

# School Improvement Plan 2005-2006

School: Woodside  
Principal: Eldon Allen  
Date: 9/29/05

**Target:** 82.5% percent of students will meet standard in all strands in reading as measured by the WASL.

**S.M.A.R.T. Goal:** Improve reading comprehension of all students grades 1-5 by May, 2006 by 10% as measured by district reading assessments.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: (What are we going to do?)	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	Are we working our plan? (What are teachers doing?)	Is our plan working? (What are students doing?)
3-5: Use coached reading assessments provided by district.  1-3: Use fall DRA 4-5: Use winter DRA	3-5: Use coached reading assessment as a teaching tool.	3-5 classroom teachers  1-5 Classroom teachers	Coached reading assessments  DRA kits		3-5: Analyze results from coached reading assessments provided by district.  1-5: Analyze results from DRA.	Student comprehension scores will increase as indicated on spring assessments.
Implement WASL stem questions through shared and guided reading using a balance of fiction and nonfiction comprehension strategies.	Share Thinking Maps, Reading Response Journals and Guided Reading progress with new staff members.  Introduce comprehension strategies at grade level band meetings.	All staff grades 1-5  Specialists	WASL stems		Teacher providing models with think alouds, and guided practice either whole class or small group instruction	Students practice responses through oral discussion and/or reading response journals

	Plan the implementation of WASL stems at grade level meetings.					
Staff will design effective instruction and interventions for targeted students.	Inclusion/pull-out in small group instruction	Reading specialists  Grade Level Teams		Title 1	Small group instruction provided by classroom teachers, paraeds, reading specialists  Classroom teachers are referring at-risk students to SST  Classroom teachers collaborating with grade level teams around struggling students	Using new strategies learned from small group instruction.
Extended day	Classroom teachers collaborating with reading specialists to design effective instruction and interventions for targeted students.	Reading specialists  Extended day staff		Title 1 and I 728 funds	Delivering intentional instruction in small groups based on needs.	Using new strategies learned from small group instruction.
Peer Tutors/Reading Buddies	Train students in Reading Tutor program.  Provide staff inservice in what is expected of reading buddies.	All classroom teachers.  Librarian		Money to library for lower level AR books.	Cross grade level meetings mapping out a plan for action.	Older students tutoring younger students. Older students reviewing reading strategies in the role of teaching other students.

S.M.A.R.T. = Specific & Strategic, Measurable, Attainable, Results-oriented, Time-bound.