

Comprehensive Progress Report

Mission: The Woodstock School Community will work together to provide a safe environment contributing to the development of all students to their fullest potential; fostering compassion, curiosity, integrity, and perseverance to create successful citizens in a global society.

At Woodstock Elementary School, we believe all students should be provided a nurturing and safe environment in which to learn every day. We are committed to providing quality educational programs targeting your child's academic, social, and emotional needs.

Our goal is to create an atmosphere for students at Woodstock that supports a positive self-concept, respect for one's self and others, a self-directed desire to learn, and a sense of physical and emotional balance. While valuing individual differences, we believe in self-discipline and responsibility.

Through our expectations of Safety, Respect, and Responsibility, we will promote our school and family values of compassion, curiosity, integrity, and perseverance.

Vision: We know the education of a child is a collaborative effort including families, school personnel, and the community. This partnership is vital in the education process and we invite, and encourage, you to be actively involved in the activities in which your child will participate.

Woodstock Elementary School is a learning community steeped in the traditions of academic excellence and personal achievement. We look forward to the learning opportunities ahead of us this school year and partnering with you as create an educational experience filled with knowledge, excitement, and growth.

Goals:



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Comprehensive Achievement Indicators

Effective Practice:

District and School Structure and Culture

!		DSC1.1	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Created common area expectations utilizing the School Climate and PBIS structures. Students have been explicitly taught school rules and expectations. Teachers have created classroom rules and management plans. Classroom rules are consistent with school rules. Problems are dealt with and solved quickly and are respectful to families and students. Consequences are consistent.</p> <p>Need to continue working to implement rules and expectations through the equity lens, using Courageous Conversation protocols, and utilizing Restorative Practices.</p>	Limited Development 10/10/2014		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>The school will have a systematic approach to creating a safe, respectful, culturally-inclusive environment at Woodstock. This will include values that reflect the school community and shared expectations for appropriate behavior and support for students (including restorative practices). Evidence of completion of this objective will include a school-wide expectations and values, a school climate handbook, and regular team meetings that include an analysis of school climate data. SMART GOAL: By June of 2017, the percentage of Historically Underserved students receiving discipline referrals will be no more than the percentage of non-Historically Underserved students receiving referrals.</p> <p>Updated SMART GOAL: By June of 2019, the percentage of K-2nd students receiving referrals will be reduced from 89% to 65% of the entire student population.</p>		Rosie Lingo	11/01/2019
Actions		6 of 7 (86%)		
10/6/16	Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming of all qualities of our students. Lesson plans incorporate support for English Language Learners. Families are included in communication about school-wide expectations.	Complete 06/01/2017	School Climate TOSA	06/15/2017

	<p><i>Notes:</i> December 7, 2016 Increase SIOP/GLAD strategies when instructing. Increase parent volunteers during "Expectation Rotation."</p>			
10/6/16	Monthly desegregated data review with all staff at staff meeting.	Complete 06/01/2017	School Climate TOSA	06/15/2017
	<p><i>Notes:</i> December 7, 2016 On track for September, October, and December.</p>			
10/6/16	School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors defined and in place, posted by area, bilingual when relevant. Expectations are inclusive and affirming of all qualities of our students, and are developed with student and family input.	Complete 06/01/2017	School Climate TOSA	06/15/2017
	<p><i>Notes:</i> December 7, 2016 Bilingual (student friendly language) expectations are not posted throughout the building. Need to be more aesthetically appealing. All else in place.</p>			
10/6/16	Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom.	Complete 06/01/2017	School Climate TOSA	06/15/2017
	<p><i>Notes:</i> December 7, 2106 Continue work to support common expectations across all classrooms. Identify what teachers are already doing and incorporate into School Wide Tier I.</p>			
10/6/16	Create/update School Climate Handbook and post on school website.	Complete 08/25/2016	School Climate TOSA	06/15/2017
	<p><i>Notes:</i> Reviewed and updated annually.</p>			
10/6/16	Conduct quarterly, school wide presentations on four values: Compassion (Fall), Curiosity (Fall/Winter), Integrity (Winter/Spring), and Perseverance (Spring). Teachers will promote the four values in the classrooms during each respective quarter.	Complete 06/01/2017	School Climate TOSA	06/15/2017
	<p><i>Notes:</i> December 7, 2016 Developing... "Wonder Wall" in place for "Curiosity."</p>			
3/9/18	Increase EA support at times where there is a higher frequency of documented inappropriate behavior (recess/lunch) and provide the supervision staff with training in systematic supervision.		Seth Johnson	10/31/2019

Notes:

Implementation:		11/06/2017		
Evidence	11/6/2017 - School Climate Handbook, School Wide TFI Walk-Through Tool, and Culturally Responsive TFI.			
Experience	11/6/2017 - Although there have been several of the components of this objective already in place, our School Climate/PBIS Team, has worked to develop a deeper understanding and high fidelity in our implementation. Part of this work includes communicating with emergent bi-lingual students and families.			
Sustainability	11/6/2017 - Annual review of School Climate Handbook, with updates as necessary; annual School Wide TFI, completed by School Climate TOSA; and, annual Culturally Responsive TFI.			

Core Function:	Comprehensive Achievement Indicators			
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Effective Practice:	Educator Effectiveness			
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!	EE2.1	All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)	Implementation Status	Assigned To	Target Date
		<p>Initial Assessment:</p> <p>This year the professional development plan includes bi-monthly grade level PLCs (Professional Learning Communities) Teachers work during planning time to collaborate curriculum, homework, projects, and extended learning opportunities. We struggle in collaboration between the Mandarin Immersion and English Programs. This indicates that time needs to be spent mapping curriculum with a mandated scope and sequence that all grade level teams adhere to. Need additional time for vertical articulation and common agreements.</p>	Limited Development 10/10/2014		

<p>How it will look when fully met:</p>	<p>All teachers will participate in horizontal and vertical Professional Learning Communities (PLCs) to create a fully articulated scope and sequence and curriculum map. Content will be aligned to the Common Core State Standards and district supported curriculum. Content allocation within the Mandarin Immersion Program will be articulated through PLC work and Woodstock Representatives on the District Content Allocation Work Team. SMART GOALS: By June 2017, all grade level teams will have a curriculum map that represents the scope and sequence and content allocation for Math. By June 2018, all grade level teams will have a curriculum map that represents the scope and sequence and content allocation for English Language Arts. By June 2019, all vertical teams (Neighborhood, English Immersion, Mandarin Immersion) will have curriculum maps that represent the vertical scope and sequence. for Math, English Language Arts, and Chinese speaking, vocabulary, and writing.</p> <p>By June of 2019, 75% of third grade students will meet their Individual MAP Growth Goal in Reading and determined by the “Student Goal Setting Worksheet” Report. The remaining third grade students will meet their Individual MAP Growth Goal in Reading as determined by the classroom teacher and school intervention team.</p> <p>In addition, 87% of Historically Underserved Students in third grade will meet their Individual MAP Growth Goal in Reading and determined by the “Student Goal Setting Worksheet” Report.</p>		<p>Cindi Swingen</p>	<p>06/15/2019</p>
<p>Actions</p>		<p>2 of 6 (33%)</p>		
<p>3/18/15</p>	<p>Teacher representatives from the Mandarin Immersion Program will participate in the District Content Allocation Work, contribute to the discussion, and provide feedback for the all teachers and Woodstock Elementary.</p>	<p>Complete 06/01/2017</p>	<p>Kun Qian and Brian Erbach</p>	<p>06/15/2017</p>
<p><i>Notes:</i> In progress.</p>				
<p>3/18/15</p>	<p>Mandarin Immersion Program teaching partners will work with each other to develop and implement a content allocation in the Mandarin Immersion Program.</p>	<p>Complete 05/08/2015</p>	<p>MIP Teaching Partners</p>	<p>06/15/2018</p>

Notes: In progress.

1/4/19 Woodstock School is implementing a Response to Intervention model. This systematic approach to supporting students includes several components. Students participate in a variety of targeted interventions, either with their classroom teachers or with our educational assistants. Some students work with small groups or in pairs, others work one on one with adults on specific skills, such as fluency, phonemic awareness, or text analysis. Interventions typically last for 6 weeks, for about ten minutes a day. For example, a kindergarten student who is having trouble identifying rhyming words might meet with a group of three peers and their teacher to play games with rhyming words. Similarly, a fourth grader who needs support in reading non-fiction texts may do two or three exercises on Lexia, a computer program that adjusts based on the child's need, requiring the child to read and respond to passages of writing. An educational assistant sits alongside the child, teaching and coaching to ensure understanding. Adults monitor student progress at regular intervals to assess the effectiveness of the interventions provided. Interventions are then either continued, revised, replaced, or stopped according to each child's need. It is our hope that by using this proactive approach, more students will get the types of purposeful instruction and personal attention that will keep them engaged and successful at school.

Cindi Swingen

06/15/2019

Notes:

1/4/19 Vertical PLCs meet monthly to review data, including MAP, DIBELS, Level Chinese, Chinese CBM, and other common assessments.

Cindi Swingen

06/15/2019

Notes:

3/18/15 Horizontal (grade level) PLC teams will meet monthly to create and refine curriculum maps for math.

All Teachers

06/21/2019

Notes: January 4, 2016:

Time is allotted for grade level team (PLC) meetings.
Teachers still working independently.
Curriculum map is on paper, but not necessarily being implemented as designated by curriculum map.
Discuss the value and meaningfulness of grade level PLCs in a school with a neighborhood class, Mandarin Immersion class, and English Immersion class.

3/18/15	School staff and teachers will collaborate with the Dual Language Immersion TOSA to refine practices and support sound instruction.		Seth Johnson and Jessica Buckman	09/15/2019
<i>Notes:</i> In progress.				

Core Function:	Comprehensive Achievement Indicators			
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Effective Practice:	Teaching and Learning			
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	TL4.4	All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)(SIG)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Teachers are at different levels of understanding and implementation of delivering differentiated instruction. This varies between grade levels and the two partner languages in our DLI program. We will continue to develop teacher's skills in using the data to inform instruction - particularly to plan for differentiation.		Limited Development 10/10/2014		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	<p>All teachers will utilize differentiation and small group strategies to improved student outcomes.</p> <p>Teachers will participate in PLCs to analyze data and use that information to inform instruction.</p> <p>Under the guidance of classroom teachers and the TechSmart Instructional Coach, Educational Assistants will support small group and guided instruction.</p> <p>SMART Goal: More than 50% of Woodstock students who are struggling in reading will improve their achievement through participation in systematic Response to Intervention (RtI). At least 50% of K-2 students who are at the "intensive" level for DIBELS will move to either the "strategic" or "core" level of proficiency . Students in grades 3-5 performing below the 40th percentile on the MAP will move to at least the 50th percentile by the end-of-the-year assessment.</p>		Objective Met 06/13/19	Seth Johnson	09/01/2019
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Actions					
	3/9/18	Increase EA support of early reading.	Complete 08/15/2018	Seth Johnson	08/20/2018

Notes:

12/4/18	<p>Develop system of intervention for students needing additional support in reading.</p> <p>Woodstock School is implementing a Response to Intervention model. This systematic approach to supporting students includes several components. Students participate in a variety of targeted interventions, either with their classroom teachers or with our educational assistants. Some students work with small groups or in pairs, others work one on one with adults on specific skills, such as fluency, phonemic awareness, or text analysis. Interventions typically last for 6 weeks, for about ten minutes a day. For example, a kindergarten student who is having trouble identifying rhyming words might meet with a group of three peers and their teacher to play games with rhyming words. Similarly, a fourth grader who needs support in reading non-fiction texts may do two or three exercises on Lexia, a computer program that adjusts based on the child's need, requiring the child to read and respond to passages of writing. An educational assistant sits alongside the child, teaching and coaching to ensure understanding. Adults monitor student progress at regular intervals to assess the effectiveness of the interventions provided. Interventions are then either continued, revised, replaced, or stopped according to each child's need. It is our hope that by using this proactive approach, more students will get the types of purposeful instruction and personal attention that will keep them engaged and successful at school.</p>	Complete 06/12/2019	Cindi Swingen	06/01/2019
<i>Notes:</i>				
Implementation:		06/13/2019		
Evidence	6/13/2019			
Experience	6/13/2019			
Sustainability	6/13/2019			

Core Function:		Comprehensive Achievement Indicators			
Effective Practice:		Technical and Adaptive Leadership			
	LDR5.5	School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal promotes Courageous Conversations about Race, Beyond Diversity, and data disaggregation by race. We engage in professional development monthly around equity and utilize the compass and protocols to drive decisions. We still have a lot of work to do in this area. We recognize there is an additional layer of challenge when working with teachers from two very distinct cultures. The protocols established and adopted by the district do not resonate with our Asian staff. They do not have the historical context to engage in the work the same way.	Limited Development 10/10/2014		
<i>How it will look when fully met:</i>		<p>Staff at Woodstock will use tools, strategies, and approaches from the monthly Equity Professional Development to deepen their understanding of the impact of race and privilege on our educational system. Staff will also incorporate culturally responsive practices in their instruction to raise expectations and outcomes for all students. Evidence to show the objective is met will include Equity PD Agendas and Training Tools, reflective feedback from staff, disaggregated data showing growth for all students, and increased CARE Team practices at Woodstock. SMART GOAL: By the June of 2017, Woodstock Elementary will reduce the percentage of historically underserved students with referrals to below the percentage of the overall percentage of historically underserved students at Woodstock Elementary.</p> <p>Updated October 25, 2018 - By June of 2019, all classroom teachers will have an identified Focal Student and Participate in the CARE Process with their grade level team and the percentage of teachers teaching a Focal Student Lesson, with peer observation, will increase from 21% to 50%.</p>		Seth Johnson	06/10/2020
Actions			4 of 5 (80%)		
	11/26/16	Increase membership of the CARE Team.	Complete 05/31/2017	Seth Johnson	06/16/2017
<i>Notes:</i>					

11/26/16	All Woodstock staff will participate in regular Equity PD Trainings.	Complete 06/01/2017	Seth Johnson	06/16/2017
<i>Notes:</i>				
11/26/16	Staff will participate in a book study of "Courageous Conversations About Race" and implement strategies in professional develop trainings and meetings.	Complete 03/01/2018	Seth Johnson	06/15/2018
<i>Notes:</i>				
11/26/16	Continue to send staff to Beyond Diversity Training to support training of all staff at Woodstock.	Complete 12/01/2016	Seth Johnson	06/15/2018
<i>Notes:</i>				
11/26/16	School Wide Participation in CARE process. All teachers will identify at Focus Student.		Seth Johnson	11/30/2019
<i>Notes:</i>				