

School Improvement Plan 2009-2010

School: Woodside Elementary

Principal: Dr. Betty J. Cobbs

Date: December 7, 2009

S.I.P Target: 86.9 percent of students in all strands will meet standard in **Reading** as measured by the **MSP** / **HSPE**.
(Circle One)

S.M.A.R.T. GOAL: (Specific & Strategic, Measurable, Attainable, Results-oriented, Time-bound.)

By the end of the school year, 87% of students in Grades 3, 4, and 5, who were initially assessed at the 0 to 50% on the Fall Oral Reading Fluency, will improve their reading comprehension by increasing their oral reading fluency to meeting standard as measured by trimester oral reading fluency assessments, classroom performance assessments and MSP.

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

- 54.8% of students in the special education cell in grade 3 (approximately 5 students)
- 48.3% of students in the special education cell in grade 4 (approximately 8 students)
- 39.6% 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:
Instruction:	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?)
Implement Oral Reading Fluency strategies (1-5)	Administer oral reading fluency assessments 3 times a year for grades 2 through 5 and 2 times a year for grade 1.	Woodside Assessment Team Reading Specialist	Supplemental Materials: • Read Naturally • Rewards	\$1,300	Using volunteers to implement Read Naturally with students who have an oral reading fluency score at the Strategic ORF Level (below 50%).	Students are recording the data of their cold and hot reads.
Intervention Planning	Grade level team collaborates with Reading and ELL Coach to plan instructional interventions and conduct progress monitoring for	Special Education Staff Reading Cadre Principal	Support staff will use Early Success, Read Naturally materials, and Rewards		Support staff testing students at the Intensive ORF Level once a week, recording the data and sharing it with classroom teachers.	

	<p>identified students falling in the following academic ranges</p> <ul style="list-style-type: none"> • 49-25% - strategic • Below 25% - intensive 					
Use GLAD Strategies to support comprehension skills	Monthly GLAD training	ELL Coach	Teacher and Student GLAD materials		Implement GLAD strategies in classroom. (i.e.-Posters, Chants, Cooperative sentence strips.)	Students use GLAD posters, charts, and cooperative sentence strips as references for their daily written work.
<p>Introduce the new Good Habits, Great Readers reading program in preparation for the reading adoption in Sept. 2010.</p> <p>Introduce Daily Three and DRA 2 for intermediate grades</p>	Scheduled professional development for during the 2009-10 school year	<p>Christy Clausen</p> <p>Reading Specialist</p> <p>Classroom & Spec. Ed. teachers</p> <p>Para-educators</p> <p>Principal</p>	None noted		<p>Participate in staff development opportunities.</p> <p>Prepare classroom for new reading adoption materials.</p>	Students will be choosing appropriate books at their reading level to increase their reading comprehension and their reading stamina.
Intentionally teach Grade Level Expectations (GLEs), including reading strategies and skills from the District reading calendar in Guided Reading groups (K-5) as part of a balanced literacy program	Staff meets in Professional Learning Teams to plan and implement GLEs and District Reading Calendar.	Classroom & Spec. Ed. Teachers	GLEs and District Reading Calendar		<p>Provide intentional instruction during Guided Reading:</p> <p>Fluency -</p> <ul style="list-style-type: none"> • Model Phrasing • Choral reading • Poetry/Chants • Sentence Patterning Chart (GLAD) <p>Comprehension:</p> <ul style="list-style-type: none"> • Using targeted vocabulary • GLAD strategies 	Students are participating in Guided, Shared, and Modeled reading groups as part of their balanced literacy program.

					<ul style="list-style-type: none"> Modeling Think Alouds Shared and Guided Reading 	
Implement appropriate Interventions as determined by assessment results and student performance	<p>Use data to design alternative interventions</p> <p>Use one intervention at a time over a period of 4 weeks charting student progress</p> <p>Implement weekly fluency assessments and chart the data</p> <p>Professional Development for Classroom Teachers on Interventions and Progress Monitoring</p>	<p>Reading Specialist</p> <p>Counselor</p> <p>Special Education Staff</p> <p>Principal</p> <p>Professional Learning Communities</p> <p>Student Assistance Team</p> <p>Principal</p>	Support staff to enter student data and chart data		<p>Review assessment results and student performance with intervention team.</p> <p>Use student assessment and performance data to plan and implement individual classroom interventions in addition to small group and whole class lessons.</p> <p>Conduct progress monitoring with students identified in the strategic and intensive range of oral reading fluency for their grade level.</p> <p>Teachers in grades 3-5 collaborate and plan with Special Ed. Resource Room teacher to support the learning program of students on IEPs.</p>	<p>Students will demonstrate progress of improved oral reading fluency</p> <p><input type="checkbox"/> Reg Ed.</p> <p><input type="checkbox"/> Sp. Ed</p> <p><input type="checkbox"/> LAP</p> <p><input type="checkbox"/> ELL</p>
Resource Room Teacher collaborates with General Education teachers in grades 3-5.	Resource Room Teacher observes RR students in Gen. Ed. class and collaborates with Gen. Ed. teacher for planning	Special Ed. Teacher Classroom Teachers		\$320 for release time		
Coached independent and benchmarked reading assessments	Implement coached independent and benchmarked reading assessments	Classroom teachers (3-5)	Coached, independent, and benchmark reading assessments		Use reading assessment results to plan and implement individual and whole class reading comprehension interventions	<p>Students will complete coached, independent, and/or benchmark reading assessments during each trimester.</p> <p>Students will participate in test talks.</p>
Grades 3-5 will turn in independent						

information scores to Karen						
Provide Extended Day Learning opportunities to qualified LAP students	Implement extended day learning opportunities for students: <ul style="list-style-type: none"> <input type="checkbox"/> March Conference Week Academy <input type="checkbox"/> Spring (April/May) Extended Day Program 	LAP Staff Teachers Principal	REWARDS student booklets and Teacher Guide Snacks Transportation Teacher Timesheets	LAP and Building Budget funds	Extended Day teachers will provide students with direct instruction on specific strategies and skills to support achievement and success on district and state assessments	Qualified LAP students will attend all LAP Extended Day sessions, in which they are invited.