



Comprehensive School Improvement Plan

Woodland Elementary School
Hardin County Schools

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Woodland HCS School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Woodland has 5 teachers with just one phase left for National Board Certification.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

High turnover rate for students. Student transiency is a challenge.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Woodland HCS School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous

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section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the averaged combined reading and math K-PREP score for elementary students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Woodland Elementary from 50% to 58.5% by 05/31/2015 as measured by K-PREP.

Strategy1:

Instructional Rounds - Teachers will participate in quarterly Instructional Rounds in order to improve instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions.	Policy and Process	10/16/2014	04/30/2015	\$0 - No Funding Required	Teachers, assistant principal, principal

Activity - SMART Goal Creation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following Instructional Rounds, PLCs will determine their area of focus and determine SMART Goals based on gathered data.	Professional Learning	10/15/2014	04/29/2015	\$1000 - Title I Part A	Teachers, assistant principal, principal, ISD staff

Activity - Walk Throughs/Fidelity Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principal and Principal will conduct walk-throughs, Fidelity Checks, mini-observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Policy and Process	10/20/2014	05/06/2015	\$0 - No Funding Required	Assistant Principal, Principal

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Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% to 46.5% by 05/30/2014 as measured by K-PREP Results.

Strategy1:

PBIS - Reduce disruption due to behavior.

Category:

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build upon previous PBIS training (summer 2012) and continue to implement PBIS strategies. PBIS team meets monthly to review behavior data, develop building-wide behavior strategies and train staff, as necessary.	Behavioral Support Program	08/26/2014	05/25/2015	\$0 - No Funding Required	All staff, PBIS Team

Goal 3:

Ensure that all teachers and principal receive training and are provided support and guidance of the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in writing Professional Growth Plans by 05/01/2014 as measured by the training and guidance provided during the preparatory phase.

Strategy1:

Introduction and Training on Professional Growth and Effectiveness System (PGES) - Provide training on each domain of the PGES to increase teacher understanding of its use and implementation during observation and evaluation.

Category:

Research Cited:

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Activity - PGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with training on each domain on the PGES, from self-assessment to its use in the observation model.	Professional Learning	07/30/2014	05/01/2015	\$0 - No Funding Required	Administration

Strategy2:

Instruction on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Plan.

Category:

Research Cited:

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for PGPs and continue to provide guidance on how to use data and observation resources as guidance for writing measurable PGPs.	Professional Learning	08/01/2014	05/01/2015	\$0 - No Funding Required	Administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

- Jessica Casey - SBDM Parent
- Mchelle Tobias - SBDM Parent
- Penny Ellis - SBDM Member
- Barbara Cornett - SBDM Member
- Donna Slatton - SBDM Member
- Ashley Brus - Assistant Principal
- Eileen Townsend - Guidance Counselor
- Tiffany Jenkins - FRC Coordinator

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

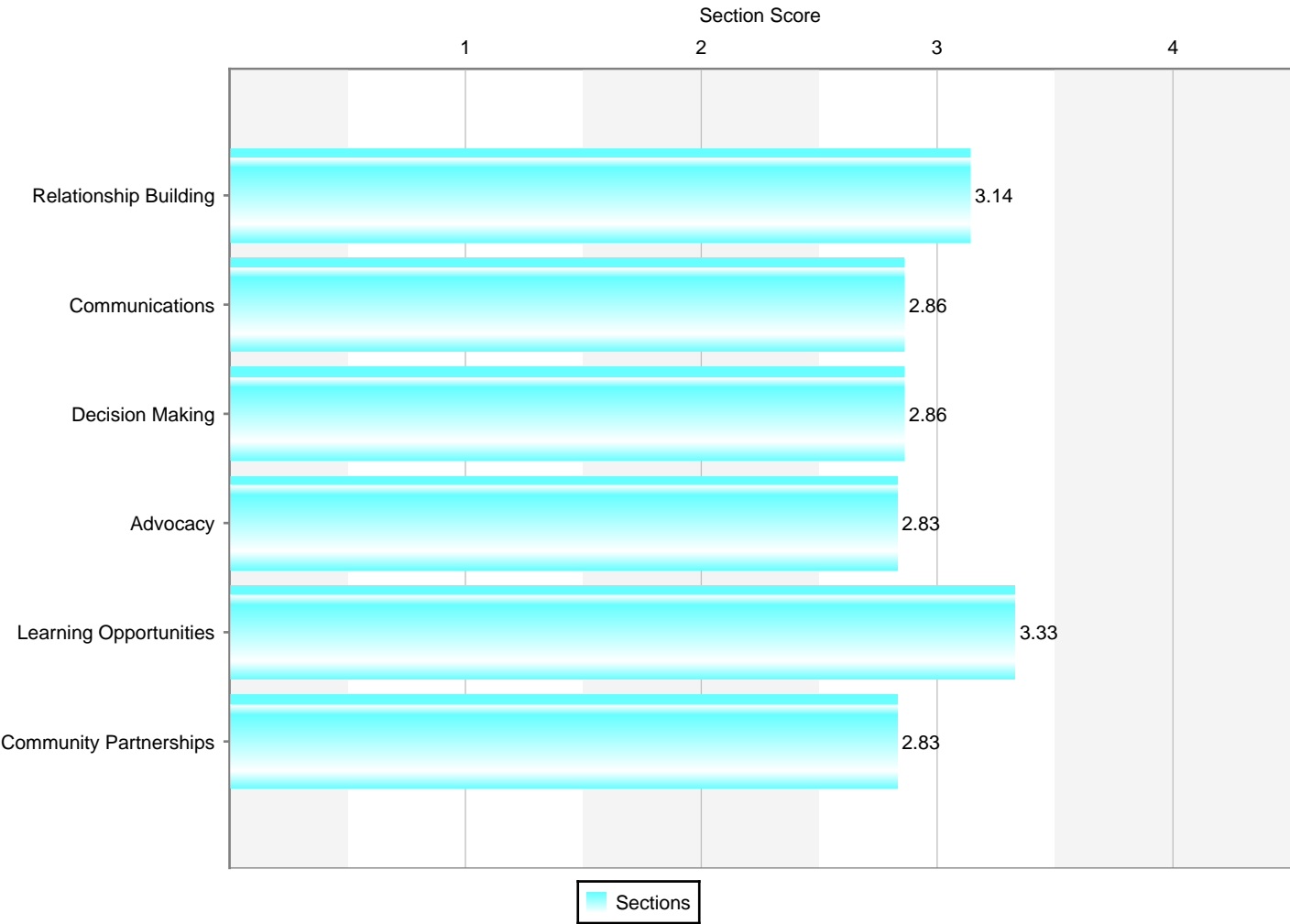
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

It is often frustrating when we actively reach out to stakeholders, but do not receive much response.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Besides the annual Family Resource Center Needs Assessment, the administration sought out stakeholder opinions regarding not only the improvement plan, but how the school can improve in their own minds. These surveys were sent home with students, loaded onto the school website for those wishing to complete electronically and handed to parents on Title I nights.

Each staff member played a role in analyzing this data to determine strengths and needs, review the Comprehensive School Improvement Plan and contribute to its development.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder input has been sought through a variety of methods:

Online surveys

Paper surveys

Evaluations of Student Led Conference Sessions

PLCs

SBDM Committees

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is placed on the school website following SBDM approval. Since we do periodic Implementation and Impact checks, updated versions will be posted as they are completed.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

The stakeholders at Woodland Elementary School use data to determine strengths, weaknesses and next steps for the needs of STUDENTS and our instructional practices. Most recent data tell us that we need to improve in all academic areas. KPREPPERS will be used this school year to determine areas of growth by Core Content skills and determine next steps in each classroom. Teacher Student Growth Goals for PGES are also used to determine areas of need, develop instructional strategies and determine results.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Strengths:

Program Review scores increased from the 2014-2015 school year from 88.8 to 97.5 in the 2015-2016 school year. Our SBDM Program Review Committee will continue to monitor evidence and the program itself.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Writing is exhibiting the most need. Woodland staff has already received extensive writing program training and is better monitoring, scoring and adjusting instruction in this area. The district has been assisting Woodland with better implementation of writing strategies and more consistency with graphic organizers. Specific PLCs are devoted to discussing and scoring writing with the intent to make better instructional decisions.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Woodland's Leadership Team will continue to monitor academic implementation in all areas. We will again utilize the KPREPPERS every three weeks beginning in January. Teachers will use results to make appropriate adjustments to instruction.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency from 41.7% to 70.7% in 2020 as measured by state assessment results.	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$12000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 76.6 by 2020 as measured by the School Report Card	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$61513
3	Increase the writing proficiency rating for all students from 20.9% in 2016 to 46.7% in 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Woodland Elementary School will reduce its percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020.	Objectives: 1 Strategies: 1 Activities: 11	Organizational	\$58513
5	Woodland Elementary School will reduce its percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$53513

Goal 1: Increase the average combined reading and math proficiency from 41.7% to 70.7% in 2020 as measured by state assessment results.

Measurable Objective 1:

increase student growth average combined reading and math proficiency by 05/31/2019 as measured by state assessment results.

Strategy 1:

Differentiated Instruction - For 1-5 reading, teachers will use all available data (MAP, KPPEPPERS, and Reading Street) to determine specific student needs. Students will be placed in flexible small groups during the one hour small group reading time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

For 1-5 math, teachers will use all available data (MAP, KPPEPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Learning Systems

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners, by Carl Ann Tomlinson

Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/08/2016	05/31/2017	\$3500	General Fund	Individual 1-5 teachers, special education teachers, principal, assistant principal, counselor
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will measure gains three times yearly; however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading and math will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans (unless students are already being serviced in those areas on their IEPs).	Academic Support Program	08/08/2016	05/31/2017	\$0	General Fund	Regular education teachers, counselor, assistant principal, principal

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Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Direct Instruction	08/08/2016	05/31/2017	\$0	No Funding Required	All certified staff.
Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For reading, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Reading teachers
Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Compass Learning as part of the independent centers rotations in the areas of reading and math. Additionally, when visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/08/2016	05/31/2017	\$3500	General Fund	teachers, administration , computer lab staff
Activity - iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/08/2016	05/31/2017	\$5000	District Funding	first and second grade teachers, computer lab staff

Strategy 2:

Instructional Rounds/Walk Throughs - Teachers will participate in quarterly Instructional Rounds in order to improve instructional practice.

Category: Continuous Improvement

Activity - SMART Goal Creation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following Instructional Rounds, PLCs will determine their area of focus and determine SMART goals based on the data.	Professional Learning	09/30/2016	05/03/2017	\$0	No Funding Required	Teachers, assistant principal, principal, ISD staff
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions.	Policy and Process	09/08/2016	05/03/2017	\$0	No Funding Required	Teachers, assistant principal, principal, ISD staff

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Activity - Walk Throughs/Fidelity Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant principal and principal will conduct walk-throughs, Fidelity Checks, mini observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Policy and Process, Professional Learning	08/22/2016	05/31/2017	\$0	No Funding Required	Assistant principal and principal

Strategy 3:

Writing Program - A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning	10/06/2016	04/21/2017	\$0	No Funding Required	Teachers, assistant principal, principal, ISD staff

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Program will be reviewed by the entire staff at least three times annually to ensure maximum implementation.	Policy and Process	09/08/2016	04/13/2017	\$0	No Funding Required	Teachers, assistant principal, principal

Strategy 4:

Math Instruction - Pre-Assessments from Everyday Math will be created/administered in order to determine curricular needs.

Category: Learning Systems

Activity - Math Pre/Post-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Teachers, assistant principal, principal

Strategy 5:

Reading Instruction - Determine individual needs of students in order to better implement the Reading Street instructional strategies

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Category: Learning Systems

Activity - Reading Street Program Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Teachers, assistant principal, principal

Strategy 6:

Curriculum - PLCs will be focused on the HCS Rubric for SMART Goal 1 and focused on the 4 Questions for Success (what do we want students to learn, how will we know that they have learned it, what will we do if they do not learn it, what do we do if they already know it)

Category: Learning Systems

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor alignment of horizontal units in Science and Social Studies that focus on Common Core standards in order to eliminate gaps.	Professional Learning	10/10/2016	04/27/2017	\$0	No Funding Required	Homeroom teachers, assistant principal, principal

Activity - KPREPPERS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in five KPREP-like "scrimmages" in order to prepare them for timed assessments and give teachers timely data based on where they are in the curriculum. 5th grade- two reading, two math, one social studies (writing on-demand will take place during Live Scoring sessions separate from the KPREPPER days). 4th grade: two reading, two math and one language mechanics. 3rd grade: three reading and two math. Students will also participate in the "Prize Patrol" if they score proficient or distinguished in any area of the assessment.	Policy and Process	01/17/2017	04/11/2017	\$0	No Funding Required	Administration will develop and score multiple choice, 3rd, 4th and 5th grade teachers will score written responses.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 76.6 by 2020 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the achievement for students in the non-duplicated gap group from ____ to ____ by 06/01/2020 as measured by School Report Card.

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Strategy 1:

Differentiation - Teachers will implement more effective instructional strategies based on student needs.

Category: Learning Systems

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading.	Policy and Process	09/15/2016	05/25/2017	\$0	No Funding Required	Teachers

Strategy 2:

KSI - Teachers will work with the counselor, assistant principal and principal to receive individualized coaching on the use of the KSI model for targeted students (those falling into the “at-risk” category according to HCS rubric)

Category: Continuous Improvement

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	09/29/2016	05/18/2017	\$0	No Funding Required	Teachers, Leadership Team

Strategy 3:

PBIS - Reduce disruption due to student behavior

Category: Management Systems

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland’s PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary.	Behavioral Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	All staf, PBIS Team

Strategy 4:

Parent Involvement - Increased parent involvement will contribute to greater student success

Category: Continuous Improvement

Activity - Quarterly Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced by the FRC Needs Assessment.	Parent Involvement	08/03/2016	04/20/2017	\$500	FRYSC	All staff
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Strategy 5:

Supplemental Resources and Support - Supplemental Resources and Support will be incorporated at all levels to best meet the needs of students.

Category: Continuous Improvement

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRC will assist with providing needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other - FRC	07/21/2016	06/08/2017	\$500	FRYSC	FRC Coordinator, Leadership Team

Activity - Title I Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional focus of the school-wide Title I program will be to provide instructional support for those students deemed below proficiency in the areas of math and reading. Title I instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	08/04/2016	05/31/2017	\$34588	Title I Part A	School Title I Coordinator, Title I Instructional Assistants

Activity - ELL Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers.	Academic Support Program	08/03/2016	05/31/2017	\$0	No Funding Required	ELL staff

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students.	Academic Support Program	09/19/2016	05/31/2017	\$15425	Other	ESS Coordinator, ESS instructional assistants, teachers.

Activity - iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students working below first and second grade levels will use iRead to increase competency in reading skills.	Academic Support Program	09/01/2016	05/31/2017	\$5000	District Funding	first and second grade teachers, teachers of identified 3rd, 4th and 5th grade students
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Activity - The Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	07/27/2016	05/31/2017	\$5500	General Fund	All Woodland Staff

Goal 3: Increase the writing proficiency rating for all students from 20.9% in 2016 to 46.7% in 2017.

Measurable Objective 1:

collaborate to increase the achievement of writing proficiency from 20.9 to 46.7 by 05/31/2017 as measured by KPREP results.

Strategy 1:

Writing Program Review - A vertical team will monitor the continuum of writing pieces for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and district writing plan.

Category: Learning Systems

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.	Academic Support Program	08/03/2016	05/31/2017	\$0	No Funding Required	Teachers, assistant principal, principal, ISD staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning, Academic Support Program	10/10/2016	04/21/2017	\$0	No Funding Required	All teachers, ISD staff, assistant principal, principal

Goal 4: Woodland Elementary School will reduce its percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy 1:

Differentiated Instruction - For grades 1-5 reading, teachers will use all available data (MAP, KPREPPERS, Reading street) to determine specific student needs.

Students will be placed into flexible small groups during the one hour small group time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

Category: Continuous Improvement

Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	1-5 teachers, assistant principal, principal
Activity - Intervention/Enrichment Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	All certified staff
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	regular education teachers, counselor, assistant principal, principal
Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For reading instruction, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/03/2016	05/31/2017	\$0	No Funding Required	Reading teachers

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Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/17/2016	05/31/2017	\$3500	General Fund	reading teachers, computer lab staff.
Activity - iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/24/2016	05/31/2017	\$5000	District Funding	Teachers of any student performing below second grade reading level.
Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/15/2016	05/31/2017	\$0	No Funding Required	all reading teachers
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small groups for reading.	Policy and Process	08/31/2016	05/10/2017	\$0	No Funding Required	Reading Teachers
Activity - KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/29/2016	05/17/2017	\$0	No Funding Required	Reading teachers, Leadership Team
Activity - Title I Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588	Title I Part A	School-wide Title I Coordinator, Title I assistants.
Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/05/2016	05/31/2017	\$15425	Other	ESS Coordinator, ESS instructional assistants
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Goal 5: Woodland Elementary School will reduce its percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy 1:

Differentiated Instruction - For 1-5 math, teachers will use all available data (MAP, KPREPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	Teachers, Assistant principal, principal

Activity - Intervention Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	all certified staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/31/2016	05/31/2017	\$3500	General Fund	teachers, administration , computer lab staff

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Activity - Math Pre-Post Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	09/01/2016	05/31/2017	\$0	No Funding Required	Teachers, assistant principal, principal
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small and intervention groups for math	Policy and Process	08/31/2016	05/31/2017	\$0	No Funding Required	Teachers, administration
Activity - KSI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/31/2016	05/31/2017	\$0	No Funding Required	Math teachers, Leadership Team
Activity - Title I Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588	Title I Part A	Title I staff
Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/12/2016	05/31/2017	\$15425	Other	ESS Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	FRC will assist with providing needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other - FRC	07/21/2016	06/08/2017	\$500	FRC Coordinator, Leadership Team
Quarterly Family Events	Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced b the FRC Needs Assessment.	Parent Involvement	08/03/2016	04/20/2017	\$500	All staff
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services (ESS)	ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students.	Academic Support Program	09/19/2016	05/31/2017	\$15425	ESS Coordinator, ESS instructional assistants, teachers.
Extended School Services (ESS)	ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/12/2016	05/31/2017	\$15425	ESS Staff
Extended School Services (ESS)	ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/05/2016	05/31/2017	\$15425	ESS Coordinator, ESS instructional assistants
Total					\$46275	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Compass Learning	All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/31/2016	05/31/2017	\$3500	teachers, administration, computer lab staff
The Leader in Me	Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	07/27/2016	05/31/2017	\$5500	All Woodland Staff
Compass Learning	All teachers will utilize Compass Learning as part of the independent centers rotations in the areas of reading and math. Additionally, when visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/08/2016	05/31/2017	\$3500	teachers, administration, computer lab staff
NWEA Learning Continuum	MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/08/2016	05/31/2017	\$3500	Individual 1-5 teachers, special education teachers, principal, assistant principal, counselor
Progress Monitoring	MAP scores will measure gains three times yearly; however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading and math will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans (unless students are already being serviced in those areas on their IEPs).	Academic Support Program	08/08/2016	05/31/2017	\$0	Regular education teachers, counselor, assistant principal, principal
Compass Learning	All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/17/2016	05/31/2017	\$3500	reading teachers, computer lab staff.
Total					\$19500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KSI	During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/29/2016	05/17/2017	\$0	Reading teachers, Leadership Team
Flexible Small Groups in Reading Instruction	For reading, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/08/2016	05/31/2017	\$0	Reading teachers

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KPREPPERS	Students will participate in five KPREP-like "scrimmages" in order to prepare them for timed assessments and give teachers timely data based on where they are in the curriculum. 5th grade- two reading, two math, one social studies (writing on-demand will take place during Live Scoring sessions separate from the KPREPPER days). 4th grade: two reading, two math and one language mechanics. 3rd grade: three reading and two math. Students will also participate in the "Prize Patrol" if they score proficient or distinguished in any area of the assessment.	Policy and Process	01/17/2017	04/11/2017	\$0	Administration will develop and score multiple choice, 3rd, 4th and 5th grade teachers will score written responses.
Progress Monitoring	MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0	Teachers, Assistant principal, principal
KSI Meetings	During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	09/29/2016	05/18/2017	\$0	Teachers, Leadership Team
Math Pre/Post-Assessments	Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	08/08/2016	05/31/2017	\$0	Teachers, assistant principal, principal
Writing Program Review	Writing Program will be reviewed by the entire staff at least three times annually to ensure maximum implementation.	Policy and Process	09/08/2016	04/13/2017	\$0	Teachers, assistant principal, principal
Data Analysis	Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small groups for reading.	Policy and Process	08/31/2016	05/10/2017	\$0	Reading Teachers
Intervention Period	After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Direct Instruction	08/08/2016	05/31/2017	\$0	All certified staff.
Professional Learning Communities	PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning	10/06/2016	04/21/2017	\$0	Teachers, assistant principal, principal, ISD staff

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KSI Meetings	During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/31/2016	05/31/2017	\$0	Math teachers, Leadership Team
Professional Learning Communities	PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning, Academic Support Program	10/10/2016	04/21/2017	\$0	All teachers, ISD staff, assistant principal, principal
SMART Goal Creation	Following Instructional Rounds, PLCs will determine their area of focus and determine SMART goals based on the data.	Professional Learning	09/30/2016	05/03/2017	\$0	Teachers, assistant principal, principal, ISD staff
Reading Instruction	Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/15/2016	05/31/2017	\$0	all reading teachers
Professional Learning Communities	PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions.	Policy and Process	09/08/2016	05/03/2017	\$0	Teachers, assistant principal, principal, ISD staff
Intervention/Enrichment Period	After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0	All certified staff
Data Analysis	Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small and intervention groups for math	Policy and Process	08/31/2016	05/31/2017	\$0	Teachers, administration
Walk Throughs/Fidelity Checks	Assistant principal and principal will conduct walk-throughs, Fidelity Checks, mini observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Policy and Process, Professional Learning	08/22/2016	05/31/2017	\$0	Assistant principal and principal
ELL Services	ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers.	Academic Support Program	08/03/2016	05/31/2017	\$0	ELL staff
Reading Street Program Activities	Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/08/2016	05/31/2017	\$0	Teachers, assistant principal, principal

Comprehensive School Improvement Plan

Woodland Elementary School

Math Pre-Post Assessments	Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	09/01/2016	05/31/2017	\$0	Teachers, assistant principal, principal
NWEA Learning Continuum	MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/31/2016	05/31/2017	\$0	1-5 teachers, assistant principal, principal
PBIS	Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland's PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary.	Behavioral Support Program	08/08/2016	05/31/2017	\$0	All staf, PBIS Team
Flexible Small Groups in Reading Instruction	For reading instruction, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/03/2016	05/31/2017	\$0	Reading teachers
Intervention Period	After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0	all certified staff
Writing Program	A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.	Academic Support Program	08/03/2016	05/31/2017	\$0	Teachers, assistant principal, principal, ISD staff
Curriculum Alignment	Teachers will monitor alignment of horizontal units in Science and Social Studies that focus on Common Core standards in order to eliminate gaps.	Professional Learning	10/10/2016	04/27/2017	\$0	Homeroom teachers, assistant principal, principal
Progress Monitoring	MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0	regular education teachers, counselor, assistant principal, principal
Data Analysis	Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading.	Policy and Process	09/15/2016	05/25/2017	\$0	Teachers
Total					\$0	

Comprehensive School Improvement Plan

Woodland Elementary School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iRead	All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/08/2016	05/31/2017	\$5000	first and second grade teachers, computer lab staff
iRead	All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/24/2016	05/31/2017	\$5000	Teachers of any student performing below second grade reading level.
iRead	Identified students working below first and second grade levels will use iRead to increase competency in reading skills.	Academic Support Program	09/01/2016	05/31/2017	\$5000	first and second grade teachers, teachers of identified 3rd, 4th and 5th grade students
Total					\$15000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Program	The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588	Title I staff
Title I Program	The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588	School-wide Title I Coordinator, Title I assistants.
Title I Program	The instructional focus of the school-wide Title I program will be to provide instructional support for those students deemed below proficiency in the areas of math and reading. Title I instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	08/04/2016	05/31/2017	\$34588	School Title I Coordinator, Title I Instructional Assistants
Total					\$103764	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A		

Comprehensive School Improvement Plan

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://woodlandelementaryschool.weebly.com/	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% to 46.5% by 05/30/2014 as measured by K-PREP Results.

Strategy1:

Supplemental Resources and Support - Supplemental Resources and Support will be incorporated at all levels to best meet the needs of students.

Category:

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will provide needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other	07/01/2014	06/30/2015	\$2000 - FRYSC	FRC Coordinator

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building on first year training and implementation (2013-2014), during the second year we will build on the foundation established in Year 1 and learn to apply the 7 Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students, and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	08/06/2014	05/25/2015	\$5100 - General Fund	All Woodland Staff

Strategy2:

PBIS - Reduce disruption due to behavior.

Category:

Research Cited:

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build upon previous PBIS training (summer 2012) and continue to implement PBIS strategies. PBIS team meets monthly to review behavior data, develop building-wide behavior strategies and train staff, as necessary.	Behavioral Support Program	08/26/2014	05/25/2015	\$0 - No Funding Required	All staff, PBIS Team

Strategy3:

Parent Involvement - Increased Parent Involvement will contribute to greater student success.

Category:

Research Cited:

Activity - Monthly Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Family Nights will incorporate Literacy and Math as well as other topics as evidenced by FRC Needs Assessments. These will be done in conjunction with FRC events.	Parent Involvement	09/25/2014	05/28/2015	\$1500 - Title I Part C	Administration, FRC, Teacher/staff volunteers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency from 41.7% to 70.7% in 2020 as measured by state assessment results.

Measurable Objective 1:

increase student growth average combined reading and math proficiency by 05/31/2019 as measured by state assessment results.

Strategy1:

Reading Instruction - Determine individual needs of students in order to better implement the Reading Street instructional strategies

Category: Learning Systems

Research Cited:

Activity - Reading Street Program Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Strategy2:

Writing Program - A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.

Comprehensive School Improvement Plan

Woodland Elementary School

Category: Learning Systems

Research Cited:

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Program will be reviewed by the entire staff at least three times annually to ensure maximum implementation.	Policy and Process	09/08/2016	04/13/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning	10/06/2016	04/21/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Strategy3:

Math Instruction - Pre-Assessments from Everyday Math will be created/administered in order to determine curricular needs.

Category: Learning Systems

Research Cited:

Activity - Math Pre/Post-Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Strategy4:

Curriculum - PLCs will be focused on the HCS Rubric for SMART Goal 1 and focused on the 4 Questions for Success (what do we want students to learn, how will we know that they have learned it, what will we do if they do not learn it, what do we do if they already know it)

Category: Learning Systems

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor alignment of horizontal units in Science and Social Studies that focus on Common Core standards in order to eliminate gaps.	Professional Learning	10/10/2016	04/27/2017	\$0 - No Funding Required	Homeroom teachers, assistant principal, principal

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - KPREPPERS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in five KPREP-like "scrimmages" in order to prepare them for timed assessments and give teachers timely data based on where they are in the curriculum. 5th grade- two reading, two math, one social studies (writing on-demand will take place during Live Scoring sessions separate from the KPREPPER days). 4th grade: two reading, two math and one language mechanics. 3rd grade: three reading and two math. Students will also participate in the "Prize Patrol" if they score proficient or distinguished in any area of the assessment.	Policy and Process	01/17/2017	04/11/2017	\$0 - No Funding Required	Administration will develop and score multiple choice, 3rd, 4th and 5th grade teachers will score written responses.

Strategy5:

Differentiated Instruction - For 1-5 reading, teachers will use all available data (MAP, KPREPPERS, and Reading Street) to determine specific student needs. Students will be placed in flexible small groups during the one hour small group reading time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

For 1-5 math, teachers will use all available data (MAP, KPREPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Learning Systems

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners, by Carl Ann Tomlinson

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gains three times yearly; however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading and math will be placed in the RtI process. Progress monitoring will be specific and regular to determine progress and adjustments to plans (unless students are already being serviced in those areas on their IEPs).	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Regular education teachers, counselor, assistant principal, principal

Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For reading, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/08/2016	05/31/2017	\$3500 - General Fund	Individual 1-5 teachers, special education teachers, principal, assistant principal, counselor

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/08/2016	05/31/2017	\$5000 - District Funding	first and second grade teachers, computer lab staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent centers rotations in the areas of reading and math. Additionally, when visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/08/2016	05/31/2017	\$3500 - General Fund	teachers, administration, computer lab staff

Activity - Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	All certified staff.

Strategy6:

Instructional Rounds/Walk Throughs - Teachers will participate in quarterly Instructional Rounds in order to improve instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - SMART Goal Creation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following Instructional Rounds, PLCs will determine their area of focus and determine SMART goals based on the data.	Professional Learning	09/30/2016	05/03/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions.	Policy and Process	09/08/2016	05/03/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - Walk Throughs/Fidelity Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant principal and principal will conduct walk-throughs, Fidelity Checks, mini observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Professional Learning Policy and Process	08/22/2016	05/31/2017	\$0 - No Funding Required	Assistant principal and principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 76.6 by 2020 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the achievement for students in the non-duplicated gap group from ____ to ____ by 06/01/2020 as measured by School Report Card.

Strategy1:

Supplemental Resources and Support - Supplemental Resources and Support will be incorporated at all levels to best meet the needs of students.

Category: Continuous Improvement

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will assist with providing needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other - FRC	07/21/2016	06/08/2017	\$500 - FRYSC	FRC Coordinator, Leadership Team

Activity - ELL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	ELL staff

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students working below first and second grade levels will use iRead to increase competency in reading skills.	Academic Support Program	09/01/2016	05/31/2017	\$5000 - District Funding	first and second grade teachers, teachers of identified 3rd, 4th and 5th grade students

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I program will be to provide instructional support for those students deemed below proficiency in the areas of math and reading. Title I instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	08/04/2016	05/31/2017	\$34588 - Title I Part A	School Title I Coordinator, Title I Instructional Assistants

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	07/27/2016	05/31/2017	\$5500 - General Fund	All Woodland Staff

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students.	Academic Support Program	09/19/2016	05/31/2017	\$15425 - Other	ESS Coordinator, ESS instructional assistants, teachers.

Strategy2:

PBIS - Reduce disruption due to student behavior

Category: Management Systems

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland's PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary.	Behavioral Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	All staf, PBIS Team

Strategy3:

KSI - Teachers will work with the counselor, assistant principal and principal to receive individualized coaching on the use of the KSI model for targeted students (those falling into the "at-risk" category according to HCS rubric)

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Woodland Elementary School

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	09/29/2016	05/18/2017	\$0 - No Funding Required	Teachers, Leadership Team

Strategy4:

Parent Involvement - Increased parent involvement will contribute to greater student success

Category: Continuous Improvement

Research Cited:

Activity - Quarterly Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced b the FRC Needs Assessment.	Parent Involvement	08/03/2016	04/20/2017	\$500 - FRYSC	All staff

Strategy5:

Differentiation - Teachers will implement more effective instructional strategies based on student needs.

Category: Learning Systems

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading.	Policy and Process	09/15/2016	05/25/2017	\$0 - No Funding Required	Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency from 41.7% to 70.7% in 2020 as measured by state assessment results.

Comprehensive School Improvement Plan

Woodland Elementary School

Measurable Objective 1:

increase student growth average combined reading and math proficiency by 05/31/2019 as measured by state assessment results.

Strategy1:

Curriculum - PLCs will be focused on the HCS Rubric for SMART Goal 1 and focused on the 4 Questions for Success (what do we want students to learn, how will we know that they have learned it, what will we do if they do not learn it, what do we do if they already know it)

Category: Learning Systems

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor alignment of horizontal units in Science and Social Studies that focus on Common Core standards in order to eliminate gaps.	Professional Learning	10/10/2016	04/27/2017	\$0 - No Funding Required	Homeroom teachers, assistant principal, principal

Activity - KPREPPERS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in five KPREP-like "scrimmages" in order to prepare them for timed assessments and give teachers timely data based on where they are in the curriculum. 5th grade- two reading, two math, one social studies (writing on-demand will take place during Live Scoring sessions separate from the KPREPPER days). 4th grade: two reading, two math and one language mechanics. 3rd grade: three reading and two math. Students will also participate in the "Prize Patrol" if they score proficient or distinguished in any area of the assessment.	Policy and Process	01/17/2017	04/11/2017	\$0 - No Funding Required	Administration will develop and score multiple choice, 3rd, 4th and 5th grade teachers will score written responses.

Strategy2:

Instructional Rounds/Walk Throughs - Teachers will participate in quarterly Instructional Rounds in order to improve instructional practice.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will identify strategies to address SMART goal activities for implementation and to be measured prior to next Instructional Round sessions.	Policy and Process	09/08/2016	05/03/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

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Activity - Walk Throughs/Fidelity Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant principal and principal will conduct walk-throughs, Fidelity Checks, mini observations or formal observations (a combination of at least 5 per day) to monitor implementation of strategies developed by each PLC.	Policy and Process Professional Learning	08/22/2016	05/31/2017	\$0 - No Funding Required	Assistant principal and principal

Activity - SMART Goal Creation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following Instructional Rounds, PLCs will determine their area of focus and determine SMART goals based on the data.	Professional Learning	09/30/2016	05/03/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Strategy3:

Reading Instruction - Determine individual needs of students in order to better implement the Reading Street instructional strategies

Category: Learning Systems

Research Cited:

Activity - Reading Street Program Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Strategy4:

Math Instruction - Pre-Assessments from Everyday Math will be created/administered in order to determine curricular needs.

Category: Learning Systems

Research Cited:

Activity - Math Pre/Post-Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Strategy5:

Writing Program - A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.

Category: Learning Systems

Research Cited:

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Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Program will be reviewed by the entire staff at least three times annually to ensure maximum implementation.	Policy and Process	09/08/2016	04/13/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level standards.	Professional Learning	10/06/2016	04/21/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Strategy6:

Differentiated Instruction - For 1-5 reading, teachers will use all available data (MAP, KPREPPERS, and Reading Street) to determine specific student needs. Students will be placed in flexible small groups during the one hour small group reading time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

For 1-5 math, teachers will use all available data (MAP, KPREPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Learning Systems

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners, by Carl Ann Tomlinson

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/08/2016	05/31/2017	\$5000 - District Funding	first and second grade teachers, computer lab staff

Activity - Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	All certified staff.

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Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/08/2016	05/31/2017	\$3500 - General Fund	Individual 1-5 teachers, special education teachers, principal, assistant principal, counselor

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent centers rotations in the areas of reading and math. Additionally, when visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/08/2016	05/31/2017	\$3500 - General Fund	teachers, administration, computer lab staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gains three times yearly; however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading and math will be placed in the RtI process. Progress monitoring will be specific and regular to determine progress and adjustments to plans (unless students are already being serviced in those areas on their IEPs).	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Regular education teachers, counselor, assistant principal, principal

Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For reading, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 76.6 by 2020 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the achievement for students in the non-duplicated gap group from ____ to ____ by 06/01/2020 as measured by School Report Card.

Strategy1:

Supplemental Resources and Support - Supplemental Resources and Support will be incorporated at all levels to best meet the needs of students.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	07/27/2016	05/31/2017	\$5500 - General Fund	All Woodland Staff

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will assist with providing needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other - FRC	07/21/2016	06/08/2017	\$500 - FRYSC	FRC Coordinator, Leadership Team

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students working below first and second grade levels will use iRead to increase competency in reading skills.	Academic Support Program	09/01/2016	05/31/2017	\$5000 - District Funding	first and second grade teachers, teachers of identified 3rd, 4th and 5th grade students

Activity - ELL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	ELL staff

Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I program will be to provide instructional support for those students deemed below proficiency in the areas of math and reading. Title I instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	08/04/2016	05/31/2017	\$34588 - Title I Part A	School Title I Coordinator, Title I Instructional Assistants

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students.	Academic Support Program	09/19/2016	05/31/2017	\$15425 - Other	ESS Coordinator, ESS instructional assistants, teachers.

Strategy2:

Differentiation - Teachers will implement more effective instructional strategies based on student needs.

Category: Learning Systems

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Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading.	Policy and Process	09/15/2016	05/25/2017	\$0 - No Funding Required	Teachers

Strategy3:

Parent Involvement - Increased parent involvement will contribute to greater student success

Category: Continuous Improvement

Research Cited:

Activity - Quarterly Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced by the FRC Needs Assessment.	Parent Involvement	08/03/2016	04/20/2017	\$500 - FRYSC	All staff

Strategy4:

PBIS - Reduce disruption due to student behavior

Category: Management Systems

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland's PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary.	Behavioral Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	All staff, PBIS Team

Strategy5:

KSI - Teachers will work with the counselor, assistant principal and principal to receive individualized coaching on the use of the KSI model for targeted students (those falling into the "at-risk" category according to HCS rubric)

Category: Continuous Improvement

Research Cited:

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	09/29/2016	05/18/2017	\$0 - No Funding Required	Teachers, Leadership Team

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Goal 3:

Woodland Elementary School will reduce its percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy1:

Differentiated Instruction - For grades 1-5 reading, teachers will use all available data (MAP, KPREPPERS, Reading street) to determine specific student needs. Students will be placed into flexible small groups during the one hour small group time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

Category: Continuous Improvement

Research Cited:

Activity - KSI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/29/2016	05/17/2017	\$0 - No Funding Required	Reading teachers, Leadership Team

Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	1-5 teachers, assistant principal, principal

Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For reading instruction, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

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Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/24/2016	05/31/2017	\$5000 - District Funding	Teachers of any student performing below second grade reading level.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	regular education teachers, counselor, assistant principal, principal

Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588 - Title I Part A	School-wide Title I Coordinator, Title I assistants.

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/15/2016	05/31/2017	\$0 - No Funding Required	all reading teachers

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/05/2016	05/31/2017	\$15425 - Other	ESS Coordinator, ESS instructional assistants

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/17/2016	05/31/2017	\$3500 - General Fund	reading teachers, computer lab staff.

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small groups for reading.	Policy and Process	08/31/2016	05/10/2017	\$0 - No Funding Required	Reading Teachers

Activity - Intervention/Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	All certified staff

Goal 4:

Woodland Elementary School will reduce its percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy1:

Differentiated Instruction - For 1-5 math, teachers will use all available data (MAP, KPREPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Continuous Improvement

Research Cited:

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/31/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Leadership Team

Activity - Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	all certified staff

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Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588 - Title I Part A	Title I staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/31/2016	05/31/2017	\$3500 - General Fund	teachers, administration, computer lab staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the RtI process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistant principal, principal

Activity - Math Pre-Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	09/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small and intervention groups for math	Policy and Process	08/31/2016	05/31/2017	\$0 - No Funding Required	Teachers, administration

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/12/2016	05/31/2017	\$15425 - Other	ESS Staff

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 76.6 by 2020 as measured by the School Report Card

Measurable Objective 1:

collaborate to increase the achievement for students in the non-duplicated gap group from ____ to ____ by 06/01/2020 as measured by School Report Card.

Strategy1:

Parent Involvement - Increased parent involvement will contribute to greater student success

Category: Continuous Improvement

Research Cited:

Activity - Quarterly Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family events will take place at least quarterly and will incorporate reading and math as well as other topics as evidenced b the FRC Needs Assessment.	Parent Involvement	08/03/2016	04/20/2017	\$500 - FRYSC	All staff

Strategy2:

PBIS - Reduce disruption due to student behavior

Category: Management Systems

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will build upon annual PBIS training and continue to implement PBIS strategies as outlined by Woodland's PBIS Handbook. The PBIS Team meets monthly to review behavior data, develop building-wide behavior strategies and train staff as necessary.	Behavioral Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	All staf, PBIS Team

Strategy3:

Supplemental Resources and Support - Supplemental Resources and Support will be incorporated at all levels to best meet the needs of students.

Category: Continuous Improvement

Research Cited:

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Activity - ELL Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with specifically designed instructional activities to make content more comprehensive in the regular classroom by working collaboratively with regular education teachers.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	ELL staff

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students working below first and second grade levels will use iRead to increase competency in reading skills.	Academic Support Program	09/01/2016	05/31/2017	\$5000 - District Funding	first and second grade teachers, teachers of identified 3rd, 4th and 5th grade students

Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I program will be to provide instructional support for those students deemed below proficiency in the areas of math and reading. Title I instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	08/04/2016	05/31/2017	\$34588 - Title I Part A	School Title I Coordinator, Title I Instructional Assistants

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building on first year training and second year momentum, we will continue to apply the Seven Habits and leadership concepts at a higher order. Implement specific tools that empower staff and students and focus on effective schoolwide goals that produce results and build a lasting capacity to produce results in the future.	Academic Support Program	07/27/2016	05/31/2017	\$5500 - General Fund	All Woodland Staff

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will assist with providing needed services and consultation to identified students and families to reduce barriers to learning and facilitate positive learning experiences.	Other - FRC	07/21/2016	06/08/2017	\$500 - FRYSC	FRC Coordinator, Leadership Team

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at risk in the areas of reading or math. ESS Instructional Assistants will work with teachers to provide additional instruction/support to these students.	Academic Support Program	09/19/2016	05/31/2017	\$15425 - Other	ESS Coordinator, ESS instructional assistants, teachers.

Strategy4:

KSI - Teachers will work with the counselor, assistant principal and principal to receive individualized coaching on the use of the KSI model for targeted students (those falling into the "at-risk" category according to HCS rubric)

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Category: Continuous Improvement

Research Cited:

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly meetings, teachers will work with their assigned leadership team member on discussing specific KSI students and determine next-steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	09/29/2016	05/18/2017	\$0 - No Funding Required	Teachers, Leadership Team

Strategy5:

Differentiation - Teachers will implement more effective instructional strategies based on student needs.

Category: Learning Systems

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine math intervention groups and small groups for reading.	Policy and Process	09/15/2016	05/25/2017	\$0 - No Funding Required	Teachers

Goal 2:

Woodland Elementary School will reduce its percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in reading from 34.5% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy1:

Differentiated Instruction - For grades 1-5 reading, teachers will use all available data (MAP, KPREPPERS, Reading street) to determine specific student needs. Students will be placed into flexible small groups during the one hour small group time and will focus on reading strategies at their instructional level. During the one hour whole group reading period, teachers will focus on standards-based grade level content.

Category: Continuous Improvement

Research Cited:

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Activity - Intervention/Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	All certified staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small groups for reading.	Policy and Process	08/31/2016	05/10/2017	\$0 - No Funding Required	Reading Teachers

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/05/2016	05/31/2017	\$15425 - Other	ESS Coordinator, ESS instructional assistants

Activity - KSI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/29/2016	05/17/2017	\$0 - No Funding Required	Reading teachers, Leadership Team

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the RtI process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	regular education teachers, counselor, assistant principal, principal

Activity - Flexible Small Groups in Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For reading instruction, students will be assessed as appropriate based on content during small group time to determine specific needed skills.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

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Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/17/2016	05/31/2017	\$3500 - General Fund	reading teachers, computer lab staff.

Activity - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the Reading Street instructional strategies utilizing program components and resource room materials in order to plan effective instruction during whole group and small group reading instruction.	Academic Support Program	08/15/2016	05/31/2017	\$0 - No Funding Required	all reading teachers

Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588 - Title I Part A	School-wide Title I Coordinator, Title I assistants.

Activity - NWEA Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will be analyzed by RIT band and using the NWEA Learning Continuum, small group skill-based activities will be developed for small group reading instruction and the 40 minute intervention/enrichment period.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	1-5 teachers, assistant principal, principal

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who perform below second grade reading level will receive iRead intervention for 20 minutes daily. When first and second grade classes enter the computer lab, they will participate in iRead for the first 20 minutes of the period.	Academic Support Program	08/24/2016	05/31/2017	\$5000 - District Funding	Teachers of any student performing below second grade reading level.

Goal 3:

Woodland Elementary School will reduce its percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring in the novice level in math from 22.6% in 2016 to 10% in 2020. by 05/29/2020 as measured by KPREP results.

Strategy1:

SY 2016-2017

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Differentiated Instruction - For 1-5 math, teachers will use all available data (MAP, KPREPPERS, and Everyday Math pre- and post-assessments) to determine specific student needs. During the 60-75 minute math period, teachers will emphasize grade level standards based curriculum. During the 40 minute intervention period, students will be placed in skill-based flexible small groups. Content for intervention strategies will be derived from the NWEA Learning Continuum.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP scores will measure gained three times yearly, however students who do not meet the specified norm (measured by HCS cur points) at their grade level in reading will be placed in the Rtl process. Progress monitoring will be specific and regular to determine progress and adjustments to plans.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistant principal, principal

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Compass Learning as part of the independent center rotation in the area of reading. When visiting the computer lab, students will rotate between reading and math Compass.	Academic Support Program	08/31/2016	05/31/2017	\$3500 - General Fund	teachers, administration, computer lab staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze achievement gap groups during PLCs. Teachers will use MAP sub-category data in order to determine small and intervention groups for math	Policy and Process	08/31/2016	05/31/2017	\$0 - No Funding Required	Teachers, administration

Activity - Math Pre-Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning with the end in mind, during PLCs, teachers will create pre-assessments (formative and summative) from the Everyday Math curriculum in order to determine curricular needs. Daily instruction will be based upon these pre-assessments thereby eliminating coverage of unnecessary content or emphasis on content needed. Assessment items will be cross-referenced with the Common Core Concept Bank (CoreStandards.org) to ensure appropriate level of rigor.	Professional Learning	09/01/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal

Activity - Intervention Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After evaluating individual MAP results, teachers will group students by strand for the 40 minute intervention/enrichment period and assess according to the content delivered.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	all certified staff

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Activity - Title I Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional focus of the school-wide Title I Program will be to provide instructional support for those students deemed below proficiency in the areas of reading and math. Title I instructional assistants will work with teachers to provide additional instruction to these students.	Academic Support Program	08/03/2016	05/31/2017	\$34588 - Title I Part A	Title I staff

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver will be implemented in order to provide instructional support for those students deemed at-risk in the areas of reading and math. ESS instructional assistants will work with teachers to provide additional instruction for these students.	Academic Support Program	09/12/2016	05/31/2017	\$15425 - Other	ESS Staff

Activity - KSI Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During required individual monthly KSI meetings, teachers will work with members of the Leadership Team on discussing specific KSI students and determine next steps for targeted curricular areas. Additional progress meetings may take place as necessary.	Professional Learning	08/31/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Leadership Team

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the averaged combined reading and math K-PREP score for elementary students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Woodland Elementary from 50% to 58.5% by 05/31/2015 as measured by K-PREP.

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Strategy1:

Writing Program - A vertical team will create a continuum of writing pieces for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum, supplementing when necessary.

Category: Learning Systems

Research Cited:

Activity - Writing Program Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Writing Program Task Force will be developed and charged with re-evaluating Woodland's Writing Plan utilizing Abell and Atherton's "Developing a School-Wide Writing Plan" process	Academic Support Program	01/14/2015	05/31/2015	\$300 - Title II Part A	Principal, Assistant Principal, teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level.	Professional Learning	01/15/2015	05/14/2015	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Program will be reviewed by the entire staff at least three times annually to ensure maximum implementation.	Policy and Process	01/21/2015	06/01/2015	\$0 - No Funding Required	Teachers, assistant principal, principal

Goal 2:

Woodland Elementary will increase all areas of Program Review to the level of Proficiency by May 2017

Measurable Objective 1:

100% of First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Practical Living, Art & Humanities and in Writing by 05/31/2017 as measured by Program Review data.

Strategy1:

Develop Program Review components - Teachers will collaborate to create authentic experiences in the areas of Arts & Humanities, Practical Living/Career Studies, and Writing

Category:

Research Cited:

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Activity - Writing Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will be responsible for turning in writing samples (not writing pieces) for the purpose of analyzing work to determine patterns for future instruction	Academic Support Program	01/21/2015	06/01/2015	\$0 - No Funding Required	Teachers, administration

Goal 3:

Increase the writing proficiency rating for all students from 20.9% in 2016 to 46.7% in 2017.

Measurable Objective 1:

collaborate to increase the achievement of writing proficiency from 20.9 to 46.7 by 05/31/2017 as measured by KPREP results.

Strategy1:

Writing Program Review - A vertical team will monitor the continuum of writing pieces for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and district writing plan.

Category: Learning Systems

Research Cited:

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A vertical team will monitor the continuum of writing pieces/strategies for all grades to use appropriately based on ELA standards and incorporating Reading Street curriculum and the district writing plan.	Academic Support Program	08/03/2016	05/31/2017	\$0 - No Funding Required	Teachers, assistant principal, principal, ISD staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work together to analyze writing as it applies to their grade level standards.	Academic Support Program Professional Learning	10/10/2016	04/21/2017	\$0 - No Funding Required	All teachers, ISD staff, assistant principal, principal

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Woodland Elementary School is a community school located in Radcliff, KY. The student population is made up of grades one through five. We have 54% minority students and 73% free and reduced lunch.

Our school employs 31 certified and 14 classified staff members who serve approximately 430 students. Two teachers are Google Certified and five teachers are working toward National Board Certification. We are committed to educating the whole child in an environment where students are respected, cared for and work to develop their leadership skills through The Leader in ME focusing on the 7 Habits of Highly Effective People. We strive to maintain a learning environment where students are encouraged to become lifelong learners.

We believe in building relationships with our families so that we can work together to provide positive experiences for all stakeholders. Being a Title I school enables us to provide additional support for students and families with our full-time Family Resource Center, Extended School Services, Family Math and Literacy nights and other activities to enhance family involvement. Our Parent Teacher Association supports our school goals and works with us extensively.

We provide differentiated instruction while monitoring regularly to ensure all students' needs are being met. Our 35 minute intervention/enrichment period ensures students have additional exposure to the core curriculum as well as enhancing student needs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

WOODLAND ELEMENTARY SCHOOL MISSION STATEMENT

We will ...

Empower each other to succeed in
Achieving our goals and becoming
Great leaders. We will encourage
Lifelong learners to value
Education, community, and
Service.

Woodland Elementary School Goals

We believe -

Curriculum, Instruction, and Assessment

- o A quality, equitable education in a safe, orderly environment is the right of all students, including instruction by teacher who believe that each student can learn.
- o Strong leadership, high expectations, a clear instructional focus, and a valid measurement system will help all students achieve mastery of essential skills and become life-long learners.

Reducing Barriers to Learning

- o All students can and will learn at Woodland.
- o High expectations yield positive self-esteem, acceptable behavior and optimum performance.

Equity

- o It is the combined responsibility of the family, school, district and community to provide an environment that allows students to realize their potential and prepare them to become productive citizens.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

- Junior Beta Club
- Academic Team
- Student Technology Leadership Program
- Hour of Code
- After school Clubs: Choir, Vex Robotics, Leadership Lab
- 26 Monthly Clubs focused on Global Competency
- Third full year as a Leader in Me School working toward Lighthouse Status during the 16-17 School Year.

Areas of Improvement:

- All areas of KPREP

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Woodland is participating in its third year as a Leader in Me school. We are looking forward to applying for Lighthouse Status during this school year.

We have continued Club Day once per month.

Our Family Resource Center sponsors Girl Power for fifth grade girls and Boy's Business for fifth grade boys.