

School Improvement Plan 2009-2010

School: Woodside Elementary

Principal: Dr. Betty J. Cobbs

Date: December 7, 2009

S.I.P Target: **64.9** percent of students in all strands will meet standard in **Math** as measured by the **MSP** / HSPE.
(Circle One)

S.M.A.R.T. GOAL: Improve student's ability in math by improving students' number sense as measured by math MSP, classroom performance assessments and end of unit assessments.

To reach Safe Harbor with our special education students in the area of math, the following percentages of Woodside students are required to meet standard, as measured on the 2009-10 state math assessment (MSP):

- 54.8% of students in the special education cell in grade 3 (approximately 5 students)
- 35.4% of students in the special education cell in grade 4 (approximately 6 students)
- 36.6% of students in the special education cell in grade 5 (approximately 6 students)

S.M.A.R.T. Action and Processes					S.M.A.R.T. Results	
Instructional Leadership Team Plan / Map		Resources			Evidence of Implementation:	Evidence of Impact:
What are we going to do?	Schedule of Activities	PLC /Team Involved	Materials Needed	Budget Required	What are teachers doing? (Are we working our plan?)	What are students doing? (Is our plan working?)
Become familiar with Performance Expectations (PEs) and Mathematics grade level Blue Prints for guiding instructional planning for math instruction	Alignment of state PEs with curriculum, instruction, and assessment practices Identify PEs missing in Investigations - design and teach supplemental lessons	Classroom & Spec. Ed. Teachers LAP Math Teacher Math Cadre Classroom Teachers Math Facilitator Technology Teacher (Debbie Wrobel)	New Performance Expectations for classroom teachers Blueprints for classroom teachers Organizational tools for classroom teachers	\$1,000 for release time	Collaborating with other teachers for grade level and vertical instructional alignment Identify instructional gaps between PEs and district math curriculum program Teachers in grades K-5 look at PE's, Item Specs, and Investigation curriculum to guide instructional planning for math instruction	Students are meeting Performance Expectations as evidenced by classroom performance and assessments

	Inservice on the Math Blue Print (what's available, access, etc.)	Librarian (Joan Litkow) Dick Sander/ Jana Wilson				
Implement Investigations 2 Math , 10 Minute Math, Calendar activities, math warm-ups, and supplemental lessons	Use district calendar and pacing guide Use district and OSPI web sites Develop supplemental lessons and materials for classroom instruction	Classroom Teachers Technology Teacher Math Cadre Leader Teachers District Math Facilitator	Curriculum materials: <ul style="list-style-type: none"> Math for Today Minute Math Math Whizz Supplemental lessons and materials 	\$2,400 for release time coordination, alignment, developing supplemental lessons	Classroom teachers teach math curriculum with fidelity, implement supplemental lessons as appropriate, collaborate in grade level and professional learning team (PLT) meetings to improve teaching and learning opportunities for students. LAP teacher pre-teaches concepts from Investigations units.	Students are meeting Performance Expectations as evidenced by the embedded lesson assessments and the end of unit assessments
Commitment to implementing 10 minute math in grades 3-5 and Classroom routines in grades K-2	Grade levels choose a time to intentionally teach 10 minute math everyday outside of the regular math instruction time. <u>** (10 minute math is tied into 1/3 of the PEs and WASL/MSP assessment)</u>	Classroom teachers	Investigations curriculum		Classroom teachers have a 10-15 minute block in daily schedule to teach classroom routines/10 minute math	Students are communicating mathematical skills orally and/or written Students are strengthening computational fluency skills as evidenced by on going and end of unit assessments
Develop math vocabulary Integrate GLAD strategies to make learning visual	Integrate math vocabulary with math instruction <ul style="list-style-type: none"> Picture cards for vocabulary Picture file cards 	Classroom & Spec. Ed. Teachers Math Cadre LAP Math Teacher	Develop a grade level resource notebook that can be used by teachers, as needed List of math		Classroom teachers use vocabulary while teaching and expect students to use vocabulary in written and oral communication Classroom teachers use	Students use math vocabulary in written and oral communication

Use On-going formative and summative assessment to inform instruction and monitor student progress	Administer pre and post tests Analyze assessment data	Classroom & Spec. Ed. Teachers LAP Teacher Math Cadre Professional Learning Team Jana Wilson Principal	A variety of assessments: Teacher developed, Success Tracker, Boston, Unit Tests, WASL/MSP, Investigations		Frequent and on-going use of formative and summative assessment to influence instructional planning and instruction; and to monitor student progress.	Students are meeting Performance Expectations as evidenced by classroom performance and assessments
Implement appropriate interventions as determined by assessment results and student performance	Regrouping students for additional teaching and learning opportunity Cadre and grade level teams (PLT) examine assessment data, student work, review researched practices and plan intervention strategies. LAP small group/pull out classes	Classroom & Spec. Ed. Teachers Grade Level and PLT teams LAP Math Teacher Jana Wilson Staff Technology Teacher Principal LAP teacher	Investigations Materials Supplemental Materials Math Whizz Investigations, Supplemental Materials, and Math Whizz		Test Talks with Students to review material that needs re-teaching. Regrouping students for additional teaching and learning opportunity Math Whizz used frequently with identified students LAP teacher pulls out small groups of 3 rd , 4 th , and 5 th grade students to pre-teach Investigations curriculum and to re-	Students are better meeting performance expectations as evidenced by classroom performance and assessments Students are meeting performance expectations as evidenced by successful completion of targeted Math Whizz animations Students with Math Whizz home accounts will increase Grade Level equivalency LAP students are better meeting performance expectations as evidenced by classroom performance and

	Early Bird Math Whizz using M.W. licenses, and an intervention	LAP teacher Principal	25 Math Whizz licenses	I-728 Funds	<p>teach material not mastered in the classroom.</p> <p>Teachers & LAP teacher will identify 25 students, with emphasis on Special Education and Hispanic students to participate in this morning program at school</p>	<p>assessments</p> <p>Students will spend 15 minutes each school day on Math Whizz in the library to increase their math computation</p>
Extended Learning	Plan extended day learning opportunities for students in March, April and May, 2010	LAP Staff Teachers Principal	<p>Snacks</p> <p>Transportation</p> <p>Teacher Timesheets</p>	LAP and Building Budget funds	LAP teacher plans math curriculum	Extended Day students will show an improvement on math post tests
Parent Involvement	<p>Plan for family night learning opportunities</p> <p>January 14 LAP Family Night</p> <p>June 3rd LAP Family Night</p>	LAP staff Classroom teachers Principal	<p>Math games to make and take home</p> <p>Summer packets to complete at home during the summer break</p>	LAP funds	Classroom teachers and LAP teacher will give parents tools they can use at home and over the summer to help their LAP math students	<p>LAP students and their parents will play math games at home to strengthen computational fluency skills, therefore better meeting performance expectations as evidenced by classroom performance and assessments</p> <p>LAP students will complete summer packets at home</p> <p>LAP students will be better prepared for the 2010-11 school year as evidenced by performance on beginning of the year Success Tracker</p>

						assessments.
Summer Math Academy	Coordinate with other south end schools to plan a summer math program for 16 students in grades 3, 4, and 5.	Principal Other South End Principals LAP Teacher Molly Ringo	Math Manipulatives Snacks 3 Teachers 3 Para educators	\$1,000 building budget \$4,000 for Math Project	Identified teachers will plan and present a summer math program. Instruction will be based on End of the Year assessment for students using Success Net.	Identified students will participate in a 6-week learning program in July and the first 2 weeks of August (2 times a week). Program will be tuition based of \$100.