



KDE Title I Report

Woodland Elementary School

Hardin County Schools

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Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	FRC Needs Assessment KPREP Data MAP Data TELL Survey Data Val ED Survey Data Informal school-created data KSI Data	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	Priority needs include increasing math and reading proficiency and decreasing novice	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Content level - reading and math	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Achievement gap areas are in reading and math for special needs students and minorities.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	See CSIP	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

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:

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

Strategy3:

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:

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

Strategy4:

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 - 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

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

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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 - 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.

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

Strategy5:

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

Category: Continuous Improvement

Research Cited:

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

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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

Strategy6:

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.

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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Strategy1:

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

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:

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

Strategy4:

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 - 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.

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 - 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 - 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 - 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

Strategy5:

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

Category: Continuous Improvement

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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

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.	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.

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 - 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 - 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 - 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

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 - 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

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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 - 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 - 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 - 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 - 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 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.

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 - 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 - 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 - 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

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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 - 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 - 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

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

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Yes, k strategies were based on best practices and scientific research	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Reading Street, Everyday Math, District writing plan	

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Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Common core	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	40 minutes intervention period, Extended School Services Daytime Waiver, Title I Extension program funds.	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Non-duplicated gap group, special education, free/reduced lunch	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Progress Monitoring	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	See Title I black box.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Some were, some were not.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	Yes, see CSIP	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

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:

Instruction on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective an measureable 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

Strategy2:

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:

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

Goal 2:

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:

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

Strategy2:

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 - 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

Strategy3:

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

Category: Learning Systems

Research Cited:

KDE Title I Report

Woodland Elementary School

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:

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:

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

Goal 3:

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:

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

Goal 4:

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 - 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 Academic Support Program	10/10/2016	04/21/2017	\$0 - No Funding Required	All teachers, ISD staff, assistant principal, principal

Goal 5:

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:

KDE Title I Report

Woodland Elementary School

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

Goal 6:

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 - 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

KDE Title I Report

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	See HQ report	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	Yes	Recruitment process	

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes	See CSIP	

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

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:

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

Goal 2:

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:

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

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 - 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

Strategy2:

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:

KDE Title I Report

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.

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

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:

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:

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

KDE Title I Report

Woodland Elementary School

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

Goal 3:

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:

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

Strategy2:

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 4:

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 - 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 Academic Support Program	10/10/2016	04/21/2017	\$0 - No Funding Required	All teachers, ISD staff, assistant principal, principal

Goal 5:

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

KDE Title I Report

Woodland Elementary School

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

Goal 6:

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 - 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 - 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 - 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

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	See schools Professional Learning Plan	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	Staff Needs assessment	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	Approved vendors	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	Staff needs assessment	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Quality surveys	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	See CSIP	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

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:

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 an measureable 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

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	Hiring policy	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	Hiring policy	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	See CSIP	

Component 6: Parent Involvement

Parent Involvement

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:

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

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:

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

Category: Continuous Improvement

Research Cited:

KDE Title I Report

Woodland Elementary School

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

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	SBDM process	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Title I Advisory Council	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	See CSIP	

Component 7: Transition to Kindergarten

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	Little Eagle's Day Out and end of year field trip for kindergarten students coming to Woodland.	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	N/A		

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

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:
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

Strategy2:
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

KDE Title I Report

Woodland Elementary School

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 - 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

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:

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 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 - 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 - 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 - 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

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 - 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 - 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

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	See CSIP	

KDE Title I Report

Woodland Elementary School

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	See CSIP	

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

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:

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

Strategy2:

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

KDE Title I Report

Woodland Elementary School

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.

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 - 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 - 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 - 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

Strategy3:

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

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Research Cited:

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.

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

Strategy4:

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:

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

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

Strategy5:

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

Category: Continuous Improvement

Research Cited:

KDE Title I Report

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

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

Strategy6:

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

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:

PBIS - Reduce disruption due to student behavior

Category: Management Systems

Research Cited:

KDE Title I Report

Woodland Elementary School

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

Strategy2:

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

Strategy3:

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

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:

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 - 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.

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 - 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 - 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

KDE Title I Report

Woodland Elementary School

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

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

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.

Strategy1:

KDE Title I Report

Woodland Elementary School

Differentiated Instruction - For grades 1-5 reading, teachers will use all available data (MAP, KPPEPPERS, 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 - 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 - 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 - 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 - 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

KDE Title I Report

Woodland Elementary School

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 - 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 - 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 - 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

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

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.

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 - 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 - 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 - 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 - 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

KDE Title I Report

Woodland Elementary School

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 - 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

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 - 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

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	40 minute intervention period	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	KSI process	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	See CSIP	

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

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:

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 - 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

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Woodland Elementary School

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.

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:

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 - 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.

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:

SY 2016-2017

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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 - 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

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	See CSIP	