

School Improvement Plan 2019-2020

Woodlands Elementary School

School Leadership Team Members Parent-Community Partners	
Amy Archuleta, Principal	Jaime Hess, Fourth Grade Teacher
Megan Ladrillono, Assistant Principal	Stephanie Bazzell, Third Grade Teacher
Jeff Sullivan, Learning Specialist	Kim Nation, Office Manager
Ken Allen, Fifth Grade Teacher	Leslie Waymire, Para Educator
Linsey Darkow, Kindergarten Teacher	Anne Bowen, Special Education Teacher
Josie Jacobson, Second Grade Teacher	Jennifer Brown, First Grade Teacher

NEEDS ASSESSMENT SUMMARY
<p>When our staff studied our school’s SBA data over the last four years, we noticed mixed results. In some cases, cohort scores have gone up, in other cases they’ve gone down. There are also inconsistent trends when we look at the scores of different sub-groups. Our Acadience scores and STAR Reading and Math scores have a general trend upward from Fall to Spring in 2018/2019.</p> <ul style="list-style-type: none"> We have a large gender gap in ELA as measured by SBA (85% of girls met standard vs 47% of boys in 3rd grade). One trend we have seen at Woodlands with demographics is that the number of ELL students is increasing. Moving forward we will be focusing on ELL strategies. This includes one of our teachers being trained in the SIOP model and training other teachers. Last year was Year 2 for our teachers learning and implementing My Math. Results from math assessments show that a more rigorous focus on the essential learnings for each grade level will be beneficial. Our Professional Learning Communities model will mirror this focus for 2019/2020.

DATES REVIEWED SIP		
August 7, 2019	October 14, 2019	November 1, 2019

School Improvement Plan 2019-2020

Student Group	ELA # Tested	ELA # Expected to Test	ELA Percent Participated	Math # Tested	Math # Expected to Test	Math Percent Participated
All Students	184	186	98.9	186	188	98.9
American Indian-Alaskan Native	*					
Asian	11	11	100.0	12	12	100.0
Black-African American	*					
Hispanic-Latino	44	44	100.0	45	45	100.0
Limited English	*					
Low Income	110	111	99.1	111	112	99.1
Pacific Islander	*					
Special Education	43	44	97.7	43	44	97.7
Two or More Races	37	37	100.0	37	37	100.0
White	79	81	97.5	79	81	97.5

*Represents 10 or less

Central Kitsap District Communication Plan for the Importance of State Assessments 2019-2020

Timeline	Description
September – October	<ul style="list-style-type: none"> ○ Board study session on sub group participation rate in state assessments. ○ Assessment calendar posted on district website. ○ District mails out score reports and cover letter. Cover letters are in students' home language. ○ Provide teacher talking points for conferences. ○ Provide Parent/ Family guides in multiple languages available for conferences.
November – January	<ul style="list-style-type: none"> ○ Send to each building for their school e-news an article on the importance of state assessments and participation. ○ Provide a nudge letter for families who didn't participate the previous year. ○ Provide a power point for best practices for state testing for building staff meetings.
February – March	<ul style="list-style-type: none"> ○ Provide article on best test taking strategies for preparing for state assessments. ○ Spring conference reminders about the importance of the upcoming state assessments. ○ Publish and advertise the schools, grade bands and dates of student state assessments.
April – May	<ul style="list-style-type: none"> ○ Provide onsite building support for inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time) ○ Communicate to families and provide ample make up windows for students.

School Improvement Plan 2019-2020

Improvement Goal: ELA

Goal 1 (all students):

Primary: By May, 2020 the number of Kindergarteners through Second Grade students who have reached or exceeded benchmark using Acadience Composite will have grown by 15%.

Intermediate: By May, 2020 the number of 3rd-5th grade students meeting or exceeding benchmark using STAR Reading will have grown by 15%.

Goal 2 (Reducing specific, identified gaps):

Increase by 10% the percentage of special education students with reading IEPs meeting or exceeding standard as measured by STAR and Acadience

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
School wide letter boot camp	All year	All staff	Letter cards, morning announcements	Acadience progress monitoring
Consistent curriculum	All year	All staff	Journeys, SIPPS	Acadience, STAR
Established interventions	Oct - June	Primary /Intermediate Staff - Reading intervention teachers, Resource Room staff, EL Staff	SIPPS, Journeys II	Acadience, STAR
Focused SBA Data Analysis and use of Interim Assessments	All year	Tina Pelletier and 3-5 staff	Funding for hiring Tina and release time for teachers to meet with her	SBA Interim Assessments
Focused Acadience Data Analysis	All year	Tina Pelletier and Reading Intervention Teachers		Acadience
Strong Parent connection at Kindergarten so families can be informed/involved	All year	Kindergarten Staff	WA-Kids conferences, Parent Letters, Class Dojo	Acadience
Woodlands Reads incentive to read program	Spring	Teacher Librarian	School wide student incentives	Acadience, STAR, Woodlands Reads participation
ELA Family Night	Once yearly	Family Engagement Committee	Ongoing awareness of parent engagement best practices	Acadience, STAR, family night participation

School Improvement Plan 2019-2020

Weekly Library stories/lessons	All year	Liz Roberts	Schedule	Acadience, STAR,
Student goal setting and tracking	All year	Classroom teachers	Example data folders used, training on where to start and what to track	Students will see their progress on classroom assessments on their goal tracking sheets for math and reading
PLC- Intentional grade level data analysis and planning	All year	Classroom teachers/ Intervention teachers	Common formative assessments, common time and space to work, PLC feedback form	Common formative assessments will show if students are achieving the agreed upon essential learnings.
SIOP Training	October-June	Student Services and building ELL Representative	Training through Special Services	Acadience, STAR

Improvement Goal: MATH

Goal 1 (all students):

Primary Goal:

- Increase the number of students meeting or exceeding standard on STAR in grades 1-2 by 20%.

Intermediate Goal:

- Grades 3-5 will increase the percentage of students meeting or exceeding standard as measured by STAR by 20%

Goal 2 (Reducing specific, identified gaps):

Increase by 10% the percentage of special education students with math IEPs meeting or exceeding standard as measured by STAR.

School Improvement Plan 2019-2020

Improvement Goal: SCIENCE

Goal 1 (all students):

- Students meeting or exceeding benchmark will grow by 20% on quarterly NGSS aligned assessment by May 2020.

Goal 2 (Reducing specific, identified gaps):

- The gap between special education students and non-special education students meeting benchmark on quarterly NGSS aligned assessments will decrease by 10% by May 2020.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Family Hands On Math Science night event	November	Family Engagement Committee	Continued training on effective parent engagement activities	Classroom projects
Use the NGSS to guide instruction	September to June	Classroom teachers	Jeff Friers	Performance tasks
Pacific Science Center yearly visit for all students	January	All classroom teachers	Science A to Z	Quizzes
School wide use of the outdoor learning center	All Year	All classroom teachers	Camp Colman Outdoor Education PTA Funds Teacher leaders	

School Improvement Plan 2019-2020

Improvement Goal: DISCIPLINE

Goal 1 (all students):

- By May of 2020, we will reduce discipline referrals from classrooms by 20% as compared to 2018/2019.

Goal 2 (Reducing specific, identified gaps):

- By the end of May 2020, we will reduce the number of male discipline referrals from classrooms by 20% as compared to 2018/2019.

IMPROVEMENT STRATEGIES	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Wildcat "caught doing right" tickets and Wildcat store	All Year	All Staff, PBIS Leadership Team	PBIS workshops, District MTSS administrator, MTSS team	Monthly SWIS reports
Self Manager Program				
Buddy Room intervention plan				
Break table intervention plan				
Utilization of Think Sheets in the classroom				
Monthly Wildcat Winners from each classroom	Oct- June			
Tier 2 support- Check In/Check Out System				
Sensory library tools available to all students	All Year			
Restorative justice practices		Principal, Asst Principal,	None needed at this time	Monthly SWIS reports
Second Step instruction in classroom, including Anti-Bullying supplement		Learning Specialist, School Counselor		Monthly SWIS reports
SWIS Data Management System for office referral data		Classroom teachers	School Counselor	Monthly SWIS reports
One classroom intervention description shared per month by PBIS team.		MTSS team, administrators	SWIS subscription and support of district PBIS administrator	Monthly SWIS reports
		School PBIS team	Assistance from district PBIS administrator	Monthly SWIS reports

School Improvement Plan 2019-2020

Improvement Goal: ABSENTEEISM

Goal 1 (all students):

- All students at school unless they are actively ill.
- No more than 30 students with 15 or more absences.

Goal 2 (Reducing specific, identified gaps):

- Reduce our chronically absent (10% or more school days absent, tardy or early check out) students from 47 - 27

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Check in with families to see why students are chronically absent. Personal phone call to each family with unverified absence	Academic school year	Office staff, administrators, teachers, students, and parents	The person making parent/family contact needs to be personable, respectful, and articulate.	Ongoing PowerSchool data regarding absenteeism.
Home visits for families that don't reliably answer phone calls. (Find out why students are absent.)	As needed	Principal/Assistant Principal		
On-time rewards and responsibilities for students at risk of chronic absenteeism	As needed	Counselor, Principal, Assistant Principal	Facilitator, a place, activities, and funds to purchase tokens or food.	
Perfect Attendance awards program	Monthly	Office staff	Printed awards	
Excellent Attendance (5 or fewer absences) awards program	In June	Principal and office staff		
Improved Attendance awards program - monthly (for students with chronic absenteeism and/or tardiness)	Monthly	Office staff	Sign or banner to display	
Attendance Competition	Monthly	Assistant Principal and office staff		

School Improvement Plan 2019-2020

Regular meetings between Assistant Principal and office staff to identify students who are chronically absent.	Monthly	Assistant Principal and office staff		
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Improvement Goal: Physical, emotional and intellectual safety

Goal 1 (all students):

- ***See Discipline Section Above***

Goal 2 (Reducing specific, identified gaps):

- ***See Discipline Section Above***