

School Improvement Plan 2007-2008

School: Woodside

Principal: Wayne Kettler

Date: 10/16/07

WASL Target: 91.3 percent of students will meet standard in all strands in Reading as measured by the WASL.

S.M.A.R.T. Goal: Improve students ability to read by improving **comprehension skills-** (both literary and informational)by district reading assessments and classroom performance assessments from September 2007, to June 2008

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: (What are we going to do?)	Schedule of Activities	PLC/Team Involved	Materials Needed	Budget Required	Are we working our plan? (What are teachers doing?)	Is our plan working? (What are students doing?)
Intentionally teach Grade Level Expectations (GLEs), including reading strategies and skills from the District reading calendar	Distribution of reading calendar to instructional staff	Entire staff	Blue Tag – access to copier and laminator	Materials budget	Building-wide planning	Students are showing evidence of applying strategies and skills during guided, shared, independent reading
	Quarterly professional in-services during staff meeting	Building Reading Specialist/ Title One	Time		Collaborative team (grade level) planning	
	Reading specialists provide staff with monthly strategy packets and newsletters				Implementing ideas in packet through modeled, shared, and guided reading	Independently answering WASL stem questions correctly
	Modeled lessons by reading specialists and in-house specialists using WASL stem questions to correlate with the	Building Reading Specialist/ Support/ District Specialist/ Woodside Classroom Teachers		Release Time	Explicitly teach these strategies and reinforcing practice throughout the year	
					Anecdotal records	
					Principal created grade level meeting agenda	

	district calendar					
Continue K-2 Daily five implementation with alignment to intermediate program		Entire Staff	Second Book	Continue in-service and book purchase, release time for observation, registration	Continued participation in D-5 support group Reading specialist and primary teachers providing in-service to intermediate teachers. Principal created grade level meeting agenda	All students actively engaged in Daily five activities while teachers conduct guided reading. Cohort and principal observation
Coached Reading Assessments		3-5 teachers Reading Specialist	Assessments		Implementing Assessments/ Reading Specialist support of teachers	Meeting standard on assessments
Implement formative assessment strategies using stem questions	Develop user-friendly formative assessments for K-2 (similar to coached reading assessments)	1-2 teachers Reading Specialist	Teacher Friendly stem packets	Release time	Using stem questions and formative assessment strategies during guided reading groups Principal created grade level meeting agenda	Students are showing evidence of applying strategies and targets during guided, shared, independent reading
Teachers to score State Reading WASL	Determine process to get Woodside teachers selected	District Support Selected Staff			Participation in scoring. Training staff	
Offer additional and alternative extended day opportunities	Start tutoring club before the end of October 2007. Reduce group size Start extended day in September 2008	Title One Reading Specialist Volunteer Staff	Research based curriculum for tutoring club and extended day	Title One I-728 funds. Time for extended day staff to align and articulate math and reading curric.	Teaching targeted students. Reinforcing daily work, pre teaching, and re-teaching	Students will show accelerated improvement on reading and math post tests

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