

**Woodland Primary School
Title I Schoolwide Plan
2011-2012**



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**Woodland Primary 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 & Title

Deb Kernen, Special Services Director

Name & Title

Name & Title

Asha Riley, Director of Learning

Name & Title

Name & Title

Mark Houk, Woodland Primary Principal

Name & Title

Name & Title

Malinda Huddleston, Instructional Coach

Name & Title

Name & Title

Date of School Board Review: December 19, 2012

Title I Schoolwide Program Plan

Date when Plan will be
Implemented: January 2012

Plan Status: Revised __X__

School District Name:	<u>Woodland School District</u>		
Address:	<u>800 Third Street</u>		
	<u>Woodland, WA 98674</u>		
Title I Coordinator	<u>Malinda Huddleston</u>		
Phone:	<u>360-841-2933</u>	FAX:	<u>360-841-2901</u>
E-Mail Address:	<u>huddlesm@woodlandschools.org</u>		
Superintendent:	<u>Mr. Michael Green</u>		
Phone:	<u>360-841-2705</u>	FAX:	<u>360-841-2701</u>
E-Mail Address:	<u>greenm@woodlandschools.org</u>		
Building Name:	<u>Woodland School District Office</u>		
Address:	<u>800 3rd Street</u>		
	<u>Woodland, WA 98674</u>		
Building Principal:	<u>Mark Houk</u>		
Phone:	<u>360-841-2905</u>	FAX:	<u>360-841-2901</u>
E-Mail Address:	<u>houkm@woodlandschools.org</u>		
School Enrollment:	<u>567</u>		
Grade Levels:	<u>K-3</u>		
Free/Reduced Lunch %	<u>48%</u>		

Planning Team

Parents:	Liz Landrigan* Malinda Huddleston* Mark Houk* Nikki Hill*
Certified Staff: <i>(include position)</i>	Nikki Hill* – Kg Teacher Staci Aschoff– 1st Grade Teacher Louise Chambers – 2 nd Grade Teacher Teri Schlenz – 3 rd Grade Teacher Jennifer Barry- School Psychologist
Classified Staff: <i>(include position)</i>	Liz Landrigan*
Administrators: <i>(include position)</i>	Mark Houk* - Principal
District Staff:	Deb Kernen – Special Services Director
Title I Staff:	Malinda Huddleston*-Literacy Coach Marilyn Paul-Title 1 Para-Educator
Others (Optional): <i>(students, community members, etc.)</i>	

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

Schoolwide Planning Meetings:

November 15: Schoolwide Committee Meeting

November 28: Schoolwide Committee Meeting

December 6: Revise and edit plan

December 13: Schoolwide plan to the Special Services Office

December 15: Share with staff

December 19: Board approval

January 16: Plan due to OSPI

February 27: Desk Review

Component 1: Comprehensive Needs Assessment

A. Demographics

Staff:

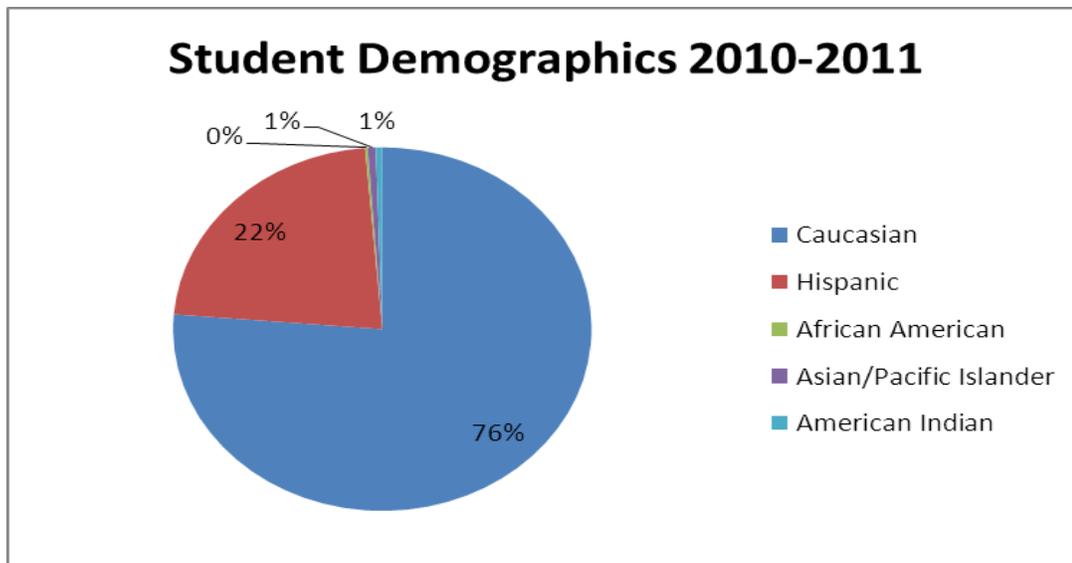
The staff members at Woodland Primary School (WPS) who sustain the mission and beliefs about education represent a blend of styles and experience.

- Classroom teacher: 29
- Average years of teacher experience: 13
- Teachers with at least a Master's Degree: 62
- Total number of teachers who teach core academic classes: 29
- Total number of teachers teaching with an emergency certificate: 0
- Total number of teachers teaching with a conditional certificate: 0
- Total number of core academic classes: 29
- NCLB Highly Qualified Teacher Information:
- Total number of classes taught by teachers meeting NCLB highly qualified (HQ) definition: 100%

The Support staff are all Highly Qualified and include: the psychologist, counselor, literacy specialist, ELL teacher, speech pathologist, and 13 Instructional Assistants.

Student: School Year 2010-2011

- Enrollment: 567
- Socioeconomic Status: The percent of students eligible for Free or Reduced lunch in May 2011 was 55%.
- Ethnicity:
 - 75% Caucasian
 - 22% Hispanic
 - 0.2% African-American
 - 0.6 Asian/Pacific Islander
 - 0.5% American Indian
- Limited English Proficiency:
 - Transitional bilingual is 14%
 - 0% migrant.
- Special Education: 9%.



B. School Programs/Process

The School Improvement Plan (SIP) for Woodland Primary School has been crafted around the Nine Characteristics of High Performing Schools. Some goals reflect the increments needed to have 100% of our students meeting standard 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 - A ten percent increase in K-3 students reading benchmark each spring as measured by the DIBELS, and 85% of students meeting standard on the 3rd grade MSP.

- Strategy: Identify students early in their academic career, intervene and adjust based on data.

School Improvement Math Goal-85% of 3rd grade students will meet standard in math on the MSP by 2014.

- Strategy: Identify students early in their academic career, intervene and adjust based on data.

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

School Improvement Staff Professional Development Goal- Staff feedback will improve on the Nine Characteristics of High Performing Schools staff survey from 3.64 to 4.1 in the area of professional development.

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

Narrative of School Improvement Plan:

Part 1: A Clear and Shared Focus, 2011-2012

1. The data used to support Woodland Primary School's school improvement plan was derived from the results of three years of school wide DIBELS assessments and the results of the 2010-2011 Measurements of student progress (MSP) scores and data. Additionally, staff and community perception survey results from 2009 were analyzed.

Part II: Strategies and Action Steps, 2011-2012

1. Clear and Shared Focus

- Data in reading and math is shared, analyzed, and plans of action created to increase student achievement.
- Work with writing data will start to evolve.
- **High Standards and Expectations**
 - The staff at Woodland Primary School holds high academic and behavioral expectations for students as well as their colleagues. Teachers are given weekly staff development/collaboration time (Monday late start) 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 strategies to support Walk to Read and reading in other content areas.
 - Woodland Primary School expects teachers to utilize the reading coach in a coaching and modeling role to help with instructional delivery and best practice. This tool is widely utilized and well received by staff.
 - We continue to align teaching and learning with Washington State Standards in all academic areas.
- **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.
 - Teachers are encouraged to take on leadership roles. Teachers regularly mentor student teachers from various universities.
 - Frequent and clear communication is a priority. This will continue to be done through meeting agendas, meeting notes, and weekly agendas (weekly update).
- **Collaboration and Communication**
 - Teachers at Woodland Primary School collaborate on a weekly basis. In addition, they are provided with tuition reimbursement funds and instructional improvement days.
 - Teachers are provided with district-sponsored professional development opportunities.
- **Curriculum, Instruction, and Assessment**
 - WPS staff members teach district adopted curriculum. This includes *Imagine It (SRA)* and *Read Well* for reading, Investigations for math, FOSS 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.
 - Staff development opportunities are currently focused on math. We have worked to align curriculum and instructional materials with state standards.
 - Our building schedule is aligned to contain a 90 minute teaching block in reading and a 60 minute block in math.
- **Frequent Monitoring of Teaching and Learning**
 - The literacy coach is available to model teaching strategies to staff, assist in developing lesson plans, have dialogue 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.
- Staff will continue to use data to make decisions regarding student improvement, especially in the areas of reading and math.
- **Focused Professional Development**
 - Throughout the year staff will continue to receive support in a variety of academic areas.
 - Professional development is consistent, focused and on-going.
 - Opportunities for team level collaboration are scheduled on a monthly basis.
- **Supportive learning Environment**
 - Woodland Primary is able to offer several reading interventions for students. These include: Phonics for Reading, Road to the Code, Read Naturally, Linda Mood-Bell, and daily oral partner reading.
 - Instruction for Limited English students is supported with Oxford Picture Dictionary for the Content Areas and the lessons that go with it.
 - Differentiated instruction is being explored in math
 - Reading instruction is deliberate and rigorous with smaller groups and flexible grouping.
- **Community Engagement and Parent Involvement**
 - Weekly newsletters are sent home to parents.
 - Parents are encouraged to volunteer during the day. If they choose to participate during the reading block, training is provided.
 - Both fall and spring conferences are held yearly.
 - Families are invited quarterly to attend a family movie night.
 - In the fall WPS hosts an open house where families can meet teachers, visit classrooms, buy books, eat dinner and share desert.

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 attendance. This chart is a summary of Woodland Primary AYP results for 2010 and 2011.

2009-2010 AYP Information						
Group	Met Proficiency Goal		Met Proficiency Goal		Other Indicator	
	Reading	Math	Reading	Math		
All	Yes	Yes	Yes	Yes	Yes	
American Indian	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required		
Black	N<Required	N<Required	N<Required	N<Required		
Hispanic	N<Required	N<Required	N<Required	N<Required		
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	Yes	Yes	Yes		
Number of Yes: 13/ Number of No: 0 / % of Yes/Total 100% /Number of N<Required: 20/ Number of NA: 4						

2010-2011 AYP Information						
Group	Met Proficiency Goal		Met Proficiency Goal		Other Indicator	
	Reading	Math	Reading	Math		
All	Yes	Yes	Yes	Yes	Yes	
American Indian	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required		
Black	N<Required	N<Required	N<Required	N<Required		
Hispanic	N<Required	N<Required	N<Required	N<Required		
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	Yes	Yes	Yes		
Number of Yes: 17/ Number of No: 0 / % of Yes/Total 100% /Number of N<Required: 16/ Number of NA: 4						

Areas of Strength and Areas in Need of Improvement:

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

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.
- Data is used to place students in reading and intervention groups.
- Data is used to guide instruction in core and intervention groups.
- Most substitute teachers received half day training on the use of Read Well materials and the walk to read model.
- Instructional coaching is on-going.
- MSP Reading data continues to be above the state average.
- Third grade Imagine It assessments align with state standards.

Weakness	Priorities	Concerns
MSP data from previous school year has not been analyzed to find trends in achievement or strands of concern.	Improve access and provide time to analyze the data.	Where will we find the time? Who would distribute? Who would manage and store the data?
2 nd grade 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 2 nd grade Imagine It assessment.	Will release time be possible? Who will do it?
Professional development opportunities in reading have decreased in the last two years.	On-going vocabulary instruction, on-going learning walks, peer video reviews.	How to make each professional development opportunity valuable. Who will lead and organize? Who will film? Will teachers watch and reflect?
Large numbers of strategic students.	Look further into the cause of a large number of strategic students.	How do we analyze this? Where do we start? Is the cause... Phonics, fluency, phonemic awareness, vocabulary or comprehension? Is it our core instruction?

Math Programs:

Math Strengths:

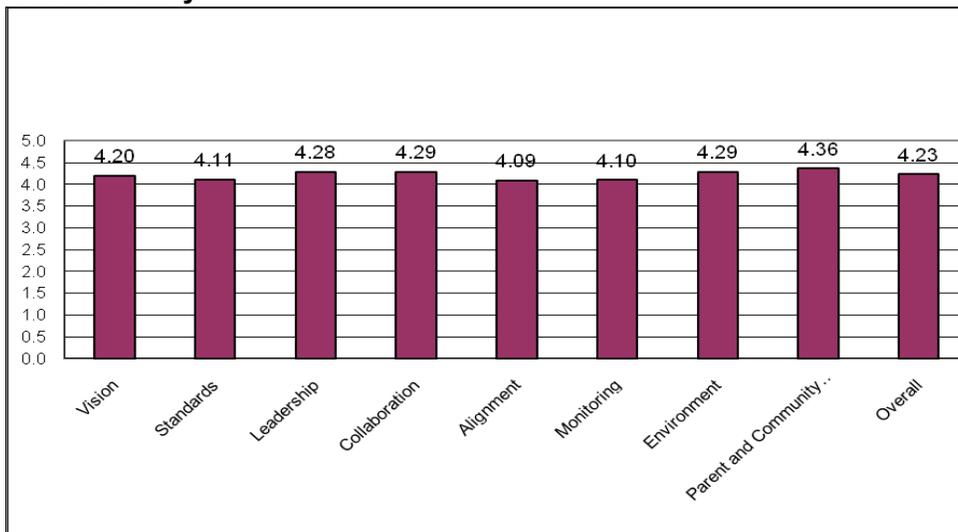
- Monday morning math collaboration and professional development takes place on a regular basis.
- Standards based grade level assessments have been implemented and take place three times throughout the year. Data is analyzed and recorded in Students Information and Progress System (SIPS) for future reference.
- A scope and sequence has been completed for each grade level and are adjusted annually.

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?
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?
Math Professional development does not always meet the needs of particular grade levels.	Focused PD around grade level or building needs	How do we adjust the instruction to make it beneficial for everyone? How to better utilize Director of Learning expertise?

Climate Survey: Winter 2010

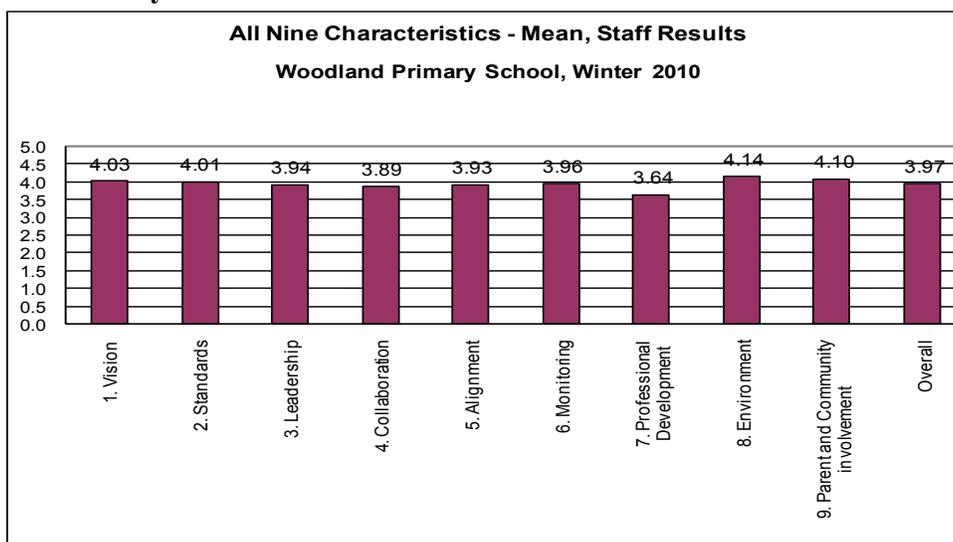
The Characteristics of Effective Schools survey was developed by OSPI. Parents completed a survey to provide information on how they perceived Woodland Primary based on the Characteristics of Effective Schools. Parents rated the different characteristics on a five-point scale: “agree” (5), “somewhat agree” (4), “neither agree nor disagree” (3), “somewhat disagree” (2), and “disagree” (1). The summary of the survey is below.

Parent Survey



- Of the nine characteristics of high performing schools families rated curriculum, instruction and assessment are aligned with standards the lowest.
- Parent and community involvement was rated the highest

Staff Survey



- Of the nine characteristics of effective school environment scored the highest.
- Professional development and collaboration are the two areas of most need.

D. Student Learning

Woodland Primary School uses the Measures of Student Progress (MSP) a criterion referenced test. Third graders are assessed annually each spring in the areas of reading and math. For program improvement purposes we now have two years of MSP data.

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

2010-2011 Grade 3 MSP Reading Data

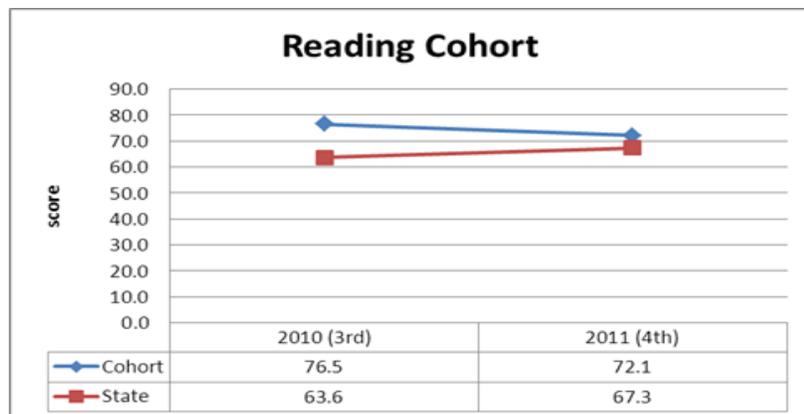
	2010	2011
State	72.1	73.1
WPS	76.5	81.1



- From 2010-2011 WPS student performance increased 4.6 %.
- In 2011 WPS had 8% more students meeting standard than the state average.

2010-2011 MSP Reading Cohort

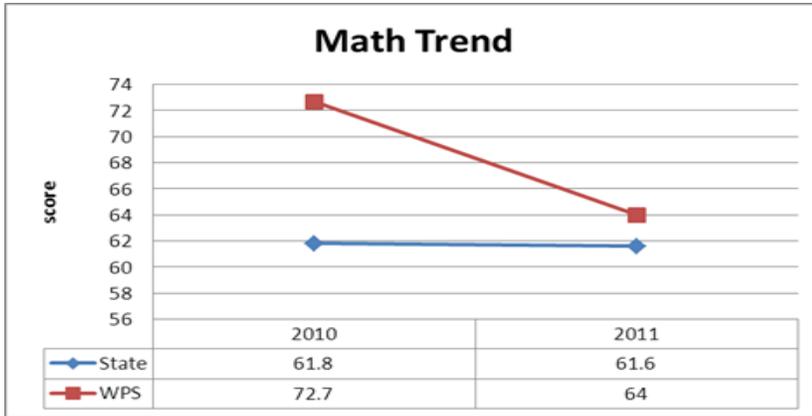
	2010	2011
State	63.6%	67.3%
Cohort	76.5%	72.1%



- From 2010-2011 student achievement fell 4.4%

2010-2011 Grade 3 Math Data

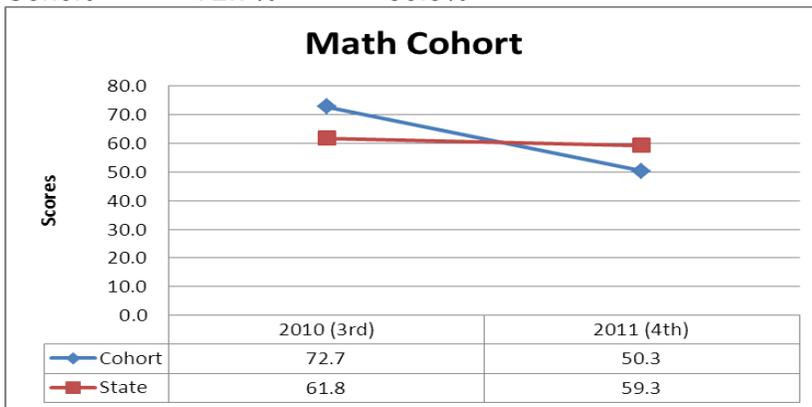
	<u>2010</u>	<u>2011</u>
State Scores	61.8%	61.6%
WPS Scores	72.7%	64%



- From 2010-2011 WPS student performance decreased 8.7%
- In 2011 WPS had 2.4% more students meeting standard than the state average

Math Cohort Data

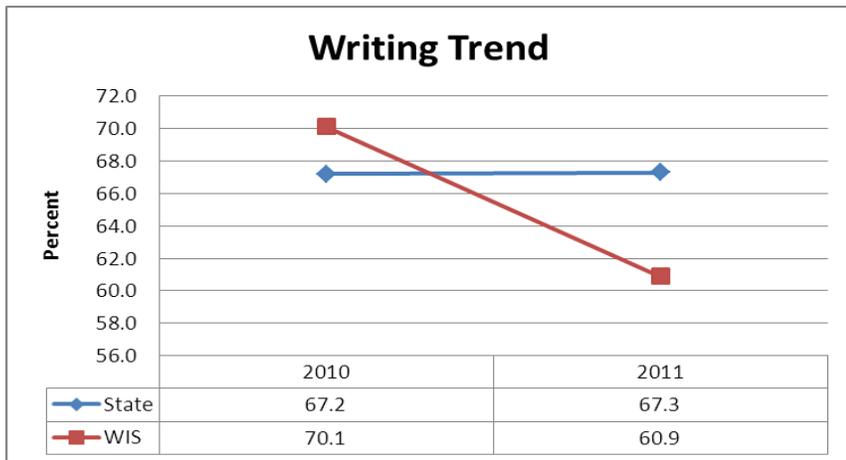
	<u>2010</u>	<u>2011</u>
State	61.8%	59.3%
Cohort	72.7%	50.3%



- From 2010-2011 student data dropped 22.4%

2010-2011 Grade 4 Writing Data

	2010	2011
State	67.2	67.3
WIS	70.1	60.9



- From 2010-2011 student data dropped 9.2%

Writing Cohort Data

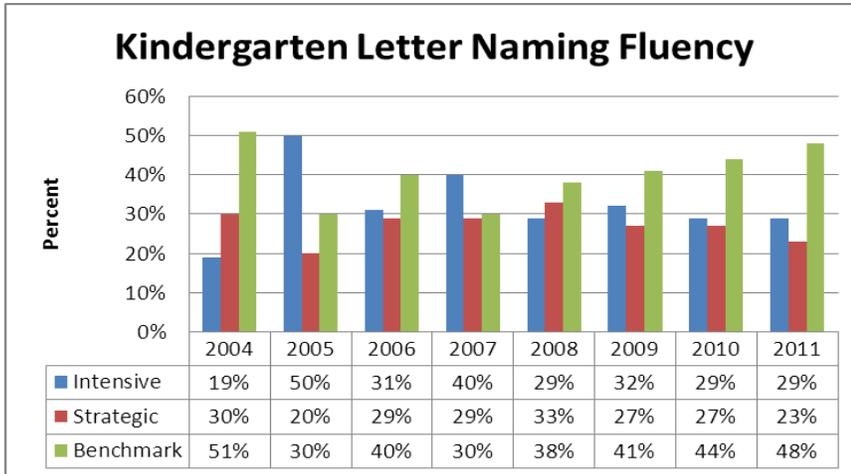
Writing is only assessed in 4th, 7th and 10th ; at this point we don't have sufficient MSP data yet to look at a cohort.

Other Sources of Student Achievement

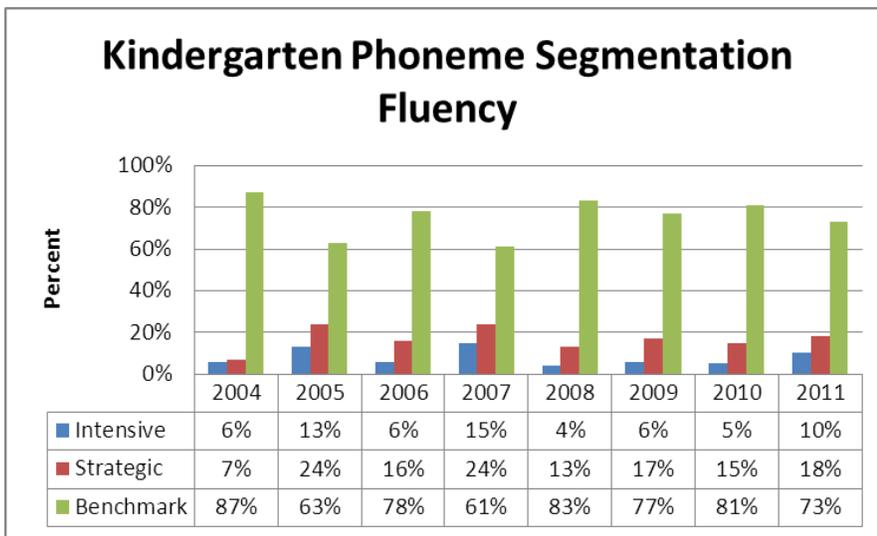
DIBELS (Dynamic Indicator of Basic Early Literacy Skills)

This assessment of multiple measures is used to determine if a student’s reading progress is sufficient to support decoding and comprehension. It is administered individually three times each year. All students are assessed.

Kindergarten

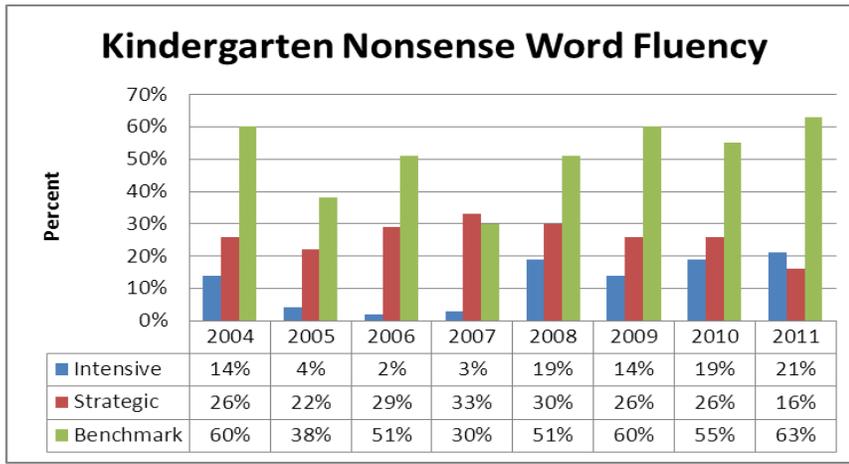


- From 2010-2011 the percent of intensive students remained the same
- From 2010-2011 the percent of strategic students decreased 4%
- From 2010-2011 the percent of Benchmark students increased 4%

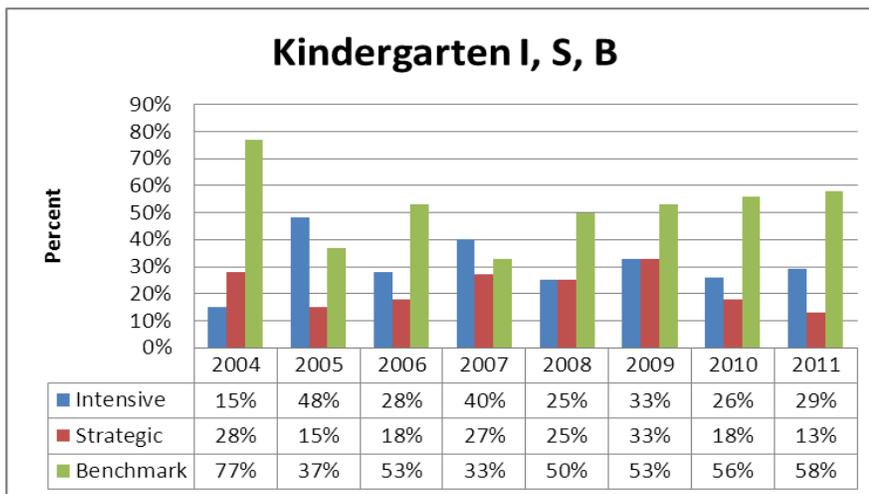


- From 2010-2011 the percent of intensive students increased 5%
- From 2010-2011 the percent of strategic students increased by 3%
- From 2010-2011 the percent of Benchmark students decreased 8%

Kindergarten Continued

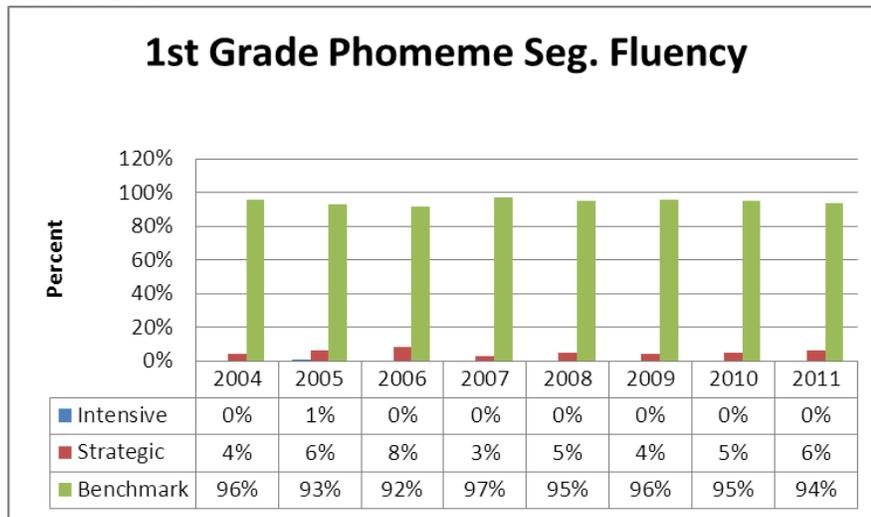


- From 2010-2011 the percent of intensive students increased by 2%
- From 2010-2011 the percent of strategic students decreased 10%
- From 2010-2011 the percent of Benchmark students increased 8%

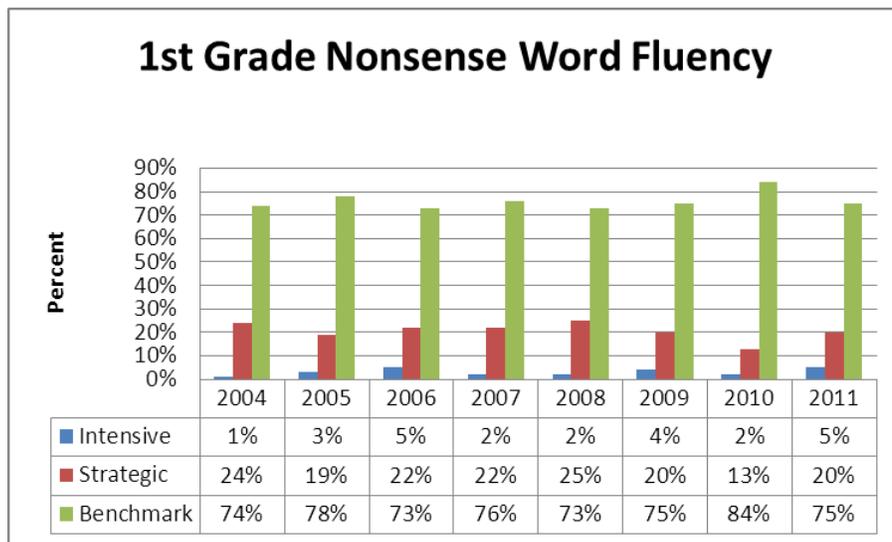


- From 2010-2011 the percent of intensive students increased 3%
- From 2010-2011 the percent of strategic students decreased 5%
- From 2010-2011 the percent of Benchmark students increased 2%

First Grade

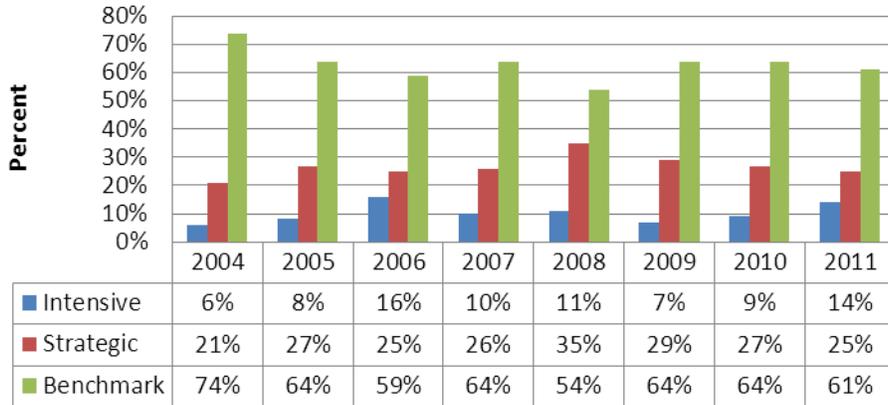


- From 2010-2011 the percent of intensive students remained the same
- From 2010-2011 the percent of strategic students increased 1%
- From 2010-2011 the percent of Benchmark students decreased 1%



- From 2010-2011 the percent of intensive students increased 3%
- From 2010-2011 the percent of strategic students increased 7%
- From 2010-2011 the percent of Benchmark students decreased 9%

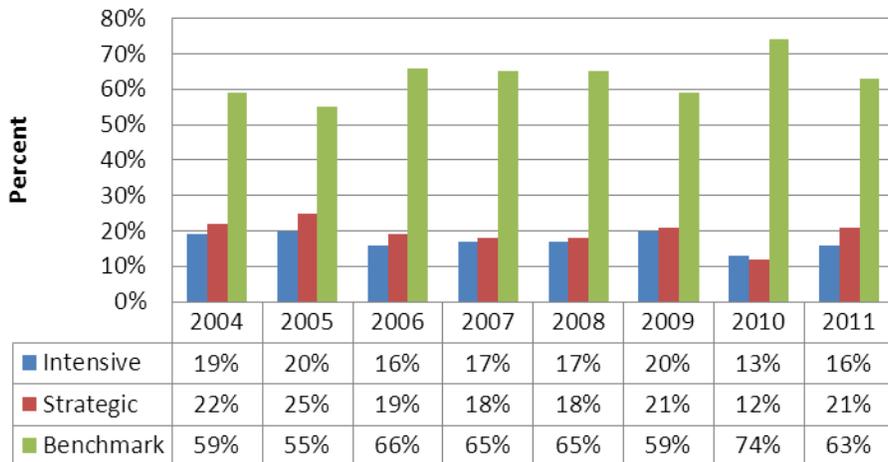
1st Grade Oral Reading Fluency



- From 2010-2011 the percent of intensive students increased 5%
- From 2010-2011 the percent of strategic students decreased 2%
- From 2010-2011 the percent of Benchmark students decreased 3%

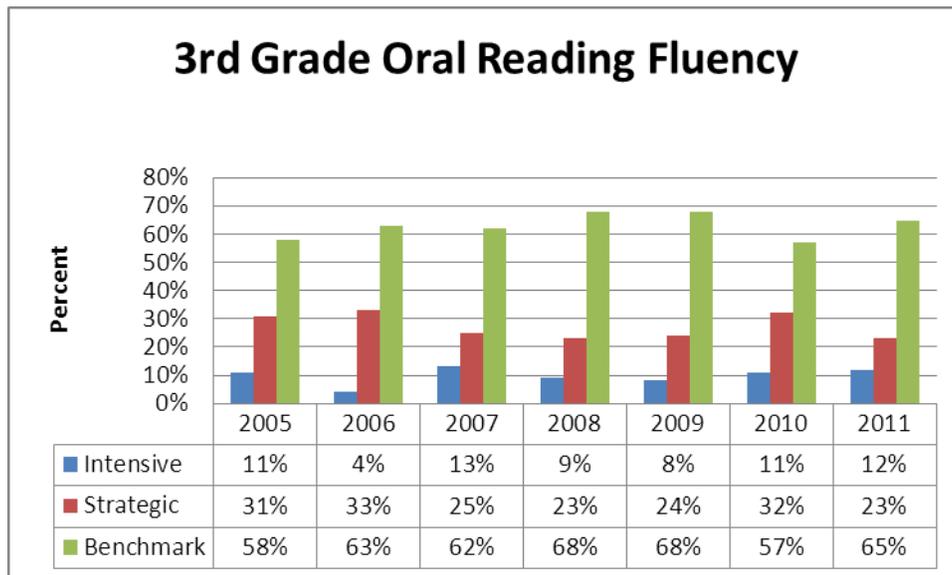
Second Grade

2nd Grade Oral Reading Fluency



- From 2010-2011 the percent of intensive students increased 3%
- From 2010-2011 the percent of strategic students increased 9%
- From 2010-2011 the percent of Benchmark students decreased 9%

Third Grade



- From 2010-2011 the percent of intensive students increased 1%
- From 2010-2011 the percent of strategic students decreased 9%
- From 2010-2011 the percent of Benchmark students increased 8%

Curriculum

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

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

READING

All kindergarten and first grade students receive instruction in Read Well, the core instructional program for K and 1. Second and third grade students receive instruction in Imagine It, the core instructional program for 2nd and 3rd grade. Some students on Individual Learning Plans receive instruction in an alternative core. Intervention materials are chosen to address student needs in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and strategies which cross over the content of all students' learning.

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

Math

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

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

Component 2: Schoolwide Reform Strategies

Woodland Primary School 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.

Woodland Primary School

READING ACTION PLAN 2010-2011

School Improvement Reading Goal: A 5% increase in K-3 students reaching benchmark each spring as measured by the DIBELS, and 85% of students meeting standard on 3rd grade MSP in reading.

Strategy: Identify students early in their academic career, intervene and adjust based on data.

Rationale: Using data to guide our core and intervention instruction will increase student achievement.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What evidence will be gathered to show this activity makes a difference in student outcomes?	Status as of Nov. 2012
Distribute state generated MSP data to staff. STEPS Copy two sets of the MSP results given to parents. 1. Sort and distribute to the classroom teacher. 2. When reading groups are established, the reading teacher receives the data.	No PD required	Begin Fall 2012 Continue each year.		Principal, secretary and instructional assistants		
Analyze the MSP data. STEPS: 1. Each teacher reviews the data. 2. Meet as a grade level team and analyze trends in the data. 3. As a grade level make adjustments to instruction as necessary.	Literacy Specialist will facilitate conversations	Fall 2012		Principal, literacy specialist, teachers	MSP results Collection form will help pull data together and represent it.	
Half day KG for all students	N/A	1 year	Busing/Parent Transportation WCC Capacity Additional IA hours Schedule	Jim/Malinda Schedule		

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What evidence will be gathered to show this activity makes a difference in student outcomes?	Status as of May 2011
Develop 2 nd grade end of selection assessment questions which more directly measure targeted standards than current questions.		Summer 2012		Third grade teachers		
More opportunities for professional development: Vocabulary PD Follow up time on vocabulary Learning walks Peer video reviews Cross grade level teams	Outside-in vocabulary trainer. Continue learning walks Focus group for peer video reviews	Fall 2012		Principal / Director of student learning.		
Progress monitoring given by reading teacher	How to use data to inform instructional decisions	Fall 2012	Building discussion	Principal to give the directive Support from literacy specialist and principal	Pop/Drop DIBELS RW assessments	
Parent Education on Read Well		Fall 2012	Open house presentation turn into on-line video	Malinda		
Look at reading research and find what successful settings are doing to continually improve achievement.		Fall 2012		Principal and Schoolwide planning team.		

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 Primary School MATH ACTION PLAN 2010-2011

School Improvement Goal: 85% of 3rd grade students will meet standard in math on the MSP by 2014.

Strategy: Identify students early in their academic career and intervening and adjusting based on data.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What evidence will be gathered to show this activity makes a difference in student outcomes?	Status as of May 2011
Distribute state generated MSP data to staff. STEPS 1. Math and reading MSP results will be copied at the same time. 2. Sort and distribute to the classroom teacher. 3. Third grade receives copy of individual student data from previous year.	No PD is needed.	September 2012	Principal, Secretary, Instructional assistants	Staff has the data		
Analyze the MSP data. STEPS: 1. Each teacher reviews the data. 2. Meet as a grade level team and analyze trends in the data. 3. As a grade level make adjustments to instruction as necessary	Principal will review the purpose of each data set with staff.	Fall 2012	Principal; Teachers; Director of Learning	MSP results Collection form		
Provide K-2 teachers with MSP released items		Fall 2012	Teachers, Principal, Director of Learning Time to review and	Teachers, Principal, Director of Learning		

			collaborate			
Professional development and common understanding of Differentiation	Director of Learning	Fall 2012				
Provide teachers with continued professional development and support of differentiation			Observe differentiation in action, learn to plan open ended math tasks	Director of Learning, Coach		
Professional development to be focused at building/grade level needs. Steps: 1. Survey staff to determine what type of professional development is needed at their grade level based on data. 2. Develop a plan based on the survey data.	Grade level meeting time, peer observation, peer planning time			Director of Learning, Coach		
Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity is making a difference in students' outcomes? Analysis of MSP scores in math will be used to evaluate success in reaching this goal.						

Woodland Primary School
Writing ACTION PLAN 2010-2011

School Improvement Goal: Incorporate state grade level expectations into writing instruction.

Strategy: Review state grade level standards and provide training as necessary.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What evidence will be gathered to show this activity makes a difference in student outcomes?	Status as of May 2013
Study state writing standards.		Fall 2012	Time	Grade level teams		
Research what effective schools are using to meet the standards.		Fall 2012	Time	Principal, Director of Learning, Coach		

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? As we collect this information we will begin to create a plan for adopting a curriculum that will align to our standards.

Component 3: Instruction by Highly Qualified Teachers

All 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 the building handbooks 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. Focus 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 Primary School’s calendar.

Woodland Primary School Professional Development Schedule 2010-2011	
August 30 ½ day Mandatory	Who: WPS staff Where: WPS Focus: Nuts and bolts for a new year –Student drop in drop off
September 13	Who: WSD Employees Where: WHS Commons Focus: District Kick Off
September 20	Who: WPS Staff Where: WPS Focus: Foss Science/GLAD
September 27	Who: WPS staff Where: WPS Focus: Book Study
October 4 Full Day Mandatory	Who: WPS Staff Where: WPS Focus: Math
October 11	Who: WPS staff (Grade Levels) Where: WPS Focus: Reading Data Analysis / Student flexible grouping
October 18	Who: Grade Level Teams Where: WPS Focus: Book Study
October 25	Who: WPS Staff Where: WPS Focus: Schoolwide Plan

November 1	Who: Grade level Teams Where: WPS Focus: Book Study
November 8	Who: WPS Staff Where: WPS Focus: Reading Data Analysis/ Student Flexible Grouping
November 15	Who: WPS Staff Where: WPS Focus: Math Common Assessment Scoring
November 22	Who: WPS Staff Where: WPS Focus: Math Common Assessment Analysis
November 29	Who: WPS Staff Where: WPS Focus: Report Cards
December 6	Who: WPS Staff Where: WPS Focus: Book Study
December 13	Who: WPS Staff Where: WPS Focus: Reading Data Analysis/ Student Flexible Grouping
December 20	Who: WPS Staff Where: WPS Focus: Schoolwide Plan
January 10	Who: WPS Staff Where: WPS Focus: Book Study
January 24 Full Day Optional	Who: WPS Staff Where: WIS Focus: Differentiated Math Instruction
January 31	Who: WPS Staff Where: WPS Focus: Book Study
February 7	Who: WPS Staff Where: Various Classrooms Focus: Reading Data Analysis/ Student Flexible Grouping
February 14	Who: WPS Staff in Grade Level Teams Where: WPS Focus: Book Study
February 28	Who: Grade level Teams Where: WPS Focus: Math Common Assessment Scoring
March 7	Who: WPS Staff Where: WPS Focus: Math Common Assessment Analysis
March 14	Who: WPS Staff Where: Classroom Focus: Reading Data Analysis/ Student Flexible Grouping
March 21	Who: WPS Staff Where: WPS Focus: Report Cards
March 28	Who: WPS Staff Where: WPS Focus: Book Study

April 11	Who: WPS Staff Where: WPS Focus: Schoolwide Plan
April 18	Who: WPS Staff Where: WPS Focus: Reading Data Analysis/ Student Flexible Grouping
May 2	Who: WPS Staff Where: WPS Focus: Completing Student Placement Forms and Placing Students
May 9	Who: WPS Staff Where: WPS Focus: Completing Student Placement Forms and Placing Students
May 16	Who: WPS Staff Where: WPS Focus: Schoolwide Plan
May 23	Who: WPS Staff Where: WPS Focus: Book Study
June 6	Who: WPS Staff Where: WPS Focus: Math Common Math assessment Scoring

B. Effective Methods and Instructional Strategies

Kindergarten Pathway

Assessments	
<i>Screening</i>	Fall--DIBELS Benchmark, Read Well Placement Inventory
<i>Progress Monitoring</i>	See below
<i>Diagnostic</i>	WIAT-II, W-J III, Peabody
<i>Outcome</i>	DIBELS

<i>Reporting Tools</i>	DIBELS Read Well End of Unit Test Kindergarten Test			
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	Intensive	Strategic	Benchmark	Advanced
<i>Focus</i>	Instructional emphasis on oral language development, phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension
<i>Core Program</i>	<ul style="list-style-type: none"> Read Well 	<ul style="list-style-type: none"> Read Well 	<ul style="list-style-type: none"> Read Well 	<ul style="list-style-type: none"> Read Well
<i>Intervention options</i>	<ul style="list-style-type: none"> Letter Naming Road to the Code Early Reading Intervention 	<ul style="list-style-type: none"> Letter Naming Road to the Code Early Reading Intervention 		
<i>Progress Monitoring</i>	<ul style="list-style-type: none"> DIBELS progress monitoring (bi-monthly) Read Well unit assessments 	<ul style="list-style-type: none"> Read Well Unit assessments DIBELS progress monitoring (monthly) 	<ul style="list-style-type: none"> Read Well Unit Assessments 	<ul style="list-style-type: none"> Read Well Unit Assessments
<i>Delivery</i>	<ul style="list-style-type: none"> 90 minutes 	<ul style="list-style-type: none"> 90 Minutes 	<ul style="list-style-type: none"> 90 Minutes 	<ul style="list-style-type: none"> 90 Minutes

First Grade Pathway

Assessments

<i>Screening</i>	Fall--DIBELS Benchmark, Read Well Placement Inventory
<i>Progress Monitoring</i>	See below
<i>Diagnostic</i>	WIAT-II, W-J III, Peabody
<i>Outcome</i>	DIBELS

<i>Reporting Tools</i>	DIBELS Read Well End of Unit Test	DIBELS Read Well End of Unit Test	DIBELS Read Well/Plus End of Unit Test	DIBELS Read Well /Plus End of Unit Test
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	Intensive	Strategic	Benchmark	Advanced
<i>Focus</i>	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension
<i>Core Program</i>	<ul style="list-style-type: none"> • Read Well 	<ul style="list-style-type: none"> • Read Well 	<ul style="list-style-type: none"> • Read Well/Plus 	<ul style="list-style-type: none"> • Read Well/Plus
<i>Intervention options</i>	<ul style="list-style-type: none"> • Letter Naming • Road to the Code 	<ul style="list-style-type: none"> • Letter Naming • Road to the Code 		
<i>Progress Monitoring</i>	<ul style="list-style-type: none"> • DIBELS progress monitoring (bi-monthly) • Read Well unit assessments 	<ul style="list-style-type: none"> • Read Well Unit assessments • DIBELS progress monitoring (monthly) 	<ul style="list-style-type: none"> • Read Well Unit Assessments 	<ul style="list-style-type: none"> • Read Well Unit Assessments
<i>Delivery</i>	<ul style="list-style-type: none"> • 90 minutes Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read

Second Grade Pathway

Assessments	
<i>Screening</i>	Fall--DIBELS Benchmark, Read Well Placement Inventory, PFR
<i>Progress Monitoring</i>	See below
<i>Diagnostic</i>	WIAT-II, W-J III, Peabody
<i>Outcome</i>	DIBELS, DRA, PFR

<i>Reporting Tools</i>	DIBELS Read Well End of Unit Test PFR	DIBELS Read Well End of Unit Test PFR	DIBELS Harcourt End of Selection Tests	DIBELS Harcourt End of Selection Tests
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	Intensive	Strategic	Benchmark	Advanced
<i>Focus</i>	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation, cognition and knowledge
<i>Core Program Placement</i>	<ul style="list-style-type: none"> • Read Well • Read Well Plus • Phonics for Reading 	<ul style="list-style-type: none"> • Read Well • Read Well Plus • Imagine It 2nd grade 	<ul style="list-style-type: none"> • Imagine It with Step Up to Writing connections 	<ul style="list-style-type: none"> • Imagine It with Step Up to Writing connections
<i>Additional Intervention</i>	<ul style="list-style-type: none"> • Road to the Code • Read Naturally • Read Well re-teach/pre-teach 	<ul style="list-style-type: none"> • Read Naturally 		
<i>Progress Monitoring</i>	<ul style="list-style-type: none"> • Read Well/Plus unit assessments • DIBELS progress monitoring (bi-monthly) 	<ul style="list-style-type: none"> • Read Well/Plus Unit assessments. • DIBELS progress monitoring (monthly) • Harcourt end of selection comprehension assessments. 	<ul style="list-style-type: none"> • Read Well Unit Assessments. • DIBELS benchmark assessments (3 x year) • Harcourt End of selection comprehension assessments. 	<ul style="list-style-type: none"> • Harcourt end of selection comprehension assessments. • DIBELS benchmark assessments (3 x a year)
<i>Delivery</i>	<ul style="list-style-type: none"> • 90 Minutes Walk to Read • Additional 30 minutes per day (IEP) 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read

Third Grade Pathway

Assessments

<i>Screening</i>	Fall--DIBELS Benchmark, Read Well Placement Inventory, PFR
<i>Progress Monitoring</i>	See below
<i>Diagnostic</i>	WIAT-II, W-J III, Peabody
<i>Outcome</i>	DIBELS, WASL

<i>Reporting Tools</i>	DIBELS Read Well End of Unit Test PFR Pre and Post Imagine It End of Selection /Unit Tests	DIBELS Read Well End of Unit Test PFR Pre and Post Imagine It End of Selection /Unit Tests	DIBELS PFR Pre and Post Imagine It End of Selection /Unit Tests	DIBELS PFR Pre and Post Imagine It End of Selection /Unit Tests
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	Intensive	Strategic	Benchmark	Advanced
<i>Focus</i>	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension
<i>Core/Alternate Core Program</i>	<ul style="list-style-type: none"> • Read Well/Plus • PFR • Imagine It 2nd Grade • Imagine It 3rd Grade 	<ul style="list-style-type: none"> • Read Well/Plus • PFR • Imagine It 2nd Grade • Imagine It 3rd Grade 	<ul style="list-style-type: none"> • Imagine It 3rd Grade 	<ul style="list-style-type: none"> • Imagine It 3rd Grade
<i>Intervention options</i>	<ul style="list-style-type: none"> • Read Naturally 	<ul style="list-style-type: none"> • Read Naturally 		
<i>Progress Monitoring</i>	<ul style="list-style-type: none"> • DIBELS progress monitoring (bi-monthly) • Read Well unit assessments • Imagine It End of Selection/Unit Test 	<ul style="list-style-type: none"> • Read Well Unit assessments • DIBELS progress monitoring (monthly) • Imagine It End of Selection/Unit Test 	<ul style="list-style-type: none"> • Imagine It End of Selection/Unit Test 	<ul style="list-style-type: none"> • Imagine It End of Selection/Unit Test
<i>Delivery</i>	<ul style="list-style-type: none"> • 90 minutes Modified Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Modified Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Modified Walk to Read 	<ul style="list-style-type: none"> • 90 Minutes Walk to Read

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
- Identifying students with an interest in education and cultivating their interest
- 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

Woodland staff believe that parent, family, and community participation are integral parts of the total school program. As the parent survey indicates, staff maintains strong family and community involvement. Woodland Primary will continue with 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 their students. Keeping parents informed of their children's strengths and weaknesses in all academic and social areas and their growth as evidenced by progress monitoring instruments is a priority. Teachers send individual classroom letters to families updating them on instructional units.

(See Woodland Primary School Parent Involvement Policy/Plan that follows).

- Family Movie Night
- Project Ready
- Teacher websites
- Open House
- Drop in –drop off day
- Open House night/book fair
- Fall and Spring Conferences
- Kindergarten parent night
- Make a Difference Day

Woodland Primary School

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

Everyone Connected

Everyone Challenged

Everyone Successful

As teachers we:

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

Teacher signature: _____

Home/School Compact
Title 1

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

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

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

PLEASE DETACH AND RETURN TO SCHOOL

We have reviewed and discussed the Home/School Compact

CHILD'S NAME _____

YOUR COMMENTS ARE APPRECIATED: _____

PARENT SIGNATURE _____ DATE _____

**Woodland Primary School Parent Involvement Policy/Plan
2010-2011**

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.

Requirement	Activities and Strategies	Participants/Persons Responsible	Date/Time Frame	Evidence of Completion
1. Title I, Part A requirements will be explained to parents	Information presented during conference week Written information is a part of the school handbook	Teacher and Title I staff Principal; Secretary	Beginning of the school year and to all new students on day of enrollment	Signed Compacts Handbook
2. Hold a flexible number of meetings throughout the year	Drop In/Drop Off Parent Conferences Open door policy Reading and /or math activities	Teachers Teachers Staff Staff	Summer Fall/Spring Ongoing Winter	Attendance sheet Sign-in Sheet
3. Parents will be involved in the planning, review, and improvement of this parent plan	Parent Plan on website with contact information for input	Principal	Yearly	Communications

<p>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.</p>	<p>Parent/teacher conferences MSP scores mailed to parents</p>	<p>Teachers Principal; Secretary</p>	<p>Fall/Spring Fall</p>	
<p>5. Parents may request meetings, provide suggestions, and participate in decisions related to their children's education.</p>	<p>Parents request meeting Parent/teacher conferences</p>	<p>Parent, teachers, principal Parent and teachers</p>	<p>On-going Fall/Spring</p>	<p>Student handbook</p>
<p>6. School personnel respond to parent's request and suggestions.</p>	<p>Consider and incorporate suggestions from surveys into building programming.</p>	<p>Staff</p>	<p>On-going</p>	<p>Survey results</p>
<p>7. Parents will be involved in the development of the school/parent compact.</p>	<p>Parents will be given the opportunity to review and modify the compact.</p>	<p>Parent, teacher, and Title I staff Parent, teacher, and Title I staff</p>	<p>Fall Fall</p>	<p>Signed compact Signed compact</p>
<p>8. Increasing parent participation and involving parents more effectively with school personnel in improving their children's academic achievement.</p>	<p>Teacher will meet with all parents of students in their classroom to discuss academic progress and expectations. Information about curriculum may include math and reading nights that are held annually.</p>	<p>Parent and teacher Principal, teacher, and staff</p>	<p>On-going Winter/spring</p>	<p>Newsletter</p>

	<p>Strategies for parents to use with their children to improve math and reading skills are provided as requested and in special publications.</p> <p>Parents who volunteer in their child's classroom gain firsthand knowledge of instruction and content.</p> <p>Building plan will include parents, regular education staff, school Title I staff, and the principal.</p>	<p>Staff</p> <p>Parents and teachers</p> <p>Parent, principal, teacher, and staff</p>	<p>On-going</p> <p>On-going</p> <p>Fall</p>	<p>Publications; newsletters; websites</p> <p>Building plan signature page</p>
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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.

Professional teams including the CAST (Collaborative Academic Support Team) will meet to discuss students, their current programs and their instructional needs and placement. Included on this team are the principal, school psychologist, counselor, reading coach, nurse, special services director, reading intervention teachers, speech and language pathologist and district reading coordinator. The literacy specialist and title teacher from the Intermediate School attend the meetings to ensure a smooth transition with academics, health, social and emotional concerns.

Woodland Primary School
Student Placement Timeline
2010-2011 School Year

- April 26-May 6 Parent Input for Placement Forms available in the WPS office.
- May 6 Parent Input for Placement Forms due to WPS office by 4:00.
- May 2-6 Student placement cards completed by current teacher.
- May 9 Pop/Drop and Pre-Placement (during school day)
- May 16-20 **Student Placement Week (Monday 8:00-9:00 K-3)**
(3rd Meet with WIS Monday AM and PM as necessary)
Tuesday (KG/1st afterschool)
Wednesday (2nd afterschool)
*Rest of week to be used to “tie up any loose ends!”
- May 23 Final Student Placements turned in to Mark

Student Class Placements sent home with student Report Cards on last day of school

SOME KEY THOUGHTS:

Mark will give parent input forms to grade levels – they will place students per the forms – these forms will then be returned to Mark and he will copy “top portion” regarding parent input on student learning style and needs – these copies will go to next year’s teacher.

Boy/Girl Placement cards will be passed on to next teacher as well

Component 8: Teachers Included in Assessment Decisions

Reading

Spring DIBELS, year-long DIBELS progress monitoring, Read Well End of Unit assessments and Imagine It end of selection assessment information, plus longitudinal information from these assessments guide placement into fall reading groups.

Classroom teachers are responsible to report to our CAST team three times per year. This reporting includes students' data, student health, and any other need that the building can address. Teachers also report students' progress at fall and spring student conferences. The reading portion of the report cards are generated and completed by the reading teacher.

Literacy staff and classroom teachers meet formally once per month 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.

Assessment- Reading															
Screening				Progress Monitoring				Diagnostic				Outcome			
K	1	2	3	K	1	2	3	K	1	2	3	K	1	2	3
DIBELS	DIBELS	DIBELS	DIBELS	DIBELS	DIBELS	DIBELS	DIBELS	WJ	WJ	WJ	WJ	DIBELS	DIBELS	DIBELS	DIBELS
RW Place	RW Place	RW Place	RW Place	RW Unit test	RW Unit Test	RW Unit Test	RW Unit Test		Wyatt	Wyatt	Wyatt	WLPT	WLPT	WLPT	WLPT
K-Screen	WLPT-II	PFR Place	PFR Place			Imagine It	Imagine It		Peabody	Peabody	Peabody				WASL
WLPT II		STAR	STAR			PFR	PFR								Gates
		WLPT-II	Gates			AR	AR								
			WLPT-II												

Diagnostic assessment is conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.

Outcome assessment is for the purpose of classifying students in terms of whether or not they achieved grade level performance or improvement.

Progress Monitoring assessment is conducted a minimum of 3 times per year or on a routine basis (i.e., weekly, monthly, quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of

different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for at-risk learners.

Students not at benchmark level are monitored for progress toward the 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 and unit. These assessments monitor progress toward the grade level expectations of word structure, vocabulary, comprehension and overall reading.

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

Math

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

All grade levels use the curriculum based end of unit assessments. Additionally, some teacher created assessments are being used.

Assessment- Math															
Screening				Progress Monitoring				Diagnostic				Outcome			
K	1	2	3	K	1	2	3	K	1	2	3	K	1	2	3
K skills			Aims Web	Curriculum Based Measures	Curriculum Based Measures	Curriculum Based Measures	Curriculum Based Measures								WASL
			Addison Wesley				Aims Web								

COMPONENT 9: PROVIDE ASSISTANCE TO STUDENTS EXPERIENCING DIFFICULTY

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

ELL

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

When possible and where appropriate ELL services are a push-in approach during the classroom blocks to support core reading or writing. For some students, small group pull-out instruction is utilized in order to group students from different homerooms with like needs/levels. There are also instances where students who need additional help with specific skills are worked with individually. Students typically receive 60-90 minutes of services per week if a small group, pull-out model is used to support language acquisition. Skills taught include expressive and receptive oral language development, vocabulary, 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 at Woodland Primary School receive reading instruction in a 'Walk to Read' delivery system. Students having the most difficulty meeting state standards receive instruction in smaller groups. These groups have increased modeling, more explicit instruction, greater sequencing of activities so students learn and develop skills systematically, multiple opportunities for practice, and continuous feedback so students are practicing new skills correctly.

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

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

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

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

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

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

MATH

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

SPECIAL EDUCATION

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

PARENT COMMUNICATION ASSISTANCE

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

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

Component 10: Coordination of Federal, State and Local Services

Funding Source	Amount Contributed	How funds will support Schoolwide Program goals
State/Local funding sources:		
Basic Education/Local Levy	2,450,000	Staff, benefits, curriculum, materials, professional development
Federal funding sources		
Title I, Part A:	130,441	Staff, benefits, professional development, parent activities, supplies/materials, software licenses, and curriculum
Title II, Part A:	12,000	District directed professional development
Title III:	10,000	GLAD training/support/supplies, parent involvement

Use of Funds

1. Provide a brief budget narrative explaining how funds listed in the table above will be used to support the Schoolwide plan.

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 K-3rd grade. Specifically, the funds will support direct services provided by teachers and paraprofessionals as well as the purchase of select researched based reading intervention materials, and professional development.