



School Improvement Plan

Woodland Elementary School

Avondale School District

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Woodland SIP 19-20	
Overview	6
Goals Summary	7
Goal 1: All Woodland students will demonstrate knowledge and application of mathematical concepts.....	8
Goal 2: All Woodland students will be proficient in reading and literacy.....	13
Goal 3: All Woodland students will improve their persuasive/argumentative writing proficiency.....	24
Goal 4: All Woodland students will be proficient in Science.....	28
Goal 5: We will create and maintain a learning environment for all students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL).....	31
Goal 6: Students will graduate from avondale Schools college and career ready.....	32
Activity Summary by Funding Source	34

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Woodland SIP 19-20

Overview

Plan Name

Woodland SIP 19-20

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Woodland students will demonstrate knowledge and application of mathematical concepts.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$34000
2	All Woodland students will be proficient in reading and literacy.	Objectives: 2 Strategies: 7 Activities: 16	Academic	\$80000
3	All Woodland students will improve their persuasive/argumentative writing proficiency.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
4	All Woodland students will be proficient in Science.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
5	We will create and maintain a learning environment for all students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
6	Students will graduate from avondale Schools college and career ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: All Woodland students will demonstrate knowledge and application of mathematical concepts.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in geometric concepts in Mathematics by 06/12/2020 as measured by local, district, state and national assessments.

Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Mathematics

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Mathematics

School Improvement Plan

Woodland Elementary School

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$4000	Title II Part A	District Leaders, Building Leaders and Teachers

(shared) Strategy 3:

Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for math and actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.

Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary. Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs,	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	Building Leaders and Teachers

Activity - Fluency and Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Woodland Elementary School

The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	Building Leaders, Teachers and Paraprofessionals
Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/12/2020	\$25000	General Fund	District and Building Leaders, Teachers, Paraprofessionals

(shared) Strategy 4:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Mathematics

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

School Improvement Plan

Woodland Elementary School

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, and Data Coach

Measurable Objective 2:

80% of Black or African-American, Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in geometric concepts in Mathematics by 06/12/2020 as measured by local, district, state and national assessments..

(shared) Strategy 1:

Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for math and actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.

Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary. Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs,	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	Building Leaders and Teachers

School Improvement Plan

Woodland Elementary School

Activity - Fluency and Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	Building Leaders, Teachers and Paraprofessionals
Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/12/2020	\$25000	General Fund	District and Building Leaders, Teachers, Paraprofessionals

(shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Mathematics

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

School Improvement Plan

Woodland Elementary School

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, and Data Coach
Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, and Data Coach

Goal 2: All Woodland students will be proficient in reading and literacy.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency as measured by school, district, and state required assessments. in English Language Arts by 06/12/2020 as measured by school, district, and state required assessments..

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Woodland Elementary School

Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Title II Part A	District Leaders, Building Leaders, and Teachers
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(shared) Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Strategy 3:

Intervention and Support - For intervention, teachers will group students based on data to receive additional support. This data will be compiled by classroom teachers and support staff and discussed at weekly grade-level planning and during progress monitoring meetings. Activities will focus on mathematical/reading fluency and comprehension. Implementations will be monitored through administrative walk-throughs, observations, lesson plans and progress meetings. Targeting specific strategies to enhance reading & writing competency.

Category: English/Language Arts

School Improvement Plan

Woodland Elementary School

Research Cited: http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf

Tier: Tier 2

Activity - Intervention/Enrichment Block Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students based on learning need. Students who need remediation will receive targeted instruction and students who need enrichment will receive instruction to further their knowledge. Decisions will be based on RTI data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Classroom teachers, support staff, administrators
Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students and further develop written communication skills. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$30000	General Fund	Administrator, ELL staff, General Education Staff
Activity - Leveled Literacy Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 meet with a trained reading paraprofessional to build fluency and comprehension skills. They meet twice a week for forty minutes. Progress is monitored throughout the program.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$25000	Section 31a	Teachers, reading paraprofessional, administrator, literacy consultant

(shared) Strategy 4:

Literacy Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: Adams, M. J. (1990). Beginning to read: Thinking and learning about print.

Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms. Hersch, E. D. (2001).

Overcoming the language gap.

Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.

Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues. McCardle, P., & Chhabra, V. (2004). The

School Improvement Plan

Woodland Elementary School

voice of evidence in reading research.

Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.

Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Based Learning, Fluency and Skill Development, Data Analysis, Readers Workshop, Intervention and Enrichment Design, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction through regular teacher collaboration.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders and Teachers
Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide grade level and content appropriate teachers with professional learning opportunities in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers
Activity - Direct instruction of Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Units of Reading and Writing from Lucy Calkins. Teachers will instruct students using the materials with fidelity.	Direct Instruction	Tier 1	Implement	05/12/2017	06/12/2020	\$0	General Fund	Staff

School Improvement Plan

Woodland Elementary School

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, Teachers, Paraprofessionals

(shared) Strategy 5:

Units of Study for Teaching Reading - Teachers will be implementing Lucy Calkins Units of Reading this year. Professional learning and collaboration will occur throughout the year in the form of whole group, grade-level specific and individual coaching opportunities.

Category: English/Language Arts

Research Cited: Allington, R.L. K. McCuiston, & M. Billen. 2014. "What Research Says About Text Complexity and Learning to Read."

Unpublished. The Reading Teacher, 1–10.

Allington, R. L. 2012. What Really Matters for Struggling Readers: Designing Research-Based Programs (3rd ed.). Boston: Allyn and Bacon.

Anderson, R. C., P. T. Wilson, & L. G. Fielding. 1988. "Growth in Reading and How Children Spend Their Time Outside of School." Reading Research Quarterly, 23: 285–303.

Brozo, W.G., G. Shiel, & K. Topping. 2008. "Engagement in Reading: Lessons Learned from Three PISA Countries." Journal of Adolescent and Adult Literacy, 51(4): 304–15.

Cipielewski, J., & K. E. Stanovich. 1992. "Predicting Growth in Reading Ability from Children's Exposure to Print." Journal of Experimental Child Psychology, 54: 74–89.

Cullinan, B. 2000. "Independent Reading and School Achievement." School Library Media Research, 3: 1–24.

Ehri, L.C., L. G. Dreyer, B. Flugman, & A. Gross. 2007. "Reading Rescue: An Effective Tutoring Intervention Model for Language Minority Students Who Are Struggling Readers in First Grade." American Educational Research Journal, 44(2): 414–48.

Guthrie, J. T. & N. M. Humenick. 2004. "Motivating Students to Read: Evidence for Classroom Practices that Increase Motivation and Achievement." In P. McCardle & V. Chhabra, Eds., The Voice of Evidence in Reading Research (329–54). Baltimore: Paul Brookes.

Hiebert, E.H. & D. R. Reutzel, Eds. 2010. Revisiting Silent Reading: New Directions for Teachers and Researchers. Newark, D.E.: International Reading Association.

Moss, B. & T.A. Young. 2010. Creating Lifelong Readers Through Independent Reading. International Reading Association.

O'Connor, R. E., K. M. Bell, K. R. Harty, L. K. Larkin, S. M. Sackor, & N. Zigmond. 2002. "Teaching Reading to Poor Readers in the Intermediate Grades: A Comparison of Text Difficulty." Journal of Educational Psychology, 94: 474–85.

Tier: Tier 1

School Improvement Plan

Woodland Elementary School

Activity - Units of Study Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in multiple learning opportunities including teacher lab, coaching, and direct instruction	Professional Learning, Teacher Collaboration	Tier 1	Implement	05/12/2017	06/12/2020	\$0	General Fund	Staff, Administrator, Literacy Consultant

Activity - Monitor Implementation of Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative and teacher leader walk throughs, observations, and modeled lessons	Monitor	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Administrators, Staff, Literacy Consultant

(shared) Strategy 6:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

School Improvement Plan

Woodland Elementary School

Measurable Objective 2:

80% of Black or African-American, Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in producing clear and coherent argumentative writing in which the development, organization and style are appropriate to the task, purpose of the audience in English Language Arts by 06/29/2018 as measured by school, district and state required assessments..

Strategy 1:

Intervention & Support - Teachers will group students based on data to receive additional support. This data will be compiled by classroom teachers and support staff and discussed at weekly grade-level planning and during progress monitoring meetings. Activities will focus on mathematical/reading fluency and comprehension. Implementations will be monitored through administrative walk throughs, observations, lesson plans and progress meetings. Targeting specific strategies to enhance mathematical/reading competency:

Category:

Research Cited: http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf

Tier: Tier 2

Activity - Intervention/Enrichment Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students based on learning need. Students who need remediation will receive targeted instruction and students who need enrichment will receive instruction to further their knowledge. Decisions will be based on RTI data.	Academic Support Program	Tier 2	Implement	08/28/2014	06/12/2020	\$0	No Funding Required	Classroom teachers, support staff, administrators

Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program	Tier 2	Monitor	08/28/2015	06/12/2020	\$25000	General Fund	Administrator, ELL staff, General Education Staff

(shared) Strategy 2:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

School Improvement Plan

Woodland Elementary School

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Title II Part A	District Leaders, Building Leaders, and Teachers

(shared) Strategy 3:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

(shared) Strategy 4:

Literacy Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

School Improvement Plan

Woodland Elementary School

Research Cited: Adams, M. J. (1990). Beginning to read: Thinking and learning about print.

Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms. Hersch, E. D. (2001). Overcoming the language gap.

Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.

Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues. McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.

Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.

Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Based Learning, Fluency and Skill Development, Data Analysis, Readers Workshop, Intervention and Enrichment Design, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction through regular teacher collaboration.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders and Teachers

Activity - Build teacher and literacy leader expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide grade level and content appropriate teachers with professional learning opportunities in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

School Improvement Plan

Woodland Elementary School

Activity - Direct instruction of Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Units of Reading and Writing from Lucy Calkins. Teachers will instruct students using the materials with fidelity.	Direct Instruction	Tier 1	Implement	05/12/2017	06/12/2020	\$0	General Fund	Staff
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, Teachers, Paraprofessionals

(shared) Strategy 5:

Units of Study for Teaching Reading - Teachers will be implementing Lucy Calkins Units of Reading this year. Professional learning and collaboration will occur throughout the year in the form of whole group, grade-level specific and individual coaching opportunities.

Category: English/Language Arts

Research Cited: Allington, R.L. K. McCuiston, & M. Billen. 2014. "What Research Says About Text Complexity and Learning to Read." Unpublished. The Reading Teacher, 1–10.

Allington, R. L. 2012. What Really Matters for Struggling Readers: Designing Research-Based Programs (3rd ed.). Boston: Allyn and Bacon.

Anderson, R. C., P. T. Wilson, & L. G. Fielding. 1988. "Growth in Reading and How Children Spend Their Time Outside of School." Reading Research Quarterly, 23: 285–303.

Brozo, W.G., G. Shiel, & K. Topping. 2008. "Engagement in Reading: Lessons Learned from Three PISA Countries." Journal of Adolescent and Adult Literacy, 51(4): 304–15.

Cipielewski, J., & K. E. Stanovich. 1992. "Predicting Growth in Reading Ability from Children's Exposure to Print." Journal of Experimental Child Psychology, 54: 74–89.

Cullinan, B. 2000. "Independent Reading and School Achievement." School Library Media Research, 3: 1–24.

Ehri, L.C., L. G. Dreyer, B. Flugman, & A. Gross. 2007. "Reading Rescue: An Effective Tutoring Intervention Model for Language Minority Students Who Are Struggling Readers in First Grade." American Educational Research Journal, 44(2): 414–48.

Guthrie, J. T. & N. M. Humenick. 2004. "Motivating Students to Read: Evidence for Classroom Practices that Increase Motivation and Achievement." In P. McCardle & V. Chhabra, Eds., The Voice of Evidence in Reading Research (329–54). Baltimore: Paul Brookes.

Hiebert, E.H. & D. R. Reutzel, Eds. 2010. Revisiting Silent Reading: New Directions for Teachers and Researchers. Newark,

School Improvement Plan

Woodland Elementary School

D.E.: International Reading Association.

Moss, B. & T.A. Young. 2010. Creating Lifelong Readers Through Independent Reading. International Reading Association.

O'Connor, R. E., K. M. Bell, K. R. Harty, L. K. Larkin, S. M. Sackor, & N. Zigmond. 2002. "Teaching Reading to Poor Readers in the Intermediate Grades: A Comparison of Text Difficulty." Journal of Educational Psychology, 94: 474–85.

Tier: Tier 1

Activity - Units of Study Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in multiple learning opportunities including teacher lab, coaching, and direct instruction	Professional Learning, Teacher Collaboration	Tier 1	Implement	05/12/2017	06/12/2020	\$0	General Fund	Staff, Administrator, Literacy Consultant

Activity - Monitor Implementation of Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative and teacher leader walk throughs, observations, and modeled lessons	Monitor	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Administrators, Staff, Literacy Consultant

(shared) Strategy 6:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

School Improvement Plan

Woodland Elementary School

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Goal 3: All Woodland students will improve their persuasive/argumentative writing proficiency.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in producing clear and coherent argumentative writing in which the development, organization, and style are appropriate to task, purpose and audience in English Language Arts by 06/12/2020 as measured by local, district, and state assessments..

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Learning Support Systems

Research Cited: “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013). Tier: Tier 1

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. -

Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all

SY 2019-2020

Page 24

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School Improvement Plan

Woodland Elementary School

Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17
It Done Well.

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

(shared) Strategy 3:

Direct Instruction of Units of Study for Writing - Utilizing the Lucy Calkins Writing Pathways Units, all appropriate content and grade level teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces

Category: English/Language Arts

Research Cited: Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Calkins, L. (2003). Nonfiction Writing: Procedures and Reports

R. Routman. (2005). Writing Essentials.

Angelilo, J. (2003). Writing about Reading: From Book Talk to Literary Essays, Grades 3-8.

Tier: Tier 1

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Woodland Elementary School

The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers
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Activity - Direct Teaching Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction using best practice for writing using the Units of Writing	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Teachers and Support Staff, Building Administrators

Measurable Objective 2:

80% of Black or African-American, Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in producing clear and coherent argumentative writing in which the development, organization, and style are appropriate to task, purpose and audience in English Language Arts by 06/29/2018 as measured by local, district, state and national assessments..

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Learning Support Systems

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013). Tier: Tier 1

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

School Improvement Plan

Woodland Elementary School

(shared) Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community. - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17
It Done Well.

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

(shared) Strategy 3:

Direct Instruction of Units of Study for Writing - Utilizing the Lucy Calkins Writing Pathways Units, all appropriate content and grade level teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces

Category: English/Language Arts

Research Cited: Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Calkins, L. (2003). Nonfiction Writing: Procedures and Reports

R. Routman. (2005). Writing Essentials.

Angelilo, J. (2003). Writing about Reading: From Book Talk to Literary Essays, Grades 3-8.

Tier: Tier 1

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Woodland Elementary School

The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers
Activity - Direct Teaching Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction using best practice for writing using the Units of Writing	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Teachers and Support Staff, Building Administrators

Goal 4: All Woodland students will be proficient in Science.

Measurable Objective 1:

50% of Fifth grade students will demonstrate a proficiency in science concepts by meeting established standards in Science by 06/12/2020 as measured by state and local assessments..

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Science

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Woodland Elementary School

Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders, and Teachers
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(shared) Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities. Teachers will participate in learning surrounding the NGSS.

Category: Science

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflerning_2_14_14_e2bd61c28fed17

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

(shared) Strategy 3:

Direct Instruction - Teachers will implement the NGSS with fidelity. They will e incorporate hands-on inquiry activities and teach content specific vocabulary. Teachers will design activities that require students to think deeply, explore, ask questions, formulate hypotheses and articulate their findings.

Category: Science

Research Cited: Harvard Project Zero

Lorch, Jr., R. F., Lorch, E. P., Calderhead, W. J., Dunlap, E. E., Hodell, E. C., & Freer, B. D. (2010). Learning the control of variables strategy in higher and lower achieving classrooms: Contributions of explicit instruction and experimentation. *Journal of Educational Psychology*, 102(1), 90–101.

Tier: Tier 1

School Improvement Plan

Woodland Elementary School

Activity - NGSS FOSS Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This school year every teacher will implement the Physical Science Unit from the FOSS Curriculum.	Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required, General Fund	Building Leaders and Teachers

Measurable Objective 2:

50% of Fifth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in established standards in Science by 06/12/2020 as measured by state and local assessments.

(shared) Strategy 1:

Implement 5 Dimensions of Teaching and Learning instructional framework with purpose and fidelity. - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Science

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leaders, Building Leaders, and Teachers

(shared) Strategy 2:

Job-embedded professional learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities. Teachers will participate in learning surrounding the NGSS.

Category: Science

School Improvement Plan

Woodland Elementary School

Research Cited: Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

Teacher Lab and First Conversations: https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, and Teachers

(shared) Strategy 3:

Direct Instruction - Teachers will implement the NGSS with fidelity. They will incorporate hands-on inquiry activities and teach content specific vocabulary. Teachers will design activities that require students to think deeply, explore, ask questions, formulate hypotheses and articulate their findings.

Category: Science

Research Cited: Harvard Project Zero

Lorch, Jr., R. F., Lorch, E. P., Calderhead, W. J., Dunlap, E. E., Hodell, E. C., & Freer, B. D. (2010). Learning the control of variables strategy in higher and lower achieving classrooms: Contributions of explicit instruction and experimentation. *Journal of Educational Psychology*, 102(1), 90–101.

Tier: Tier 1

Activity - NGSS FOSS Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This school year every teacher will implement the Physical Science Unit from the FOSS Curriculum.	Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required, General Fund	Building Leaders and Teachers

Goal 5: We will create and maintain a learning environment for all students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL).

School Improvement Plan

Woodland Elementary School

Measurable Objective 1:

collaborate to cultivate innovation, fostering strong relationships and engage ALL students in the real world experiences through Project Based Learning (PBL) by 06/12/2020 as measured by classroom observations, student performance outcomes, feedback surveys.

Strategy 1:

PBL for Students - From Buck Institute for Education: "Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers."

Category: School Culture

Research Cited: Buck Institute for Education (<http://www.bie.org/>)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students (https://www.bie.org/) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	Title II Part A	District Leaders, Building Leaders and Teachers

Goal 6: Students will graduate from avondale Schools college and career ready.

Measurable Objective 1:

collaborate to design and facilitate career awareness and focused activities for students at each grade level by 06/12/2020 as measured by the number of career focused activities students engage in over the course of the school year.

Strategy 1:

Careers and Literacy - We will utilize our current literacy resources and tools to increase student awareness about the variety of careers. In addition, we will partner with parents, community members and business partners to support our focus on career awareness.

Category: Career and College Ready

Tier: Tier 1

Activity - Guest Speaker Book Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will partner with parents, community members, business partners to facilitate book talks with students focused on career awareness and preparation.	Career Preparation /Orientation	Tier 1	Getting Ready	06/12/2019	06/12/2020	\$0	No Funding Required	District administrators, Principals, Teachers
Activity - Career Focused Journal Starters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These career journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	No Funding Required	District Administrators, Principals, Teachers, District Literacy Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct instruction of Units of Study	Teachers will implement Units of Reading and Writing from Lucy Calkins. Teachers will instruct students using the materials with fidelity.	Direct Instruction	Tier 1	Implement	05/12/2017	06/12/2020	\$0	Staff
ELL Support	ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students and further develop written communication skills. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$30000	Administrator, ELL staff, General Education Staff
Differentiated Instruction (K-5)	The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, Teacher Labs,	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Leaders and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Fluency and Skill Development Activity	The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, Teachers, Paraprofessionals
ELL Support	ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/12/2020	\$25000	District and Building Leaders, Teachers, Paraprofessionals

School Improvement Plan

Woodland Elementary School

Differentiated Instruction	The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Based Learning, Fluency and Skill Development, Data Analysis, Readers Workshop, Intervention and Enrichment Design, and Teacher Labs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Units of Study Professional Learning	Teachers will participate in multiple learning opportunities including teacher lab, coaching, and direct instruction	Professional Learning, Teacher Collaboration	Tier 1	Implement	05/12/2017	06/12/2020	\$0	Staff, Administrator, Literacy Consultant
Assessing Student Writing	The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans. Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers

School Improvement Plan

Woodland Elementary School

Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers
NGSS FOSS Curriculum	This school year every teacher will implement the Physical Science Unit from the FOSS Curriculum.	Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Leaders and Teachers
ELL Support	ELL Paraprofessionals will meet with students who qualify as ELL and will reinforce content area vocabulary with students. They will also work with teachers to utilize WIDA "Can Do" statements.	Academic Support Program	Tier 2	Monitor	08/28/2015	06/12/2020	\$25000	Administrator, ELL staff, General Education Staff
Build teacher and literacy leader expertise for intervention	Provide grade level and content appropriate teachers with professional learning opportunities in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration	Tier 3	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Build teacher expertise for intervention	Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Building Leaders, Teachers and Paraprofessionals

School Improvement Plan

Woodland Elementary School

Leveled Literacy Small Group Instruction	Students in grades K-3 meet with a trained reading paraprofessional to build fluency and comprehension skills. They meet twice a week for forty minutes. Progress is monitored though out the program.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$25000	Teachers, reading paraprofessional, administrator, literacy consultant
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Opportunities	Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students (https://www.bie.org/) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	District Leaders, Building Leaders and Teachers

School Improvement Plan

Woodland Elementary School

Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$4000	District Leaders, Building Leaders and Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Teaching Writing Process	Teachers will provide instruction using best practice for writing using the Units of Writing	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Teachers and Support Staff, Building Administrators
Fluency and Skill Development	The school will allot time in the daily schedule (Intervention and Enrichment Block) to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough that they can flexibly engage with the content at a higher level	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$0	Building Leaders, Teachers, and Paraprofessionals
Guest Speaker Book Talks	We will partner with parents, community members, business partners to facilitate book talks with students focused on career awareness and preparation.	Career Preparation /Orientation	Tier 1	Getting Ready	06/12/2019	06/12/2020	\$0	District administrators, Principals, Teachers
Professional Learning Opportunities	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, and Teachers

School Improvement Plan

Woodland Elementary School

Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	Building Leaders, Teachers, and Paraprofessionals
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction through regular teacher collaboration.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Intervention/Enrichment Block Design	Teachers will group students based on learning need. Students who need remediation will receive targeted instruction and students who need enrichment will receive instruction to further their knowledge. Decisions will be based on RTI data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Classroom teachers, support staff, administrators
Monitor Implementation of Units of Study	Administrative and teacher leader walk throughs, observations, and modeled lessons	Monitor	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Administrators, Staff, Literacy Consultant
Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, and Data Coach
Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach
Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach

School Improvement Plan

Woodland Elementary School

Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, and Data Coach
Career Focused Journal Starters	At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These career journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	District Administrators, Principals, Teachers, District Literacy Coach
NGSS FOSS Curriculum	This school year every teacher will implement the Physical Science Unit from the FOSS Curriculum.	Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Leaders and Teachers
Intervention/Enrichment Block	Teachers will group students based on learning need. Students who need remediation will receive targeted instruction and students who need enrichment will receive instruction to further their knowledge. Decisions will be based on RTI data.	Academic Support Program	Tier 2	Implement	08/28/2014	06/12/2020	\$0	Classroom teachers, support staff, administrators