

Woodstock 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

What strengths and areas for improvement stood out while reviewing student levels of achievement?

This data was reviewed by Community Council members and the school Leadership Team.

The Community Council members noted the steady increase in SAGE/RISE scores over the last three reported years (2017, 2018, 2019). They appreciate the success in growth (as determined by SGP and MGP) and also recognize that the school dismissal in Spring of 2020 has left a hole in the data that will make it impossible to measure growth this year. They also acknowledge that school goals for next year may have to be adjusted to account for the gaps in learning.

The school leadership team also reviewed the data. They noted that through 2019 the school had a steady increase in MGP in both ELA and Science. But, they also noted that the Acadience data this year shows that our student's reading scores have declined, as a result of the spring dismissal. They would like school goals to focus on Reading. They also noted the drop in WIDA scores and would like the Reading goal to include a sub-goal to help our ML learners.

- What are *areas of high student performance or significant growth*?
 ELA: 2018-19 MGP 55 (16 point increase between 2017 and 2019)
 Science: MGP 42 (increase of 6 points from the previous year tested 2016-17)
- What were the *areas of lowest achievement*?
 WIDA Composite Test Average Changes dropped by 11 points (38 in 2018-19 to 27 in 2019-20)
- Which are the *school's highest (or lowest) achieving programs or grade levels*?
 ALC (gifted program) students perform the highest in grades 1-5

School SMART Goal #1

70% of students will achieve typical or above typical growth according to Acadience Reading (formerly known as DIBELS) Pathway to Progress (POP) data.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

- RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores
 Other data: Acadience
 Other data: _____

How will Goal 1 be monitored (check all that apply):

- Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: Progress monitoring using MClass: Acadience Reading

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

- Shared with Community Council and other parent stakeholders
 School website
 Published on Community Section of school website
 Shared at school events
 Other ways: _____

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Strategy #1 to accomplish this goal	Paraprofessionals will be hired to assist with assessments to provide small group instruction. Substitutes will be provided so that teachers can conference, observe in other classrooms, and collaborate during PLCs.
Strategy #2 to accomplish this goal	If we purchase textbooks, instructional licenses, and other instructional supplies to assist teachers in classroom instruction, then students will have the tools to learn core standards, improve comprehension and fluency, and meet their POP goals.
Strategy #3 to accomplish this goal	In the case that class sizes are higher than is conducive for teachers in providing effective Tier I reading supports, TSSA and/or LAND Trust funds will be used for class-size reduction. If class sizes are conducive to providing reading supports and class size reduction isn't needed, then more resources will be allocated to the strategies outlined above.
Strategy #4 to accomplish this goal	Various funding sources will support reading instruction through the purchase (and training towards effective use) of instructional technology and software in classroom settings. It is anticipated that these expenditures will include replenishment of Chromebooks (as well as connectivity or Chromebook accessories such as headphones, carts, etc), teacher voice amplification updates, possible SmartBoard replacements, and other technology-related items for classroom use.
Strategy #5 to accomplish this goal	If rigorous afterschool and summer school programming is provided to students, then they will be able to receive additional supports in reading and other content areas, as well as extension and enrichment.

School SMART Goal #2	<p>Students identified as Multilanguage Learners (ML) will improve by 15 points in the category of Speaking as measured on the World Class Instructional Design and Assessment (WIDA) ACCESS test.</p> <p>Historical data: Speaking</p> <p>2017-18 3</p> <p>2018-19 4</p> <p>2019-20 3</p> <p>2020-21</p>
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Tracking School SMART Goal #2	<p><u>Data Used to Track School Goal 2 (check all that apply):</u></p> <p> <input type="checkbox"/> RISE Proficiency Scores <input type="checkbox"/> RISE Growth Scores <input checked="" type="checkbox"/> WIDA Scores <input type="checkbox"/> RISE Interim Scores <input type="checkbox"/> Other data: _____ <input type="checkbox"/> Other data: _____ </p> <p><u>How will Goal 2 be monitored (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Consistent data review in department or grade-level teacher PLCs <input checked="" type="checkbox"/> Consistent data review in Building Leadership Teams and/or school MTSS team <input type="checkbox"/> Consistent data review with Community Council and other parent stakeholder groups <input checked="" type="checkbox"/> Other goal monitoring: Progress on Imagine Learning _____ </p> <p><u>How will the success of Goal 2 be communicated to stakeholders (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Shared with Community Council and other parent stakeholders <input type="checkbox"/> School website <input checked="" type="checkbox"/> Published on Community Section of school website <input type="checkbox"/> Shared at school events <input type="checkbox"/> Other ways: _____ </p>
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Strategy #1 to accomplish this goal: A paraprofessional will be hired to provide small group instruction for ML students and monitor their progress throughout the year. The instruction will include strategies to support student achievement including ideal testing conditions for students (such as how to correctly speak into the microphone during the speaking portion of the WIDA test).

Strategy #2 to accomplish this goal: Support ML instruction and WIDA testing through the purchase of technology equipment such as headphones with microphones and other resources as needed.

Reflection:

Celebration(s):

After reviewing end of year testing data, we are pleased that the students have not lost as much progress as we feared they would.

Reading/Acadience Benchmark (percent of students at or above grade level) Data

Schoolwide:	2019 - 81%	2021 - 78%
Kindergarten:	2019 - 88%	2021 - 87%
1st Grade:	2019 - 89%	2021 - 70%
2nd Grade:	2019 - 70%	2021 - 71%
3rd Grade:	2019 - 78%	2021 - 84%
4th Grade:	2019 - 90%	2021 - 80%
5th Grade:	2019 - 80%	2021 - 74%

Reading/Acadience Pathways of Progress (POP) Growth Data

Schoolwide:	2019 - 79%	2021 - 76%
Kindergarten:	2019 - 85%	2021 - 76%
1st Grade:	2019 - 79%	2021 - 66%
2nd Grade:	2019 - 64%	2021 - 67%
3rd Grade:	2019 - 82%	2021 - 84%
4th Grade:	2019 - 77%	2021 - 85%
5th Grade:	2019 - 84%	2021 - 77%

RISE ELA Data

Schoolwide:	2019 - 59%	2021 - 61%
3rd Grade:	2019 - 65%	2021 - 64%
4th Grade:	2019 - 75%	2021 - 56%
5th Grade:	2019 - 48%	2021 - 62%

RISE Math Data

Schoolwide:	2019 - 60%	2021 - 57%
3rd Grade:	2019 - 68%	2021 - 61%
4th Grade:	2019 - 72%	2021 - 58%
5th Grade:	2019 - 54%	2021 - 53%

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Reflection on goal(s):

Our TSSA Goals for the 2020-21 school year were as follows:

Reading Goal
82% of students will achieve typical or above typical growth according to DIBELS Next (AKA Acadience) Pathway to Progress (POP) data.

Although we did not reach our goal (76% students reached their POP goal), we are pleased that our students did not lose as much ground as was anticipated and we have additional support built into next year's plan to improve growth in the area of reading.

Math Goal
Students will demonstrate at least a years growth as measured by the median growth percentile (MGP) on RISE and Granite Benchmarks. The school average MGP will be greater than 60 percent.

Due to the pandemic, we do not have sufficient data to determine our success in math. We did have a 3% decline in the number of students who reached proficiency in math. We have additional support built into next year's plan to improve growth in this area.

Link between expenses and school success:

Class size reduction: due to the pandemic, Woodstock's enrollment at the start of the 2020-21 school year was lower than anticipated. Funds from both TSSA and School LandTrust were used to make sure that we could retain all of our teachers and keep class sizes manageable.

Paraeducators: Funds from both TSSA and School LandTrust were used to hire paraprofessionals. The paras provided support to teachers who were tasked with teaching both online and in person students at the same time.

Playworks: Funds from TSSA were used to purchase the structured recess program called Playworks. This program was a huge success at our school and was supported by staff, parents, and students. The program included games and activities that promote physical exercise and empowers students to problem solve with each other. Office referrals decreased significantly, as did the amount of instructional time that teachers spent handling recess issues.

Closing learning gaps (how school will find, assess, and address student needs)

Woodstock Summer school
Five Woodstock teachers have been hired to teach a four week summer school program. All students were invited. Approximately 50 students are enrolled (~10% of student body). The summer school will focus on Reading, Math, and Science.

Technology
Woodstock continues to build in technology that is both engaging and student centered. Next year students will have access to a STEAM lab where they will have learning opportunities that enhance their understanding of science, technology, engineering, art, and math. The school has also purchased student licenses for ST Math and Infini-D and has access to licenses for Lexia reading program. The school is also prepared to support and maintain devices for students and instruction.

Interventionists
Woodstock will hire reading/math interventionists (paraeducators) to provide targeted small group instruction for students.

Power Hour
In order to maximize the amount of support for intensive students, the school's schedule will include a scheduled intervention time for each grade level. ESSER funds will be used to provide resources for Power Hour.