

Focus Option Plan of Operation		School Year: 2011-12	Date: 1/4/11
1. Program Profile			
School/Program Name: Woodstock Elementary			
Location: 5601 SE 50th Ave.		Contact Person: Mary Patterson	
Administrator: Mary Patterson		Contact Phone: (503) 96-6380	
<i>1a. Mission/Purpose</i>			
Mission:			
The Mission of Woodstock School is to:			
<ol style="list-style-type: none"> 1. Provide basic skills instruction in reading, writing, math, science, social studies, second language learning, fine arts, and physical education. An integrated curriculum is used to assist students in achieving the state standards. 2. Provide enrichment opportunities that promote academic excellence, critical thinking, and problem solving skills. 3. Support a diverse school community by promoting respect, understanding, and acceptance of differences in the backgrounds of students and families. 4. Provide a positive school climate, which is safe, inclusive, and encourages the children to appropriately solve problems, make decisions, and manage their own behavior. 5. Provide opportunities to learn a second language, Mandarin Chinese, and increase cultural awareness through an immersion model. 			
We believe that in conjunction with teachers; parents, peers, and community members play a direct role in educating, fostering a love of learning, and in the social development of Woodstock School students.			
The goal of our Immersion program is that by completion of the K-12 program our students will be functionally proficient in speaking, reading and writing in Mandarin and have a strong appreciation for cultural diversity.			
How does your program fit within the PPS District Mission?			
The PPS Mission statement is as follows: At Portland Public Schools, this is our goal: By the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. Portland Public Schools is an equal opportunity educator and employer.			
Our program clearly fits with the expectations for student achievement. The Immersion program provides students with multiple skills and experiences that will help prepare our students to make productive life decisions in a global environment.			
<i>1b. School/Program Descriptions</i>			

Please provide a brief description of your school/program:

The Woodstock Mandarin Immersion Program is part of the Oregon Chinese K-16 Flagship Program. We offer a 50/50 instructional model from kindergarten through fifth grade. Students spend half their day learning in English and the other half learning in Mandarin. The program is structured on the total language learning approach incorporating content-based instruction, explicit language instruction, and experiential language learning practices. Students learn the simplified Mandarin writing system or Hanzi. Expressive and receptive language development is emphasized in all stages of the program.

2. Enrollment and Admission

How will students and their families become "interested and informed" about the school/programs?

- Extensive information about the program is available on the school website.
- School tours are offered monthly throughout the year giving families an opportunity to observe both our English and Mandarin classrooms. Interested parties can sign up for these tours using an online form. During the lottery window tours are offered on a weekly basis. All tours are led by parent volunteers.
- A mandatory informational meeting is required of all parents interested in enrolling their child in the Immersion program.
- An information packet is also available from the school office during regular business hours.
- Bilingual staff members are available in the front office to address questions and provide information.

Describe your communications plan (e.g. target audiences; timing; type of information).**How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender).**

- Key information regarding the immersion program can be found on the school website. It is posted in both English and Chinese. Translations are also available in other languages.
- We utilize two bilingual staff members to answer questions about the program. They are available to assist in the front office and provide support to our Mandarin and Cantonese families.
- Mandatory meetings are offered several times during the lottery process. These meetings are used to inform parents of the overall program, the application process and opportunities for parental involvement. Interpretation services are available at all of those meetings. Information about the date/time and location for these meetings are also distributed through the district communication channels.
- Curriculum night - We offer a Mandarin Curriculum night in the fall.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	K	1	2	3	4	5				Total
Target Enrollment	60	56	56	56	56	56				340
2010-11 Enrollment	61	59	57	54	52	27				310
2011-12 Slot request	60	0	0	0	2	4				6

Minimum number of students needed in the school/program (total and by grade level): 50 per grade/300 total

Maximum number of students the school/program can handle (total and by grade level): 60 per grade/360 total

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

We currently use funds from the Chinese Flagship Grant to support .5 FTE for a Mandarin teacher to act as our curriculum specialist and 1.0 FTE for a Mandarin Educational Assistant.

What existing admission priorities do you have now (e.g. neighborhood, language group)?

Students living within the school attendance boundaries and/or those with currently enrolled siblings in the Mandarin program will have priority in the enrollment lottery.

Late entry is defined as registration for the program after the second month of kindergarten. Two conditions must be met for late entry:

1. There must be space available within the class to be considered.
2. Families requesting late entry into kindergarten or into any other grade after October of that academic year, must understand that their child’s language proficiency in Mandarin will be assessed. Their child must demonstrate expected proficiency levels for the requested grade level.

Are there admission priorities and/or entrance criteria you would like to add to your school/program? If so, what program goals would the priorities/criteria help you reach?

3. Facilities and Operations

Describe any space needs your school/program will face in order to reach your target enrollment:

We currently have sufficient space to meet the needs of our program with one strand K-5 for the neighborhood program and two strands per grade level for the Mandarin program.

Please indicate any other space or facility concerns you have:

We do not have sufficient space to support two strands of neighborhood classes K-5 should our neighborhood enrollment greatly increase.

For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)

Since the beginning of this program at Woodstock, there has been a harmonious blend of the immersion program with the English portion of the school. All students are considered Woodstock students. The total student body participates in a variety of activities such as assemblies, field trips, performances, and visitations that focus on increasing cultural appreciation, especially of China. For example, school performances such as our Chinese New Year Celebration include participation from classes in both programs.

A school wide weekly assembly is used to teach citizenship skills that each student is expected to demonstrate while in attendance. A positive school climate is further supported with the use of the Second Steps Program offered in all kindergarten through second grade classes and The Steps to Respect Program offered in grades 3-5. As appropriate students from both programs work together on special projects and curricular activities.

It is a priority goal for the Site Administrator to facilitate communication and cooperation among all programs and resolve any issues that may arise. Site Council membership includes both English and Mandarin teacher representatives as well as parent representatives from both programs. The Site Administrator holds a joint meeting monthly with the presidents of both the Woodstock PTA and Shu Ren to plan family outreach, fund raising and to address concerns.

4. Additional information

Please attach a copy of your:

- School Improvement Plan
- Schedule of information events
- Statement of understanding (if applicable)

Please include any additional information or data that you think is relevant to this plan:

Principal signature:	Date:
Deputy Superintendent signature:	Date:

Focus Option Plans of Operations- Supporting Information**○ General Information**

- Please contact Judy Brennan at ext 63205 for assistance
- The Educational Options Policy provides that focus options - both schools and programs - have a plan of operation (6.10.022-P(IV)(1)&(2)(g)).
- Operation plans are to be completed as part of the approval process for a new focus option, and the periodic review of an existing focus option. A plan of operation assures alignment with Board policy, as well as a way to assess whether the option has met its goals.

○ Enrollment and Admissions

- The Educational Options and Student Enrollment and Transfers (SET) policies govern enrollment and admission to focus options. The underlying policy goals are equal access, fairness, and making families and students the primary decision makers about their choice of schools.
- High and middle school focus options may have admission criteria, while elementary focus options may have no admission criteria (except dual language and late entry for language immersion).
- Admission criteria must be the same for neighborhood and transfer students. Criteria, if any, must be clear, objective and directly related to the educational goals of the option and the district and within district guidelines.
- A school or program may require the family and student to sign a statement of understanding of program expectations prior to enrollment.
- Focus options are expected to develop ways for their students and families to demonstrate that they are "interested and informed" without creating barriers to access.