

Form A2 – School Improvement Plan

Principal: Toni Beckler

Assistant Superintendent: Steve Flisk

School: Woodland Elementary

Date: 2017-18

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 2017-18 cohorts. Students enrolled for the 2017-18 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):

Far Below Basic Goal	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)?

Priority One: READING		<i>Measure: Proficiency (% Low Risk on DIBELS)</i>						
Column Header		Definition						
2016 and 2017 Results		Percentage of students low risk in Spring 2016 and Spring 2017, color coded (see table below)						
Avg of 2015 & 2016 and Avg of 2016 & 2017		This includes only students who were "at-risk" or at "some risk" based on the fall LNF, LSF or ORF screening. The value reported is the percentage of these students who were "low risk" by spring (average of consecutive years)						
Basic Goal		Reduce at-risk and some risk by half in four years (minimum = 40%)						
Transformational Goal (Trans)		Reduce at-risk and some risk by half in two years (minimum = 50%)						
Color Coding		30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% from Basic Goal	<5% from Basic Goal	Met Basic Goal	Met Transformational Goal	
% Low Risk		2015-16	2016-17 Baseline, Goals and Results			2017-18 Baseline and Goals		
Group	2016 Results	Avg of 2015 & 2016	2017 Basic	2017 Trans.	2017 Results	Avg of 2016 & 2017	2018 Basic	2018 Trans.
Kindergarten	72%	61%	66%	71%	51%	62%	66%	71%
Grade 1	55%	55%	60%	66%	62%	58%	64%	69%
Grade 2	41%	46%	53%	60%	36%	38%	46%	54%

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>							
Column Header									
Results	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.								
Fall Cohort	Index rate for students tested in the previous spring and enrolled the following fall.								
Basic Goal	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.								
Transformational (Trans.) Goal	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.								
Color Coding	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			
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	2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	2018 Results
All Students	71.9	69.7	74.7	77.2	71.1	66.2	70.2	74.7	
Grade 3	75.0	67.7	66.5	75.8	69.5	62.7	62.8	72.0	
Grade 4	65.1	74.4	78.9	80.8	69.7	68.9	73.1	76.7	
Grade 5	75.8	66.8	78.0	75.1	73.9	66.9	74.4	75.2	
Amln									
Asian	63.7				66.5				
Black	69.4				61.3				
Hispanic	90.9				78.6				
White	76.9				77.0				
Multiracial					78.6				
EL	30.9				27.8				
Spec Ed	46.9				48.8				
F/R Lunch	59.3				57.1				
Female	79.1				74.4				
Male	65.3				68.0				

Priority One: READING *Measure: MCA Growth (Z-Score - District)*

Color Coding for Growth Z-Score Minus District					
.30 or more below Basic Goal	.15 to .29 below Basic Goal	.04 to .14 below Basic Goal	Within .03 of Basic Goal	Met Basic Goal	Met Transformational Goal

Results reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

Goals			
<i>Description</i>	<i>Result</i>	<i>Basic Goal</i>	<i>Transformational Goal</i>
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

Growth Z - District		Baseline		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Trans.	2017	Basic	Trans.
Growth	All Students	0.12	-0.10	0.00	0.10	-0.19	0.00	0.10
Growth	Grade 4	0.16	-0.13	0.00	0.10	-0.17	0.00	0.10
Growth	Grade 5	-0.06	-0.07	0.05	0.10	-0.21	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.07	-0.06	0.05	0.10	-0.07	0.05	0.10
Gap Reduction	Black	0.08	-0.09	0.05	0.10	-0.38	0.00	0.10
Gap Reduction	Hispanic					-0.59	0.00	0.10
Gap Reduction	White	0.19	-0.14	0.00	0.10	-0.11	0.00	0.10
Gap Reduction	Multiracial							
Gap Reduction	EL	0.02	-0.30	0.00	0.10	-0.32	0.00	0.10
Gap Reduction	Spec Ed	0.05	-0.38	0.00	0.10	-0.43	0.00	0.10
Gap Reduction	F/R Lunch	0.00	-0.20	0.00	0.10	-0.27	0.00	0.10
Gap Reduction	Female	0.21	0.04	0.05	0.10	-0.16	0.00	0.10
Gap Reduction	Male	0.01	-0.24	0.00	0.10	-0.22	0.00	0.10

Priority One: Reading			
Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Teachers will spend the first six weeks building relationships with parents and students.	Stakeholder Student and Parent Survey data will increase to meet or exceed district data.	Stakeholder surveys	Teachers, District
Woodland will implement balanced literacy best practices in Kindergarten through 5 th grade	Administration, coaches and peers will complete fidelity walkthroughs.	Walkthrough rubrics, test scores	Teachers, Administration
Staff will examine their core curriculum instruction through the Professional Learning Team process. Tier 1	Monthly department meetings focusing specifically on student reading levels. This data will be used to examine growth needed and will be broken down by race.	PLT data	Teachers, ATPPS, SDAS
Classroom teachers will implement research based interventions for students not meeting standards in reading. Tier 2	Monthly grade level/intervention team meetings focused on individuals who have not met standards yet, lagging skills, and organizing research-based interventions.	Student achievement data on universal screening and progress monitoring	Teachers, BIT/IA, Administration
Student Intervention Team (SIT) process will be used to provide reading interventions. Tier 3	The SIT process will be implemented; intense individual intervention.	Data collected through the SIT process	Administration, All staff
Staff at Woodland will engage in Courageous Conversations by isolating race, discussing opportunity gaps, and providing professional development around cultural/racial awareness.	Stakeholder Survey data will maintain data above district in the race and culture area. The achievement gap will close.	Stakeholder surveys, test scores	GAP team, Staff

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	Staff will be use common CCAR structure for having conversations.		
Staff will use the CLEAR model in our instructional practices.	GAP team will be learners and leaders with the help of our Equity Teacher/Specialist to get comfortable working with CLEAR and training the rest of the staff.	Stakeholder surveys, test scores	GAP team, Staff
Staff will participate in the NUA cohort in coordination with the CLEAR model.	Cohort will attend monthly NUA trainings.	Stakeholder surveys, test scores	NUA Cohort
Testing vocabulary will be used at all grade levels.	Common MCA vocabulary used will be provided to all classrooms for implementation into their daily curriculum.	Test scores	Staff
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

Priority Two: MATHEMATICS					Measure: MCA Proficiency (Index Rates)				
Column Header									
Results									
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.									
Fall Cohort									
Index rate for students tested in the previous year and enrolled in the fall of the next year.									
Basic Goal									
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.									
Transformational (Trans.) Goal									
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.									
Color Coding									
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
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.									
Group	Spring 2016 Results	Fall 2016 Cohort	2017 Basic Goal	2017 Trans. Goal	Spring 2017 Results	Fall 2017 Cohort	2018 Basic Goal	2018 Trans. Goal	Spring 2018 Results
All Students	70.5	75.5	73.7	81.6	67.8	73.3	70.0	80.0	
Grade 3	80.4	80.1	81.1	85.1	77.9	69.5	66.7	77.1	
Grade 4	65.6	79.4	77.2	84.6	76.9	76.7	75.7	82.5	
Grade 5	66.0	67.2	62.6	75.4	49.2	73.8	67.7	80.3	
Amln									
Asian	67.3				61.8				
Black	57.9				56.0				
Hispanic	77.3				71.4				
White	79.2				78.4				
Multiracial					65.7				
EL	36.8				47.2				
Spec Ed	52.9				55.0				
F/R Lunch	51.8				47.1				
Female	70.3				66.5				
Male	70.7				69.1				

Priority Two: MATHEMATICS *Measure: MCA Growth (Z-Score - District)*

Color Coding for Results for Growth Z-Score Minus District

.30 or more below Basic Goal	.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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Results reported for groups of 10 or more students. A new Multiracial group was added for 2017-18. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

Goals

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

Growth Z - District		Baseline		2017 Goals		Results	2018 Goals	
Indicator	Group	2015	2016	Basic	Transform.	2017	Basic	Transform.
Growth	All Students	0.01	-0.22	0.00	0.10	-0.29	0.00	0.10
Growth	Grade 4	0.11	-0.35	0.00	0.10	-0.02	0.05	0.10
Growth	Grade 5	0.00	-0.10	0.00	0.10	-0.55	0.00	0.10
Gap Reduction	Am Ind							
Gap Reduction	Asian	0.04	-0.14	0.00	0.10	-0.10	0.00	0.10
Gap Reduction	Black	-0.12	-0.24	0.00	0.10	-0.34	0.00	0.10
Gap Reduction	Hispanic					-0.18	0.00	0.10
Gap Reduction	White	0.07	-0.27	0.00	0.10	-0.31	0.00	0.10
Gap Reduction	Multiracial					-0.52	0.00	0.10
Gap Reduction	EL	-0.34	-0.47	0.00	0.10	-0.03	0.05	0.10
Gap Reduction	Spec Ed	-0.37	-0.29	0.00	0.10	-0.54	0.00	0.10
Gap Reduction	F/R Lunch	-0.21	-0.36	0.00	0.10	-0.41	0.00	0.10
Gap Reduction	Female	0.05	-0.20	0.00	0.10	-0.15	0.00	0.10
Gap Reduction	Male	-0.03	-0.25	0.00	0.10	-0.41	0.00	0.10

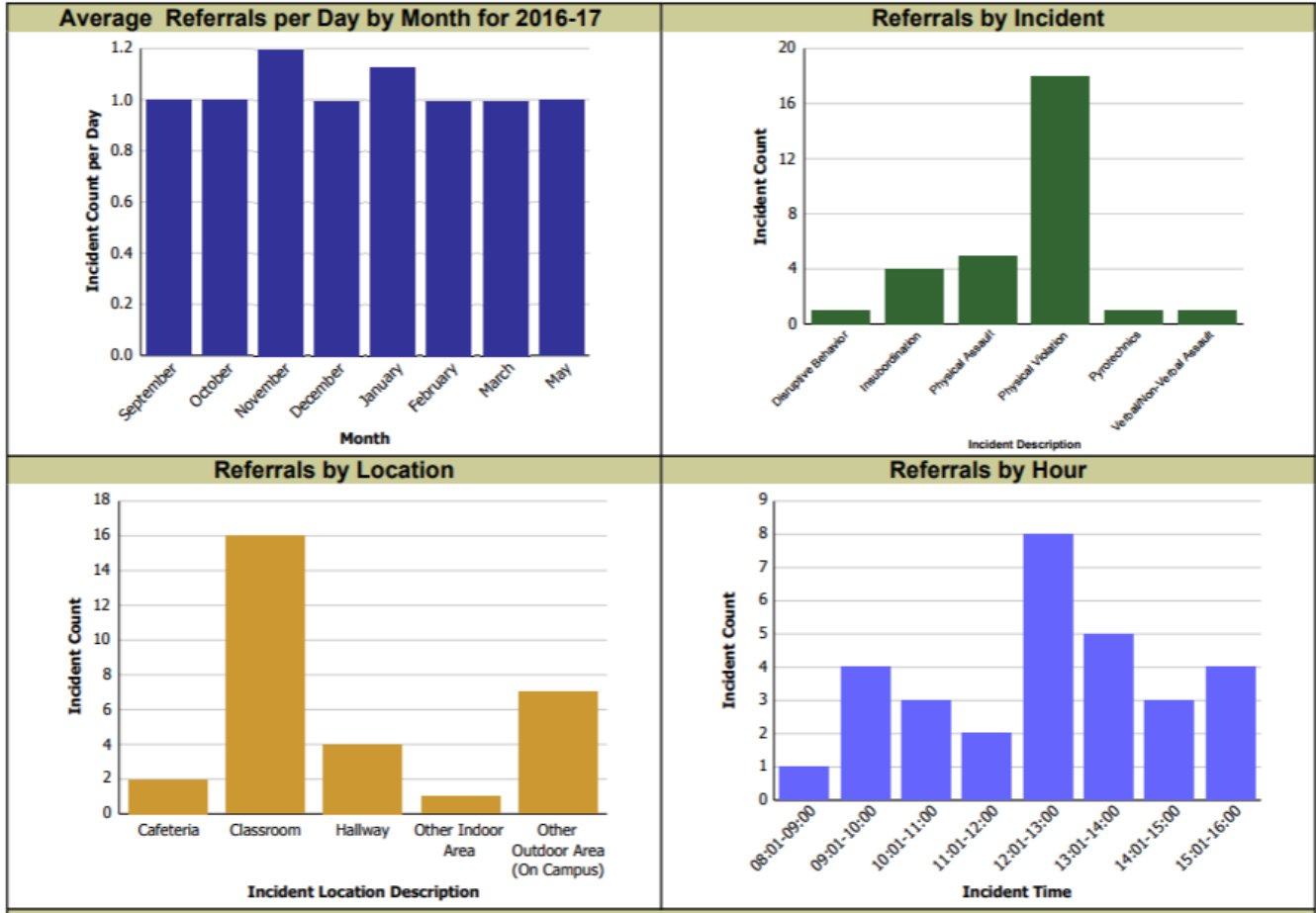
Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Teachers will spend the first six weeks building relationships with parents and students.	Stakeholder Student and Parent Survey data will increase to meet or exceed district data.	Stakeholder surveys	Teachers, District
Woodland will implement mathematics best practices in Kindergarten through 5 th grade	Monthly staff development from CIES	Test scores	Teachers, Administration, CIES
Teachers will implement new mathematics curriculum.	Grades 2 through 5 will participate in the math pilot program.	Test scores	Pilot Teachers, Administration, CIES
Staff will examine their core curriculum instruction through the Professional Learning Team process. Tier 1	Monthly department meetings focusing on core standards, common assessments, and common instructional strategies	PLT data	Teachers, ATPPS, SDAS
Student Intervention Team (SIT) process will be used to provide math interventions. Tier 2/3	The SIT process will be implemented; grade level small group/ intense individual intervention.	Data collected through the SIT process	Administration, All staff
Staff at Woodland will engage in Courageous Conversations by isolating race, discussing opportunity gaps, and providing professional development around cultural/racial awareness.	Stakeholder Survey data will maintain data above district in the race and culture area. The achievement gap will close. Staff will be use common CCAR structure for having conversations.	Stakeholder surveys, test scores	GAP team, Staff
Staff will use the CLEAR model in our instructional practices.	GAP team will be learners and leaders with the help of our Equity Teacher/Specialist to get comfortable working with	Stakeholder surveys, test scores	GAP team, Staff

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	CLEAR and training the rest of the staff.		
Staff will participate in the NUA cohort in coordination with the CLEAR model.	Cohort will attend monthly NUA trainings.	Stakeholder surveys, test scores	NUA Cohort
Testing vocabulary will be used at all grade levels.	Common MCA vocabulary used will be provided to all classrooms for implementation into their daily curriculum.	Test scores	Staff
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



Priority Three: Student Behavior

Evidence of Need:	Our behavior data shows that the percentage of write ups for our black students is far above our percentage of population. This is not so for our white students. We need to move our percentages closer to our population.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Communicator/ODRs	White % referrals – 33% % students w/ - 44% Current Pop – 40%	Move toward population by 5 percentage pts 38%
	Black % referrals – 55% % students w/ - 40% Current Pop – 30%	50%
	Asian % referrals – 8% % students w/ - 10% Current Pop – 25%	13%

Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key)

Strategies: <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
PBIS matrix of common expectations, catch phrase, tiered interventions, and positive incentives will be used throughout the school	All steps are taught in classrooms before the students can be given the SOAR reminder of a bracelet. We will monitor that progress.	Behavior data Admin/Teacher Meetings	SOAR Committee, Classroom teachers, Administration
Teachers will spend the first six weeks building relationships with parents and students.	Stakeholder Student and Parent Survey data will increase to meet or exceed district data.	Stakeholder surveys, Behavior data	Teachers, District

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Teachers will look for the strengths of all students and contact them with a phone call or post card, Strength Calls	Teacher will keep track of all communication	Stakeholder surveys, Behavior data	Teachers
Teachers will help students identify their long and short term hopes and dreams.	Teachers will post in the classroom and share with families at conferences	Stakeholder surveys, Behavior data	Teachers
Woodland will focus on preparing students for college and career readiness.	Bi-weekly college or career will be introduced on WDTV. Career fairs will be held.	Stakeholder surveys, Behavior data, test scores	Teachers, Counselor, Equity Specialist
Racial affinity groups will be established to support students.	Students will be given the opportunity to meet with like individuals to work toward common goals.	Stakeholder surveys, Behavior data, test scores	BSP, Counselor, Equity Specialist, Cultural Coach
Woodland will focus on using Restorative Practices school-wide.	Our staff will build strong communities, use restorative language, focus on having with conversations, and complete work in circles. Administration will complete restorative chats and circles to repair harm in response to behavior.	Behavior data	SOAR Committee, Teachers, Administration
Woodland will implement a Peer Mediation program.	4 th and 5 th grade students will be trained to complete peer mediation and then will work with younger students.	Behavior data, Mediation data	SOAR Committee, BIT, Counselor
Implementation of Second Step SEL curriculum.	Weekly SEL lessons.	Behavior data	SOAR Committee, Teachers, Administration
Creation and use of a motor/calming room.	Proactive interventions as needed.	Behavior data	Special Education, Administration
Responsive Classroom expectations of morning meeting, universal hand signal, take a break, name tags, and classroom expectations.	Teachers will build community daily with their classrooms using RC philosophy and strategies.	Behavior data	Teachers, Administration

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Student Intervention Team (SIT) process will be used to provide behavior interventions. Tier 2/3	The SIT process will be implemented; grade level small group/ intense individual intervention.	Data collected through the SIT process	Administration, All staff
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Site Improvement Team

Name	Position	Name	Position
Toni Beckler	Principal	Emily Nelson	5 th grade
Amy Goodrich	Behavioral/Academic Intervention Teacher	Cindy Paulson	Special Ed
Brenda Tollas	Behavioral/Academic Intervention Teacher	Laura Larson	Counselor
Kymberly Saba	Kindergarten	Laurel Cobb	Media Specialist
Kara McGovern	1 st grade	Maria Higueros-Canny	EL
Amy Branton	2 nd grade	Luanne Bui	BPS
Lynn Schulte	3 rd grade	Courtney Gulyard	Equity Teacher
Lauren Miller	4 th grade	Sharla Foster	Equity Specialist

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: _____