Grades 4 and 5 saw significant growth in math scores in 2011. Grade 6 saw a sharp decrease. Reading scores were flat in grades 4 and 5 and saw a sharp decrease in grade 6.



**Observations**  
 The number of referrals, including warnings decreased by 67.

## Curriculum

The Woodland Intermediate School includes grades four, five, and six. The service delivery model includes general, extension (intervention), and special education.

Curriculum and instruction is focused on grade level Essential Academic Learning Requirements (EALRs) and guided by the Grade Level Expectations (GLEs) and current scientifically based research. Textbooks, intervention materials, assessments, and instruction are aligned with standards and research. After the revision of the state math standards, work on alignment of our core curriculum has taken place.

## READING

Students receive instruction in *Imagine It*, the core instructional program. A small number of students, with Individual Education Plans, receive instruction in an alternative core. Supplemental and intervention materials are chosen to address student needs in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and skills and strategies which cross all content and student learning.

<b>Reading Instructional Materials</b>			
<b>Grade</b>	<b>Core</b>	<b>Alternative Core</b>	<b>Intervention</b>
4	Imagine It	Reading Mastery Read Well Read Well Plus Phonics for Reading	Corrective Reading Imagine It Support Read Naturally Read Well Read Well Plus
5	Imagine It	Reading Mastery Read Well Read Well Plus Phonics for Reading	Corrective Reading Imagine It Support Read Naturally Read Well Read Well Plus
6	Imagine It	Reading Mastery Read Well Read Well Plus Phonics for Reading	Corrective Reading Imagine It Support Read Naturally Read Well Read Well Plus

## **MATH**

All students receive instruction in the core math curriculum during the grade level math block. Grades 4 and 5 receive instruction in *Math Investigations* while grade 6 receives instruction in *Connected Math II*. Scott Foresman Mathematics is used to supplement the core program. Supplemental and intervention materials are chosen to address student needs in the areas of number sense and problem solving.

<b>Math Instructional Materials</b>			
<b>Grade</b>	<b>Core</b>	<b>Supplemental</b>	<b>Intervention</b>
4	Investigations	Scott Foresman	Study Island Calendar Math Teacher Created Materials
5	Investigations	Scott Foresman	Study Island Everyday Counts Calendar Math Teacher Created Materials
6	Connected Math	Scott Foresman	Study Island Everyday Counts Calendar Math Teacher Created Materials

## **COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES**

Woodland Intermediate teachers work to identify and use effective methods and instructional strategies. Although many research based best practices are currently in place which we intend to continue; some of these include, but are not limited to: 90 minutes of instruction in the core subjects, a walk-to-read model in reading to provide more differentiation, ELL services addressing vocabulary needs in the content areas of reading and math, increased time for intervention groups, small group instruction, assessment with feedback, and core instruction followed by intervention.

We continue to work to infuse new methods and strategies into instruction which are effective for all students but particularly subgroups of low achieving students.

# **Goal of Schoolwide Action Plans**

## Woodland Intermediate School Reading Action Plan

**School Improvement Reading Goal** – In grades four through six, 88.1% of Woodland Intermediate students will meet standard on the Measurement of Student Progress (MSP).

**Strategy:** Collect and analyze data to inform instructional decisions.

**Rationale:** Identifying the strengths and weaknesses of students on particular reading standards will help us target our instruction to improve their performance.

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #1</b></p> <p>Distribute state generated MSP data to staff.</p> <p><u>STEPS</u></p> <p>Copy two sets of the MSP results given to parents.</p> <ol style="list-style-type: none"> <li>Sort and distribute to the classroom teacher.</li> <li>When reading groups are established, the reading teacher receives the data.</li> </ol>	<p>No PD is needed.</p>	<p>Fall 2012</p>	<p>Principal; Secretary; Instructional assistants</p>		
<p><b>ACTION #2</b></p> <p>Analyze the MSP data.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>Each teacher reviews the data.</li> <li>Meet as a grade level team and analyze trends in the data.</li> <li>As a grade level make adjustments to instruction as necessary.</li> </ol>	<p>Principal and Literacy Specialist will go over the purpose of each data set with staff.</p>	<p>Fall 2012</p> <p>Ongoing</p>	<p>Principal; Teachers</p>	<p>MSP results</p> <p>Collection form</p>	

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #3</b></p> <p>Develop end of selection assessment questions which more directly measure targeted standards than current questions.</p> <p><b>STEPS</b></p> <p>Team members will:</p> <ol style="list-style-type: none"> <li>1. Use the OSPI provided stems to create a pool of assessment questions for each grade level.</li> <li>2. At grade level meetings:               <ol style="list-style-type: none"> <li>a. Review the questions</li> <li>b. Set up an implementation schedule</li> </ol> </li> </ol>	<p>No PD required</p>	<p>2011-2012</p> <p>Begin winter of 2012</p>	<p>Teachers; Principal</p>	<p>End of selection assessments</p>	
<p><b>ACTION #4</b></p> <p>Analyze student achievement on the new assessment questions.</p> <p><b>STEPS</b></p> <p>Team members will:</p> <ol style="list-style-type: none"> <li>1. Develop an instrument to collect data from the assessment responses.</li> <li>2. Set up a schedule to analyze the data collected.</li> </ol>	<p>Team members who created the data collection tool will train the staff on the use of the instrument.</p>	<p>2012 - 2013</p> <p>2012</p>	<p>Teachers; Principal</p>	<p>End of selection assessment scores</p>	

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #5</b></p> <p>Select and administer MSP released items.</p> <p><u>STEPS</u></p> <p>In grade level teams:</p> <ol style="list-style-type: none"> <li>1. Decide on the released items to be administered.</li> <li>2. Create a schedule of administration</li> <li>3. Study the rubrics and anchors provided by the state and use these as teaching models and scoring guides.</li> </ol>	<p>Teams visit the OSPI website for resources.</p>	<p>2012</p>	<p>Teachers; Principal</p>	<p>Released items</p>	
<p><b>ACTION #6</b></p> <p>Analyze student performance on the MSP released item assessments.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Meet as grade level teams after completion of each MSP practice.</li> <li>2. Compare the results of students.</li> <li>3. Exchange teaching tips to increase student performance.</li> </ol>	<p>No PD is needed.</p>	<p>2012</p>	<p>Teachers; Principal</p>	<p>Released items scores</p>	



<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #7</b></p> <p>Provide assistance to staff who are not fully implementing the core.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Observation by and goal setting with the principal</li> <li>2. Observation and instructional support from the specialist</li> <li>3. Visitation to peer classrooms to observe</li> </ol>	<p>Literacy specialist support;            Principal conference and goal setting</p>	<p>Ongoing</p>	<p>Literacy specialist;            Principal;            Team members</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? Analysis of MSP scores in reading will be used to evaluate success in reaching this goal.

## Woodland Intermediate School Math Action Plan

**School Improvement Math Goal** – In grades four through six 83% Woodland Intermediate students will meet standard on the Measurement of Student Progress (MSP).

**Strategy:** Collect and analyze data to inform instructional decisions.

**Rationale:** Identifying the strengths and weaknesses of students on particular math standards will help us target our instruction to improve their performance.

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #1</b></p> <p>Distribute state generated MSP data to staff.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Math and reading MSP results will be copied at the same time.</li> <li>2. Sort and distribute to the classroom teacher.</li> </ol>	<p>No PD is needed.</p>	<p>September 2012</p>	<p>Principal, Secretary, Instructional assistants</p>	<p>Staff has the data</p>	
<p><b>ACTION #2</b></p> <p>Analyze the MSP data.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Each teacher reviews the data.</li> <li>2. Meet as a grade level team and analyze trends in the data.</li> <li>3. As a grade level make adjustments to instruction as necessary.</li> </ol>	<p>Principal will review the purpose of each data set with staff.</p>	<p>Fall 2012</p>	<p>Principal; Teachers; Director of Learning</p>	<p>MSP results</p> <p>Collection form</p>	

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #3</b></p> <p>Analyze common math assessment data.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Give common math assessment three times per year.</li> <li>2. Meet as a grade level team and analyze trends in the data.</li> <li>3. As a grade level make adjustments as necessary.</li> </ol>	<p>Seven PD opportunities are scheduled for the 2011-2012 school year.</p>	<p>Three times per year – fall, winter, spring</p>	<p>Director of Learning, Principal; Staff</p>	<p>Common math assessment results</p>	
<p><b>ACTION #4</b></p> <p>Further align the scope and sequence including assessments with state standards.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Grade level teams will assess the level of alignment.</li> <li>2. If unaligned, grade level teams will make adjustments to the scope and sequence.</li> <li>3. Continue development of common end of unit assessments based on standards.</li> </ol>	<p>No PD needed</p>	<p>2011-2012</p>	<p>Teacher; Principal; Director of Learning</p>	<p>Aligned scope and sequence</p>	

<b>Activities to Achieve this Goal:</b> What actions will occur? 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> When will this strategy or action begin and end?	<b>Who is Responsible? Who is involved?</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What evidence will be gathered to show this activity makes a difference in student outcomes?	<b>Status as of November 2012</b>
<p><b>ACTION #5</b></p> <p>Provide assistance to staff who is not fully implementing the scope and sequence.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Observation by and goal setting with the principal.</li> <li>2. Visitation to peer classrooms to observe.</li> </ol>	<p>Principal conference and goal setting</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p>	<p>Principal, Team members</p>		
<p><b>ACTION #6</b></p> <p>Teachers will develop classroom structures to implement differentiation in response to data.</p> <p><u>STEPS</u></p> <ol style="list-style-type: none"> <li>1. Conduct live or videotaped peer observations of differentiation.</li> <li>2. Discuss and brainstorm practical techniques to implement differentiation systems and strategies.</li> </ol>		<p>November 2011- November 2013</p>	<p>Director of Learning, Principal</p>	<p>Principal and peer observations</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? Analysis of MSP scores and common math assessment data will be used to evaluate success in reaching this goal.

## **Component 3: Instruction by Highly Qualified Teachers**

K-6 teachers and instructional assistants meet the NCLB definition of Highly Qualified. Documentation is on file in the Special Services Department. Notification to parents regarding highly qualified staff is included in our building handbook provided to all families each fall. All teachers are assigned to the areas in which they are certified to teach.

The district provides on-going training activities throughout the year for instructional assistants and teachers.

## **Component 4: Professional Development Activities**

Priority is given for professional development in core areas. On-going professional development opportunities which directly support program goals are provided to staff within the building and at the district level. Staff also attend professional development opportunities from the ESD, state, and other organizations. Woodland School District provides professional collaboration and learning time each Monday morning through a “late start” format. Foci for these mornings include: analyzing and interpreting data, alignment of instruction to state standards, knowledge of current instructional materials, pedagogy, and analysis of state practice assessments. This time provides an opportunity for focused staff collaboration. Below is Woodland Intermediate School’s calendar.

<b>Woodland Intermediate School Professional Development Calendar 2010-2011</b>	
<b>August 30</b> <i>½ Day</i> 11:30-2:30	Who: WIS Staff Where: The Think Tank Focus: Fresh Start/Think Tank
<b>September 13</b>	Who: WSD Employees Where: WHS Commons Focus: District Kick Off
<b>September 20</b>	Who: Grade Level Teams Where: On your own Focus: Math
<b>September 27</b>	Who: Grade Level Teams Where: On your own Focus: Math
<b>October 4</b> <i>Full Day</i> <i>Required</i>	Who: WIS/WPS Teams Where: WIS Focus: Math 6 <sup>th</sup> Grade Team to the SWW Math Consortium
<b>October 11</b>	Who: WIS Staff Where: WIS Focus: School Wide Plan
<b>October 18</b>	Who: WIS Staff Where: WIS Focus: School Wide Plan
<b>October 25</b>	Who: WIS Staff Where: WIS Focus: GIT/BIT Presentation
<b>November 1</b>	Who: WIS Staff Where: WIS Focus: District Wide Focus

**Woodland Intermediate School  
Professional Development Calendar 2010-2011**

<b>November 8</b>	Who: Grade Level Teams Where: WIS Focus: MSP Practice Grading
<b>November 15</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Scoring – Test Window Nov. 8-12
<b>November 17</b> <b>2:45-5:45</b>	Who: WIS Staff Where: WIS Focus: Step Up to Writing Training (Voluntary)
<b>November 22</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Entry into SIPS
<b>November 29</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Analysis
<b>December 6</b>	Who: WIS Staff Where: WIS Focus: Math
<b>December 13</b>	Who: WIS Staff Where: WIS Focus: Math
<b>December 20</b>	Who: Grade Level Teams Where: WIS Focus: Math Practice Grading
<b>January 10</b>	Who: WIS Staff Where: WIS Focus: 4 <sup>th</sup> Grade Math 5 <sup>th</sup> Reading 6 <sup>th</sup> Math
<b>January 24</b> Full Day Optional	Who: WIS Staff Where: WIS Focus: Differentiated Math Instruction
<b>January 31</b>	Who: WIS Staff Where: WIS Focus: Reading Data/Group Changes
<b>February 7</b>	Who: WIS Staff Where: WIS Focus: Open
<b>February 14</b>	Who: WIS Staff Where: WIS Focus: Schoolwide Plan
<b>February 28</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Scoring and Data Entry into SIPS Test Window Feb. 14-25
<b>March 7</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Analysis
<b>March 14</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Analysis
<b>March 21</b>	Who: WIS Staff Where: WIS Focus: Schoolwide Plan
<b>March 28</b>	Who: WIS Staff Where: WIS Focus: Schoolwide Plan
<b>April 11</b>	Who: WIS Staff Where: WIS Focus: Schoolwide Plan

<b>Woodland Intermediate School Professional Development Calendar 2010-2011</b>	
<b>April 18</b>	Who: WIS Staff Where: WIS Focus: MSP Proctor Training
<b>May 2</b>	Who: WIS Staff Where: WIS Focus: Completing Student Placement Forms and Placing Students
<b>May 9</b>	Who: WIS Staff Where: WIS Focus: Completing Student Placement Forms and Placing Students
<b>May 16</b>	Who: WIS Staff Where: WIS Focus: Student Placement 4 <sup>th</sup> grade team will develop 5 <sup>th</sup> grade classes 4 <sup>th</sup> grade team will develop 6 <sup>th</sup> grade classes 6 <sup>th</sup> grade team will collaborate with WMS staff
<b>May 23</b>	Who: WIS Staff Where: WIS Focus: Reading Data Presentation
<b>June 6</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Scoring – Test Window May 16-20
<b>June 13</b>	Who: Grade Level Teams Where: WIS Focus: Math Common Assessment Scoring and Entry into SIPS

## **Component 5: Attract High-Quality, Highly Qualified Teachers**

Woodland School District enjoys a very low attrition rate of highly qualified staff. However, strategies to hire and retain the most highly qualified staff include:

- Proactive identification of future needs
- Maintaining a large quality applicant pool from which to select personnel
- Building relationships with universities and colleges
- Reimbursing each certified staff member \$300 each year for continuing education

In order to retain highly qualified teachers, we use a variety of methods. The first is the assignment of a mentor to assist new teachers in becoming assimilated with building procedures as well as instructional materials and delivery. A second method is to encourage the new teachers and mentors to schedule visitations to other classrooms, school districts and attend professional development activities outside of the district offerings. A third is a literacy coordinator to meet, problem solve, and model in the area of reading.

Our low turnover rate is a tribute to the effectiveness of the measures cited above. Woodland attempts to hire only highly qualified teachers and instructional assistants. Applications are reviewed to determine if highly qualified status has been met prior to interviews.

## **Component 6: Strategies to Increase Parent Involvement**

The Woodland Intermediate School believes parent, family, and community participation is an integral part of the total school program. The staff works to maintain strong family and community involvement. We will continue activities which have made for this strong partnership, as well as seek activities that focus directly on strategies to improve the reading and math skill of our students. Parents are informed of student progress on a consistent basis. Ongoing parent events/activities at Woodland Intermediate include:

- Teacher websites
- Grade level projects
- Progress reports every three weeks
- Book Exchange Night
- Open House
- Drop In-Drop Off
- Two music concerts
- On-line access to student information
- Newsletters
- Fall and spring conferences
- Student of the Month recognition
- Great Job cards
- Burgerville Award
- Quarterly Achievers
- Daily Planner

WIS has developed partnerships with a multitude of local businesses. These include Burgerville, Hi-School Pharmacy, Safeway, and Papa Murphy's Pizza. All have donated to WIS programs over the last two years and are committed to continued support in the future.



## Woodland Intermediate School Parent Involvement Policy/Plan 2011-2012

Purpose: 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 I, Part A funding to have a building level parent involvement policy. This policy will be distributed to parents of children in the building. This plan will be reviewed annually.

<b>Requirement</b>	<b>Activities and Strategies</b>	<b>Participants/Persons Responsible</b>	<b>Date/Time Frame</b>	<b>Evidence of Completion</b>
1. Title I, 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	Summer	Conference sign-up sheets Sign-in sheet
	Parent Conferences	Teachers	Fall	
	Reading and /or math activities	Staff	Winter	
	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 I, 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	Teachers	Fall/Spring	
	MSP scores mailed to parents	Principal; Secretary	Fall	
	Parent access to Grades Online	Teachers	On-going	
5. Parents may request meetings, provide suggestions, and participate in decisions related to their children's education.	Parents request meeting	Parents; Teachers; Principal	On-going	Student handbook
	Parent/teacher conferences	Parent and teachers	Fall/Spring	
6. School personnel respond to parent's request and suggestions.	Consider and incorporate suggestions from surveys into building programming.	Staff	On-going	Survey results
7. Increasing parent participation and involving parents more effectively with school personnel in	Teacher will meet with all parents of student in their classroom to discuss academic progress and	Parents; Teachers	Fall/Spring; On request	Conference sign - up sheet

improving their children's academic achievement.	expectations. Information about curriculum may include math and reading nights.	Principal, teacher, and staff	Yearly	Newsletter
	Strategies for parents to use with their children to improve math and reading skills are provided on request and in special publications.	Staff	On-going	Publications; Websites; Newsletters
	Parent volunteers	Parent and teachers	On-going	
	Building plan will include parents, regular education staff, school staff, and the principal.	Parent, principal, teacher, and staff	Fall	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 Compact

## **Woodland Intermediate School Mission Statement and Beliefs:**

Through a partnership of family, school, and community every student can and will be inspired to 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.

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Parent/Guardian**

*Parents and family are children's first and most important teacher.*

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

- I will support the homework policy of the school.
- 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.

## **PLEASE DETACH AND RETURN TO SCHOOL**

We have reviewed and discussed the Home/School Compact

CHILD'S NAME \_\_\_\_\_

YOUR COMMENTS ARE APPRECIATED: \_\_\_\_\_

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PARENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## **Component 7: Plans for Transition and Coordination**

Kindergarten through grade eighth students are housed in three buildings. A transition to a different building occurs between third and fourth grades and again between sixth and seventh grades. Our transition and coordination timeline follows.

Additionally, Woodland Primary third grade students travel Woodland Intermediate to tour the school and campus and meet the teacher they will have in the fall. A second opportunity prior to the start of fourth grade is ‘Drop In Drop Off’ which takes place in August.

Similarly, Woodland Middle School works to provide knowledge of the school to incoming seventh grade students by hosting a spring family night. WMS student representatives also visit sixth grade classrooms. Students entering seventh grade participate in a ‘Lockers and Lunch’ activity prior to school starting in August to further acquaint students with the middle school.

## Student Placement Timeline 2010-2011 School Year

April 19-29	Parent Input for Elementary Placement Forms available in the WIS office.
April 29	Parent Input for Elementary Placement Forms due to the WIS office by 3:00.
May 2 (8:00-9:00 @ WIS)	WIS teachers begin completion of the Student Placement Assistance Sheet.
May 3 (3:00 at WPS)	Chris, Mo, and Veronica will partner with Mark, the 3 <sup>rd</sup> grade team and WPS specialists to pre-place current 3 <sup>rd</sup> grade students with IEPs, behaviorally challenged, 504 Plans, ESL, CBL, and Highly Capable students into next year's 4 <sup>th</sup> grade classes.
May 9 (8:00-9:00 at WIS)	WIS teachers finish completion of the Student Placement Assistance Sheet, including students transitioning to WMS.
May 9 (8:00-9:00 at WPS)	Chris, Mo, and Veronica will partner with Mark, the 3 <sup>rd</sup> grade team and WPS specialists to place current 3 <sup>rd</sup> grade students into next year's 4 <sup>th</sup> grade classes.
May 10-13	Retention paperwork and parent meetings are completed.
May 10-13	Chris, Mo, Veronica, Dee, and other staff members who directly serve students who receive special accommodations will pre-place current 4 <sup>th</sup> and 5 <sup>th</sup> grade retentions, students with IEP's, behaviorally challenged, ESL, CBL, and Highly Capable students into next year's 5 <sup>th</sup> and 6 <sup>th</sup> grade classrooms. This will be in an effort to create balanced and equitable classrooms.
May 16 (8:00-9:00 at WIS)	<p>The 4<sup>th</sup> grade team will place current 4<sup>th</sup> grade students, who have not been pre-placed, into next year's 5<sup>th</sup> grade classes.</p> <p>The fifth grade team will place current 5<sup>th</sup> grade students, who have not been pre-placed , into next year's 6<sup>th</sup> grade classes.</p> <p>The 6<sup>th</sup> grade team will meet with and provide information to the WMS team.</p>
May 16-20	Tie up any loose ends.
May 23	Student placements completed.

**Other important information:**

Student class placements will be mailed home with report cards following the last day of school. Students should not be notified of their placement prior to that.

Chris, Veronica, Mo, Tara, and Dee will place retentions, students with IEPs, behaviorally challenged, 504 Plans, ESL, CBL, and Highly Capable students into classrooms prior to students being placed by grade level teams on May 16<sup>th</sup>.

Chris will provide parent input forms to grade level teams for the May 16<sup>th</sup> placement meetings. Grade level teams will place students per the forms. Following student placement the forms will be returned to Chris. Chris will copy the top portion regarding student needs, learning styles, and concerns for next year's teacher.

## **Component 8: Teachers Included in Assessment Decisions**

Spring MSP and DIBELS assessment information plus longitudinal student information on these assessments guide placement into fall reading groups. Measures of comprehension are given the highest priority with the DIBELS as a supporting piece.

Classroom teachers are responsible for preparing students to meet and report to their parents at fall and spring student-involved conferences. Progress reports and quarterly grades are generated by the classroom and/or reading group teacher.

Reading staff and classroom teachers meet regularly to discuss various assessment results and the progress of students toward grade level standards. Teachers regroup students according to needs, providing flexibility for students as they progress toward state standards for their grade level.

At any grade level multiple groups work at approximately the same pace, with the same instructional strategies used. However, the Walk to Read model provides greater differentiation for accelerated and struggling students.

<b>Assessment - READING</b>											
<b>Screening</b>			<b>Progress Monitoring</b>			<b>Diagnostic</b>			<b>Outcome</b>		
<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>6</b>
Corrective Reading placement	Corrective Reading placement	Corrective Reading placement	Corrective Reading Mastery Test	Corrective Reading Mastery Test	Corrective Reading Mastery Test	Weschler Individual Achievement Test	Weschler Individual Achievement Test	Weschler Individual Achievement Test	DIBELS	DIBELS	DIBELS
DIBELS	DIBELS	DIBELS	Imagine It	Imagine It	Imagine It	Woodcock Johnson	Woodcock Johnson	Woodcock Johnson	MSP	MSP	MSP
WLPT-II	WLPT-II	WLPT-II	DIBELS	DIBELS	DIBELS				Gates	Gates	Gates
Reading Mastery Placement	Reading Mastery Placement	Reading Mastery Placement	Curriculum Based Measures	Curriculum Based Measures	Curriculum Based Measures				WLPT	WLPT	WLPT
			Reading Mastery Test	Reading Mastery Test	Reading Mastery Test						

Four types of assessment are used in reading. These include screening, progress monitoring, diagnostic, and outcome.

Students not at benchmark level on oral reading fluency are monitored for progress toward the grade level grade level expectation (GLE) every two to four weeks to evaluate their response to intervention.

Students are monitored in the core instructional materials after every selection. These assessments monitor progress toward the grade level expectations of word structure, vocabulary, comprehension and general reading.

Students in alternative core instructional materials and interventions are monitored through assessments built into the materials as per the design of the program.

We have purchased the *Woodcock-Johnson Reading Mastery Test Revised* so selected subtests can be used to gain further diagnostic information.

Assessment - MATH											
Screening			Progress Monitoring			Diagnostic			Outcome		
4	5	6	4	5	6	4	5	6	4	5	6
Common Core Assessment	Common Core Assessment	Common Core Assessment	Curriculum Based Measures	Curriculum Based Measures	Curriculum Based Measures						
			Timings	Timings	Timings						

We are continued a collaboration process with Evergreen School District to implement and refine a standards based assessment (Common Math Assessment) given three times per year.

Currently all grade levels use the curriculum based end of unit assessments. Additionally, some teacher created assessments are being used. With the data gained from these assessments some students receive an extension to math instruction. Students needing this extra support receive an extra forty-five minutes per day designed to increase their facility with basic skills and problem solving.

## **COMPONENT 9: PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTY**

Our instructional delivery system provides opportunities for all students – including educationally disadvantaged students. Currently all extension takes place within the school day. Instructional materials used for providing assistance to students experiencing difficulty can be found under Component 1: subtopic ‘Curriculum’ in this document.

### **ELL**

Woodland Intermediate School 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 receptive and

expressive oral language development, vocabulary, grammar including specific English grammatical forms and functions, and reading comprehension.

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 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 have increased modeling, more explicit instruction, greater sequencing of activities, 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.

Using rank order, students not meeting grade level expectations receive an additional forty-five minutes per day of targeted assistance in one or more areas of reading. These areas of focus include accuracy, rate, and expression of reading, vocabulary, and 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 identified for additional assistance through one or more of the following: 1) teacher referral, 2) MSP scores, 3) Gates-MacGinite scores, 4) DIBELS scores, or 5) a combination of the aforementioned. The number of students served is dependent on the amount of staff available at a particular grade and the diversity of needs of the students identified.

Area	Identification	Additional Assistance	Title I, Part A Funding
Reading	<ul style="list-style-type: none"> <li>• Teacher referral</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or one-to-one instruction by certificated and/or classified staff.</li> </ul>	X
	<ul style="list-style-type: none"> <li>• Assessment results including: MSP, Gates-MacGinite Reading, DIBELS</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or one-to-one instruction by certificated and/or classified staff.</li> </ul>	X

**MATH**

All students receive math instruction in the homeroom in the core curriculum.

Using rank order, students not meeting grade level expectations receive an additional forty-five minutes per day of targeted assistance in one or more areas of math.



Group size is small allowing for more modeling, practice, feedback, and support. Various instructional materials and methods are used. The material used by a child is determined by the math skill/s being developed.

Students are identified for additional assistance through one or more of the following sources: WASL/MSP score and teacher referral. 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.

<b>Area</b>	<b>Identification</b>	<b>Additional Assistance</b>	<b>Title I, Part A Funding</b>
Math	• Teacher referral	• Small group instruction by classified and/or certificated staff.	X
	• Assessment results including: MSP, Common Math Assessment	• Small group instruction by classified and/or certificated staff.	X
	• Teacher referral	• Classroom support from ancillary staff	X

### **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 Intermediate strives to keep parents informed regarding student achievement in the following ways.

<b>Parent Communication Regarding Student Progress</b>		
<b>Type of Parent Communication</b>	<b>Frequency</b>	<b>Topic</b>
Report cards	4 times per year	Curriculum and behavior areas
Parent conference	Two times per year	Curriculum and behavior areas
State Assessment Results	Annually	Reading, Math (Science and Writing at certain grade levels)
Progress Reports	Every three weeks	Curriculum areas
Phone/Email/Moodle/Web Pages/WISWebsite/Student Planner	As needed	Curriculum and behavior areas
Parent meeting	As needed	To review individual assessment results for a specific student referred for further evaluation
Grades on-line	24 hours	Assessment

## **Component 10: Coordination of Federal, State and Local Services**

<b>Funding Source</b>	<b>Amount Contributed</b>	<b>How funds will support Schoolwide Program goals</b>
<b>State/Local funding sources:</b>		
Basic Education/Local Levy	1,900,000	Staff, benefits, curriculum, materials, professional development
<b>Federal funding sources</b>		
Title I, Part A:	134,441	Staff, benefits, professional development, parent activities, supplies/materials, software licenses, and curriculum
Supplemental Educational Services:	21,000	Student tutoring and SES computer license for Open Sesame
Title II, Part A:	10,000	District directed professional development
Title III:	10,000	GLAD training/support/supplies, parent involvement

### **Uses of Funds**

These funds will be used in the Schoolwide plan to enhance the core education program and focuses on increasing reading and math skills of students in grades 4-6. Specifically, the funds will support direct services provided by teachers and paraprofessionals as well as the purchase of select researched based reading intervention materials, professional development, and tutoring.