

# Form A2 – School Improvement Plan

Principal: **Rob Nelson**

Assistant Superintendent: **Steve Flisk**

School: **Woodland Elementary**

Date: **2019-20**

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction, (3) student behavior; and, if applicable, (4) a graduation rate goal.

## Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2019-2020 cohorts. Students enrolled for the 2019-2020 school year make up each cohort.
- (3) Basic goals represent reasonable student progress or improvement based on trends. Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (4) General Color-Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (5) Site team should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? What were things the data did not tell you?
  - b. What adult practices might be the cause of the data?
  - c. What are the root causes of the data concerns that will be addressed in action plans?
  - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
  - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>					
<b>Column Header</b>	<b>Definition</b>						
<b>2017 and 2018 Results</b>	Percent of students at risk or some risk in the fall who became low risk in Spring 2017 (vs. old goals) and Spring 2018 (vs. new goals). See Progress to Fluency Reports for more info.						
<b>Basic Goal</b>	District-wide goals for 2018-20: KG = 63%; Gr 1 = 62%; Gr 2 = 40%.						
<b>Transformational Goal</b>	District-wide goals for 2018-20: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.						
<b>2019 Results</b>	Percentage of students low risk in Spring 2019.						
<b>Color Coding</b>	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met	
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19 Goals and Results</b>			<b>2019-20 Goals</b>	
<b>Group</b>	<b>2017 Results</b>	<b>2018 Results</b>	<b>2019 Basic</b>	<b>2019 Trans.</b>	<b>2019 Results</b>	<b>2020 Basic</b>	<b>2020 Trans.</b>
KG	51%	53%	63%	68%	63%	63%	68%
Grd 1	62%	48%	62%	67%	49%	62%	67%
Grd 2	36%	30%	40%	50%	24%	40%	50%

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<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.	
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.	
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.	
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.	

<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
<b>All Students</b>	<b>71.1</b>	<b>66.9</b>	<b>67.6</b>	<b>71.6</b>	<b>76.6</b>	<b>71.4</b>	<b>61.1</b>	<b>63.9</b>	<b>70.8</b>
Grade 3	69.5	64.0	67.3	68.9	76.5	63.9	56.6	56.2	67.4
Grade 4	69.7	69.4	63.9	66.6	73.2	68.3	61.9	66.7	71.4
Grade 5	73.9	67.4	71.4	78.9	79.8	82.1	64.3	73.2	74.0
Amln									
Asian	66.5	67.8				63.3			
Black	61.3	56.5				71.6			
Hispanic	78.6	60.0				50.0			
White	77.0	73.0				77.8			
Multiracial	78.6	74.1				82.5			
EL	27.8	43.3				43.2			
Spec Ed	48.8	40.5				47.7			
F/R Lunch	57.1	59.6				62.4			
Female	74.4	73.1				72.8			
Male	68.0	60.8				69.9			

**Priority One: READING** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</b>	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal
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**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

2019 Goals (Based on 2018 Results)			
Description	Result	Basic Goal	Transformational Goal
Well above district avg.	+ .15 and up	0.15	0.2
Above district average	+ .10 to +.14	0.1	0.15
Near district average	- .09 to +.09	0.05	0.1
Below district average	- .10 and below	0	0.1

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			

**2019-20 SIP Growth and Gap-Closing (SGG)**



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Trans.	Z - Dist	Val-Add	Z - State	SGG
<b>All Students</b>	-0.10	-0.19	-0.30	0.00	0.10	0.07	-0.02	0.05	
Grade 3							-0.14		
Grade 4	-0.13	-0.17	-0.28	0.00	0.10	-0.09	-0.11	-0.01	
Grade 5	-0.07	-0.21	-0.31	0.00	0.10	0.21	0.19	0.11	
Am Ind									
Asian	-0.06	-0.07	-0.16	0.00	0.10	0.04	-0.11	0.04	
Black	-0.09	-0.38	-0.51	0.00	0.10	-0.05	0.02	-0.06	
Hispanic		-0.59	-0.28	0.00	0.10		-0.52		
White	-0.14	-0.11	-0.23	0.00	0.10	0.20	0.02	0.17	
Multiracial			-0.39	0.00	0.10	0.33	0.38	0.27	
EL	-0.30	-0.32	-0.25	0.00	0.10	0.18	-0.11	0.22	
Spec Ed	-0.38	-0.43	-0.82	0.00	0.10	-0.49	-0.46	-0.50	
F/R Lunch	-0.20	-0.27	-0.36	0.00	0.10	-0.06	-0.07	-0.07	
Female	0.04	-0.16	-0.20	0.00	0.10	0.04	-0.04	0.04	
Male	-0.24	-0.22	-0.39	0.00	0.10	0.09	0.00	0.07	

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
<p>Team meetings will occur every week in a continuous improvement cycle.</p> <p><b>Tier I Focus-</b></p> <ul style="list-style-type: none"> <li>-Common Core/State Reading Standards</li> <li>-Skills and strategies to be assessed</li> <li>-Reading level at which skills and strategies are assessed</li> <li>-Ideas to differentiate/respond when students are not learning</li> <li>-Ideas to differentiate/respond when students already know the skills and strategies</li> <li>-Common Formative/Summative Assessments</li> </ul>	<p>Alignment between SLGs, PGPs, and SIP goals and strategies.</p> <p>Monthly grade level / PLT meeting notes.</p> <p>Assigning and maintaining roles within each team.</p> <p>Development of Common Formative Assessments (CFAs) based on various independent levels</p> <p>Use of preassessments, formative assessments, and summative assessments to determine success, intervention needs, and enrichment needs.</p>	<p>Common Summative Pre and Post-Assessments at <b>grade level.</b></p> <p>Common Formative Assessments for use during Guided Reading groups.</p> <p>Student success as measured by <b>independent</b> reading levels</p> <p>Academic Data – MCA, MAP, ORR, etc.</p>	<p>Team Leaders, Administration, BIT/IA, SDAS Coach, ATPPS Coach</p>
<p><b>Tier II Focus-</b></p> <ul style="list-style-type: none"> <li>-Determining Individual Literacy Needs of Students</li> <li>-Plan and review ongoing and frequent Fluency and Comprehension Data (ORR, DRA, FastBridge etc.)</li> <li>-Determining additional interventions, including frequency and intensity</li> </ul>	<p>Create Tier II Grade Level expectations and changes based on common themes or concerns</p> <p>Update ORR data for all students at least monthly</p> <p>Create additional time and intensity for interventions that are aligned to data</p>	<p>ORR Data</p> <p>Fastbridge Progress Monitoring Data</p> <p>Tier II Intervention Data</p> <p>Academic Data – Achievement and Growth</p>	<p>Teachers, Administration, BIT, IA, SDAS Coach, ATPPS Coach</p>
<p>Consistent Daily Intervention Blocks scheduled and supported by multiple staff members.</p>	<p>Assign consistent time blocks.</p> <p>Assign consistent staff members for support.</p>	<p>ORR, MAP, MCA, FastBridge Progress Monitoring</p>	<p>IA, Teachers, ESPs, Administration</p>
<p>Implement a consistent system of interventions to identify the Tier II and Tier III needs students, appropriately respond with a corresponding intervention, and progress monitor the effectiveness of the interventions</p>	<p>Identify research-supported interventions.</p> <p>Train staff on FastBridge</p> <p>Train staff on interventions</p>	<p>ORR, MAP, MCA, FastBridge Progress Monitoring</p>	<p>IA, Teachers, ESPs, Administration</p>

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	<p>Create efficient and predictable structure to identify and utilize interventions</p> <p>Monthly grade level/intervention team meetings focused on individuals who have not met standards yet, lagging skills, and organizing research-based interventions.</p>		
Monthly Intervention Trainings	<p>Trainings are scheduled the first Monday of each month. These meetings are required for certified staff members who are providing interventions for students. Teachers being trained will be paid for their time.</p>	<p>ORR Data Tier II Intervention Data Academic Data – Achievement and Growth FastBridge Progress Monitoring</p>	<p>Certified staff members providing interventions IA SDAS</p>
Each team will have an Equity Team member who, during Tier I and Tier II meetings, will apply equity tools and protocols to our conversations to ensure our instruction and our expectations are culturally relevant and CLEAR.	<p>E-Team will meet once per month to discuss and determine context to our conversation. E-Team member will be clearly identified within each team. Equity tools and protocols will be used on a regular basis.</p>	<p>Admin/Teacher Meetings Stakeholder Surveys Academic Data Meeting Notes</p>	<p>Administration, Staff, District Equity Leaders, E-Team members</p>
Woodland will implement balanced literacy best practices in Kindergarten through 5 <sup>th</sup> grade	<p>Administration, coaches and peers will complete fidelity walkthroughs.</p>	<p>Walkthrough rubrics, test scores</p>	<p>Teachers, Administration</p>
Special Education staff will build knowledge and use of Wilson Reading Systems.	<p>Ensure materials and training for Special Education educators.</p>	<p>Continued improvement on state and local assessments.</p>	<p>SpEd Teachers, L&amp;A staff, SpEd Coordinators, Administration</p>

Priority Two: MATHEMATICS			Measure: MCA Proficiency (Index Rates)						
<b>Column Header</b>									
<b>Results</b>	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.								
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.								
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 25.								
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.								
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal			
Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. The minimum basic goal is 25.									
<b>Group</b>	<b>Spring 2017 Results</b>	<b>Spring 2018 Results</b>	<b>Fall 2018 Cohort</b>	<b>2019 Basic Goal</b>	<b>2019 Trans. Goal</b>	<b>Spring 2019 Results</b>	<b>Fall 2019 Cohort</b>	<b>2020 Basic Goal</b>	<b>2020 Trans. Goal</b>
All Students	67.8	64.6	74.7	70.9	81.4	69.5	71.1	68.0	78.4
Grade 3	77.9	68.0	77.1	76.6	83.8	75.2	75.3	76.3	81.4
Grade 4	76.9	75.7	68.3	65.4	76.3	71.1	71.3	69.2	78.4
Grade 5	49.2	51.3	78.1	70.3	83.9	61.7	67.1	59.7	75.4
Amln									
Asian	61.8	61.7				65.3			
Black	56.0	56.5				60.8			
Hispanic	71.4	52.6				46.2			
White	78.4	77.9				78.4			
Multiracial	65.7	48.1				82.5			
EL	47.2	44.3				50.0			
Spec Ed	55.0	41.7				45.7			
F/R Lunch	47.1	53.0				55.6			
Female	66.5	62.9				66.9			
Male	69.1	66.3				72.2			

**Priority Two: MATHEMATICS** *Measure: SIP Growth and Gap-Closing (SGG)*

**2019 Color Coding for MCA Growth Z-Score Minus District (Z-Dist)**

<b>.30 or more below Basic</b>	<b>.15 to .29 below Basic Goal</b>	<b>.04 to .14 below Basic Goal</b>	<b>Within .03 of Basic Goal</b>	<b>Met Basic Goal</b>	<b>Met Transformational Goal</b>
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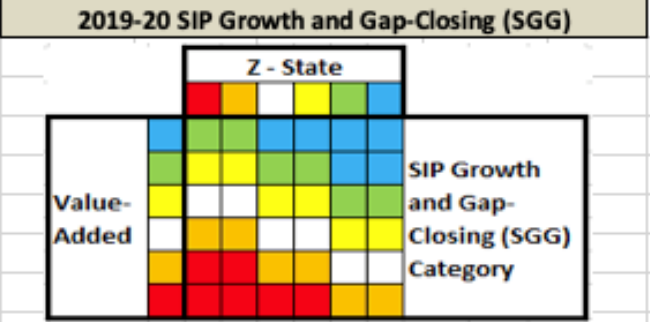
**2019 Color Coding for MCA Value-Added and Z-State Results**

<b>-.30 or below</b>	<b>-.15 to -.29</b>	<b>-.14 to -.01</b>	<b>+.01 to +.14</b>	<b>+.15 to +.29</b>	<b>+.30 and up</b>
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

2019 Goals (Based on 2018 Results)			
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Above district average	+.10 to +.14	0.1	0.15
Near district average	-.09 to +.09	0.05	0.1
Below district average	-.10 and below	0	0.1

2020 Goals			
Basic		Transformational	
0.15	Z-State	0.30	Z-State
or		or	
0.15	Val-Add	0.30	Val-Add
Applied to All Groups			



Group	Baseline			2019 Goals		2019 Results			
	2016	2017	2018	Basic	Transform.	Z - Dist	Val-Add	Z - State	SGG
All Students	-0.22	-0.29	-0.31	0.00	0.10	-0.21	-0.28	-0.30	
Grade 3							-0.29		
Grade 4	-0.35	-0.02	0.16	0.15	0.20	0.11	0.12	0.20	
Grade 5	-0.10	-0.55	-0.75	0.00	0.10	-0.51	-0.65	-0.77	
Am Ind									
Asian	-0.14	-0.10	-0.19	0.00	0.10	0.01	-0.11	-0.05	
Black	-0.24	-0.34	-0.43	0.00	0.10	-0.37	-0.27	-0.44	
Hispanic		-0.18	-0.73	0.00	0.10		-0.40		
White	-0.27	-0.31	-0.22	0.00	0.10	-0.19	-0.42	-0.30	
EL	-0.47	-0.03	-0.31	0.00	0.10	-0.22	-0.13	-0.20	
Multiracial		-0.52	-0.41	0.00	0.10	-0.56	-0.27	-0.75	
Spec Ed	-0.29	-0.54	-0.68	0.00	0.10	-0.30	-0.26	-0.37	
F/R Lunch	-0.36	-0.41	-0.43	0.00	0.10	-0.14	-0.12	-0.21	
Female	-0.20	-0.15	-0.29	0.00	0.10	-0.14	-0.24	-0.21	
Male	-0.25	-0.41	-0.33	0.00	0.10	-0.29	-0.33	-0.40	



<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Teachers will continue to implement all aspects of the Bridges mathematics curriculum.	All staff members will implement Bridges with fidelity.	Planning Documents, Test Scores	Teachers, Administration,
Teachers will participate in monthly professional development (provided by L&A) to ensure fidelity to Bridges, utilize all forms of assessments and interventions, and grow as a mathematics instructor.	Fully prepared and engaged throughout the month and during the professional development.	Planning Documents, Walkthrough Rubrics, Test Scores	Teachers, Administration, L&A
Staff will use the CLEAR model in our instructional practices.	Staff will work collaboratively to plan mathematics lessons through our CLEAR model	Planning Documents, Stakeholder surveys, test scores	E-Team, Staff, L&A
Staff will participate in the NUA cohort in coordination with the CLEAR model.	Cohort will attend NUA trainings. Mediators will attend monthly NUA trainings.	Stakeholder surveys, test scores	NUA Cohort
Special Education staff will utilize core curriculum and collaborate with grade level teams.	Deliberate planning with grade level teams  Ensuring SpEd staff have and utilize core curriculum.	Continued improvement on state and local assessments.	Classroom Teachers, SpEd Teachers, Administration
Special Education staff will utilize Bridges intervention materials with fidelity.	Ensure materials and training for Special Education educators.	Continued improvement on state and local assessments.	SpEd Teachers, L&A staff, SpEd Coordinators, Administration
Students will be motivated to do their best on the MCA tests.	Staff will teach growth mindset, use mindfulness strategies, and school wide motivation to set the 'can do' tone before testing.	Test scores	Staff

<b>Priority Three: Student Behavior</b>	
<b>Evidence of Need:</b>	<p><b>While we have dramatically reduced the total number of office referrals, we still have a disparity between the make-up of our student population by ethnicity and the percentage of the office referrals by ethnicity.</b></p> <p><b>In addition, the percentage of chronic referrals broken down by ethnicity is still alarmingly high for our black students.</b></p>

<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Office referrals by ethnicity.	Black students make up 27.3% of Woodland’s student body. However, they make up 54.95% of the percentage of students with office referrals.	Close the gap between overall percentage of black students and overage percentage of black students with office referrals by 10%
Percentage of total number of students with office referrals by ethnicity	White students make up 35.1% of Woodland’s student body. They make up 34.07% of the percentage of students with office referrals.	
Percentage of total number of office referrals by ethnicity.	<p>Our 50 black students with office referrals make up 405 of the total number of referrals for the year (73.77% of all office referrals). This is an average of more than 8 referrals per black student.</p> <p>Our 31 white students with office referrals make up 120 of the total number of referrals for the year (21.86% of all office referrals). This is an average of nearly 4 referrals per white student.</p>	Reduce the average number of total referrals per student by 25 percent.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Clearly define SEL instructional expectations, PBIS expectations, and character education	Establish committee(s) Schedule expectations Increase communication	Office Referrals Student Surveys	Committees All staff
Address high volume times of the day where students have historically struggled with dysregulation and behavior referrals.	Create “Teacher-Directed” time to replace last 15 minutes of recess (voluntary for Grades, 1, 4, 5 – offset by 45-minute specialist blocks)  Create Voiceless Transitions within the lunchroom  Grab N’ Go Breakfasts	Office Referrals by time	Committees  All staff  Teachers in Grades 1, 4, 5
Establish permanent SIT Team	Consistent use of SAEBRS, Tier I Checklists, IM4 problem-solving protocols.  Team identified and repeatedly utilized.	SWIS, ABC data, Meeting agendas IM4 Interventions Created SAEBRS screening data Teacher evidence/data	Administrator BIT School Psych School Counselor All staff
Implement SIT protocols aligned with IM4.	IM4 Training	Meeting agendas IM4 Interventions Created SAEBRS screening data Teacher evidence/data	Administrator BIT Psychologist Counselor
Establish SIT meeting schedule to meet every other week.	Create permanent schedule	Meetings scheduled at required intervals	Administrator BIT Psychologist Counselor
Implement automatic milestones that trigger a mandatory SIT meeting	Continuously following SIT protocols and processes  Problem-solving approach that assigns data-based interventions	Increased total number of referrals lead to decreased number of referrals per student	All staff
Implement consistent data-based behavior interventions	Identify intervention. Identify data systems. Input and track data. Schedule meeting and progress monitoring dates.	Reduction in chronic behaviors.  Replacement behaviors and strategies better utilized	Administrator BIT Psychologist Counselor All staff
Establish Targeted Services clubs and opportunities	Creation and facilitation of opportunities and clubs that are aligned to our building needs and goals.	Student Surveys	All staff

<b>Priority Four: Family Engagement</b>			
<b>Evidence of Need:</b>	In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.		
<b>Goal:</b>	To continue to build a stable, diverse, and distributed leadership model within our PTO that is representative of our community and allows for transition from one year to the next.		
<b>Family Engagement Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
Increase attendance at PTO meetings.	Newsletter Inserts, Slice of Woodland, Parent Surveys, PTO presence at Conferences/Book Fairs	Inserts collected with short-term and long-term language Slice of Woodland data PTO booth  PTO attendance noted in monthly meeting	Principal, PTO Officers
Establish co-chairing opportunities structured in a mentor/mentee style. The mentee takes over the activity the next year.	Identify needs / activities. Insist on finding mentees to build comfort levels and continuity.	Activity chair year over year	Principal, PTO Officers
Increased communication and social media presence.	PTO Directory – regular communication. School Messenger – inform and celebrate Woodland Newsletter	PTO attendance noted in monthly meeting	Principal, PTO Officers

Site Improvement Team

Name	Position	Name	Position
1. Rob Nelson	Principal	8. Laura Miller	Fourth Grade
2. Brenda Tollas	IA	9. Meghan Boone	Fifth Grade
3. Tara Johnson	IA/BIT	10. Jessica Licciardi	Support Staff
4. Scott Lund	Kindergarten	11. Anne Fricke	EL
5. Melissa Halvorson	First Grade	12. Linda Burk	Specialist
6. Amber Dehn	Second Grade	13. Sharla Foster	Equity Teacher
7. Donna Knutson	Third Grade		

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_