

# **Woodbridge School Improvement Plan Spring 2016**

Woodbridge Elementary School  
Zeeland Public Schools

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## **Overview**

### **Plan Name**

Woodbridge School Improvement Plan Spring 2016

### **Plan Description**

Woodbridge Elementary School School Improvement Plan for Fall 2016 and beyond

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their proficiency in meeting common core state standards in writing.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	All students at Woodbridge Elementary School will become proficient in State science standards.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$100
3	All students will be proficient in math.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$26300
4	Vocabulary	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
5	All students at Woodbridge Elementary School will become proficient readers.	Objectives: 3 Strategies: 7 Activities: 18	Academic	\$231320
6	All students at Woodbridge Elementary School will become proficient social studies students.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: All students will improve their proficiency in meeting common core state standards in writing.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all writing standards in English Language Arts by 06/30/2022 as measured by state level assessments (currently M-Step)..

### Strategy 1:

Writ 1.1: Tier 1 MAISA Units - Teachers will implement the units commissioned by experts in the area of writing by the Michigan Association of Intermediate School Administrators.

Category:

Research Cited: The MAISA units are aligned to the Common Core Standards.

Tier:

Status	Progress Notes	Created On	Created By
N/A	Year of implementation went well. Continue to look for best rubric to assess writing.	June 11, 2015	Mr. Michael Dalman

Activity - Writ 1.1a "I Can" Statements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use and share with students the "I Can" statements on the ZPS K-3 and 3-5 Progression Documents which align with the MAISA Units	Direct Instruction			09/03/2013	06/08/2016	\$0	No Funding Required	Classroom Teachers

Activity - Writ 1.1b Group Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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During three meetings each year staff will take time to look at scored writing and develop exemplar papers for each type of writing that meet the criteria of the Pathways Rubrics used to score writing.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	No Funding Required	Principal for scheduling Teaching staff
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### Strategy 2:

Writ 2.1: Writing Workshop - Teachers will work during their writing workshop time to meet the needs of those students who are not achieving grade level standards as measured by the OAISD writing continuums. After assessing student writing, teachers will focus on components of student writing using the OAISD writing continuums to focus their instruction.

Category:

Research Cited: Calkins, Lucy (1986, 1994). The Art of Teaching Writing. Portsmouth, NH: Heineman.

Tier:

Activity - Writ 2.1a: OAISD Writing Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn and practice using the OAISD Writing Continuums	Professional Learning			08/27/2013	01/10/2014	\$0	No Funding Required	ELA Committee

Activity - Writ 2.1b: Tier II Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following writing assessments, teachers will review with students their strengths and areas of growth on the writing continuum	Direct Instruction			09/03/2013	06/08/2016	\$0	No Funding Required	Classroom teachers

**Goal 2: All students at Woodbridge Elementary School will become proficient in State science standards.**

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## Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all science standards in Science by 06/30/2022 as measured by state level assessments (currently MEAP).

## Strategy 1:

Science 1.1: Tier 1 - Cereal City Science - Being the first year of full Cereal City Science implementation, staff will work together in grade level teams to address various components which need to be stressed based on our science assessments.

Category:

Research Cited: <https://www.bcams.org/science-units/researchprogram-evaluation>

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	These units continue to be our guiding curriculum until new standards are adopted.	June 11, 2015	Mr. Michael Dalman

Activity - SCI 1.1a: Data Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a grade level appropriate packet of charts, graphs, etc. to make data and vocabulary more common	Direct Instruction			08/28/2013	06/30/2015	\$0	No Funding Required	Grade level teams of teaching staff Reading and Resource Room Teacher

Activity - SCI 1.1b: Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will provide specific instruction in their classrooms dealing with data and using it to predict, analyze, and synthesize information.	Direct Instruction	Tier 1	Implement	09/03/2013	06/08/2016	\$0	No Funding Required	Classroom teaching staff
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Activity - SCI 1.1c: Five E's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FIVE E's - Staff will create and use a visual model of the Five E's method and use this with their Cereal City Science Units. Engage - Explore - Explain - Evaluate - Elaborate	Professional Learning	Tier 1	Implement	08/28/2013	06/08/2016	\$100	General Fund	Science school improvement committee and teaching staff

### Strategy 2:

Science 2.1: Tier 2 Intervention - Each staff member will give the pre/post test using the Cereal City Science Kits. Following the assessment interventions will be given to reteach the material not mastered by focusing on scientific concept, processes, and attitudes.

Category:

Research Cited: Zemelman, Daniels, and Hyde. (1998) Best Practice. New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heineman.

Tier: Tier 2

Activity - Science 2.1a: Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will reference a variety of reference materials including Research-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students and develop intervention strategies for our students based on their performance on Cereal City Science pre/post tests.	Professional Learning	Tier 2	Getting Ready	08/27/2014	06/30/2016	\$0	No Funding Required	Classroom teachers Science Goal Committee



### Goal 3: All students will be proficient in math.

**Measurable Objective 1:**

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all mathematics standards in Mathematics by 06/30/2022 as measured by as measured by state level assessment (currently M-Step).

**Strategy 1:**

Math 1.1: Tier 1 Math Expressions - Teachers will use the Math Expression Program with integrity aligned to Common Core Standards to increase student math performance.

Category: Mathematics

Research Cited: Math Expressions is a research based program.

Tier: Tier 1

Activity - Math 1.1a: Math Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the math academies offered at the ISD - specifically teachers who have never taken part in this professional development opportunity.	Professional Learning	Tier 1	Implement	08/27/2014	06/03/2015	\$700	Title II Part A	Principal, Curriculum Director, Teaching Staff

Status	Progress Notes	Created On	Created By
Completed	Teachers will now be working with OAISD math consultant Robyn Seifert to update pacing guide and assessments used with Math Expressions.	June 05, 2016	Mr. Michael Dalman
Completed	Various staff attended training at OAISD	June 11, 2015	Mr. Michael Dalman

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### Measurable Objective 2:

95% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on all number sense and numeration skills taught in prior grade levels in Mathematics by 06/04/2014 as measured by Delta Math Screener.

Status	Progress Notes	Created On	Created By
Not Met	In process. Used Delta Math with Program Evaluation Tool.	June 11, 2015	Mr. Michael Dalman

### Strategy 1:

Math 2.1: Tier 2 Intervention - Following the administration of the Delta Math Screener teachers and intervention staff will review data and then reteach and administer quick checks to master skills that were not proficient on the Delta Math Screener.

Category:

Research Cited: Math Expressions Web Site: <http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/math-expressions>

Tier:

Activity - Math 2.1a: Benchmark Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for benchmark meetings at least two times each year to look at student progress, review data from Delta Math and STAR, and discuss intervention strategies	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2016	\$600	General Fund	Principal Intervention staff Classroom teachers

Activity - Math 2.1b: RTI Math ( Multi-tiered System of Support)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with intervention staff to provide interventions in math based upon data from the Delta Math Program. Staff will use intervention from Delta Math (OAISD program correlated to Math Expressions and Common Core State Standards).	Direct Instruction	Tier 2	Implement	09/03/2013	06/07/2016	\$25000	Section 31a	Brenda Busscher Classroom Teachers

## Goal 4: Vocabulary

### Measurable Objective 1:

demonstrate a proficiency in various strategies to teach vocabulary by 06/08/2016 as measured by successful use of strategies at least two times weekly in each classroom.

### Strategy 1:

VOC 3.1: Frayer Model - Teachers will use and instruct using the Frayer Model for vocabulary acquisition.

Category:

Research Cited: 15 Vocabulary Strategies in 15 minutes

Tier:

Activity - VOC 3.1a: Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	No Funding Required	Classroom teachers, resource room teachers, and intervention staff

### Strategy 2:

VOC 4.1: Daily Five - Teachers will use the daily five with an intention to use word work daily to increase student comprehension of vocabulary.

Category:

Research Cited: Daily Five book

Tier:

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Activity - VOC 4.1a: Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	No Funding Required	Classroom teachers, resource room teachers, and intervention staff

**Strategy 3:**

VOC 7.1: Vocabulary notebook - All students will build their own vocabulary notebook

Category:

Research Cited: On Target, Strategies to Build Student Vocabularies

Tier:

Activity - VOC 7.1a: Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	No Funding Required	Classroom teachers, resource room teachers, and intervention staff

**Strategy 4:**

Ready Gen - Semantic Maps - Teachers will use strategy from research based ReadyGen Program to teach vocabulary identified in the program.

Category: English/Language Arts

Research Cited: ReadyGen is a research based literacy program

Tier: Tier 1

Activity - Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive instruction in vocabulary strategies from ReadyGen	Professional Learning	Tier 1		01/04/2016	06/09/2017	\$0	No Funding Required	Staff already trained Consultant from Pearson ReadyGen District Literacy Coach

**Goal 5: All students at Woodbridge Elementary School will become proficient readers.**

**Measurable Objective 1:**

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all common core standards in Reading by 06/30/2022 as measured by State Level Assessment (currently M-Step)..

**Strategy 1:**

RDG 1.1: - Reading Workshop - Teachers will use the Reading Workshop model aligned to Common Core State Standards to increase student achievement in the area of reading.

Category:

Research Cited: What Really Matter for Struggling Readers by Richard Allington

Guiding Readers and Writers Grades 3-6 by Fountas and Pinnell

Reading with Meaning - Debbie Miller

Tier: Tier 1

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Activity - RDG 1.1a: Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review the basic components of the workshop model at the August inservice days to review necessary components for their instruction.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	08/28/2014	\$0	General Fund	Reading Teacher Teachers Principal

Activity - RDG 1.1b: Large Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate large group mini lessons aligned with ZPS Curriculum (aligned to Common Core Standards)	Direct Instruction	Tier 1		08/27/2014	06/30/2016	\$0	General Fund	All teachers and support staff working with students

**Strategy 2:**

RDG 2.1: Reading Interventions - Students will work with adults in our building (volunteers, teachers, interventionist) to provide interventions based upon their individual reading needs.

Category:

Research Cited: RTI From All Sides - Mary Howard

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Continue to look for new interventions. MTSS Committee in effect in district.	June 11, 2015	Mr. Michael Dalman
N/A	Continue to look for new interventions. MTSS Committee in effect in district.	June 11, 2015	Mr. Michael Dalman

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Activity - RDG 2.1a: Classroom small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate small group instruction based upon student need.	Direct Instruction	Tier 2	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	Classroom teachers, support staff including interventionist, reading teacher, and special education teacher in inclusion classrooms

Activity - RDG 2.1b: Benchmark Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level staff will meet with academic support personnel and principal three times per year to evaluate student needs and determine interventions and academic grouping needs that may be appropriate based on data from assessments.	Academic Support Program	Tier 2	Monitor	08/27/2014	06/30/2016	\$900	General Fund	Classroom Teachers Reading Teachers Special Education Teacher Principal

Activity - RDG 2.1c: Intervention Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based upon reading intervention tool and assessment data, staff will begin to evaluate the effectiveness of the interventions used with Woodbridge students.	Academic Support Program	Tier 2	Evaluate	08/27/2014	06/30/2016	\$0	No Funding Required	Principal, classroom teachers, reading teacher, special education teacher, interventionist
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### Strategy 3:

RDG 3.1: Individualized Instruction - Our most at risk students will receive small group or individualized instruction addressing their specific needs.

Category:

Research Cited: [www.readingrecovery.org](http://www.readingrecovery.org)

Tier: Tier 3

Activity - RDG 3.1a: Intensive Reading Support Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are most at risk for academic failure will be pulled from their classrooms to receive additional support from trained staff (interventionist, reading teacher, special education teacher).	Academic Support Program	Tier 3	Implement	08/27/2014	06/30/2016	\$200000	Other	Multiple Funding Sources for: Reading Teacher Interventionist Special Education Staff

### Strategy 4:

RDG 4.1 - All staff will have an uncompromising focus on reading. - Teachers will have a non-negotiable block of time set aside for literacy instruction.

Category:

Research Cited: • Students achieve more in classes in which they spend much of their time being directly taught by their teachers (Rosenshine & Stevens, 1986).

• Extensive reading is critical to the development of reading proficiency (Krashen 2001; Stanovich, 2000).



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- "Reading is complex, and teaching children to read is equally complex. The fact that children must do a lot of reading to become good readers, however, is simple and straightforward." (Cunningham & Allington, 2011)

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	New strategy for 2015-2016.	June 11, 2015	Mr. Michael Dalman

Activity - RDG 4.1a 90-120 minute daily reading block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will work to provide a schedule where teachers have 90-120 minutes available in which to instruct their grade level literacy. This block will include the elements of balanced literacy including read aloud, guided reading, shared reading, independent reading, and word study.	Direct Instruction	Tier 1		09/01/2015	07/08/2022	\$0	No Funding Required	Teaching Staff and Principal

Activity - RDG 4.1b Common elements of reading block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading block includes targeted, quick whole group instruction with much of the time allocated to students reading texts at their independent level.	Direct Instruction	Tier 1		09/01/2015	06/03/2022	\$0	No Funding Required	Teachers and Principal

### Measurable Objective 2:

A 20% increase of Hispanic or Latino students will demonstrate a proficiency of grade level standards in Reading by 06/03/2015 as measured by Running record scores and statewide assessments..

### Strategy 1:

RDG 5.1: Partnering with Parents - Teachers and our school will actively work with our Hispanic families to partner for their child's education, especially reading, outside of traditional expectations.

Category:

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Research Cited: EL Partnership

Tier: Tier 1

Activity - RDG 5.1b: Communication in Native Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will communicate to parents of our Hispanic students by translating notes using Google translator	Parent Involvement	Tier 1	Implement	08/27/2014	06/30/2016	\$0	No Funding Required	Classroom Teachers Office staff

Activity - RDG 5.1c: A Framework for Understanding Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study and use video series from A Framework For Understanding Poverty by Ruby Payne to gain a greater understanding of the students in our subgroups (Hispanic, economically disadvantaged)	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/03/2015	\$320	General Fund	Teaching Staff Principal

Activity - RDG 5.1d: Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss and implement Rtl strategies to work with parents and students for a multi-tiered level of support using the book, Research-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students by Ruby Payne	Professional Learning	Tier 2	Implement	08/27/2014	06/30/2016	\$100	General Fund	Classroom Teachers Interventionist Reading Teacher Principal

**Measurable Objective 3:**

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75% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on our local reading benchmark by reducing the number of "At Risk" students from % (Winter 2013) to % (Spring 2014) in English Language Art in English Language Arts by 06/03/2016 as measured by Discovery Education Benchmark assessments given Fall, Winter, and Spring each year..

### Strategy 1:

RDG 6.1: Tier 2 Reading Interventions - Interventions and extensions will be provided by all available staff during a common time scheduled for each grade level called WIN which stands for What I Need. This will not interfere with the core instruction block of 90-120 minutes protected in Tier 1. This block of time is in addition to the guaranteed 90 minute block.

Category:

Research Cited: • Teachers must agree on how students will demonstrate their learning. (Stiggins, 2014).

• Using Student Achievement Data to Support Instructional Decision Making. (What Works Clearinghouse. IES Practice Guide, 2009).

• Formative assessment is characterized by purpose, collaboration, its dynamic nature, descriptive feedback, and continuous improvement. (McLaughlin & Overturf, 2013)

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	New approach to interventions starting 2015-2016.	June 11, 2015	Mr. Michael Dalman

Activity - RDG 6.1a: Master Schedule Changes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be adjusted to allow for Tier II supports, and a process for scheduling these classes will be developed.	Other	Tier 2	Getting Ready	05/25/2015	06/30/2015	\$0	No Funding Required	Scheduling committee and building principal

Activity - RDG 6.1b: Teacher Training in Selected Intervention *To be determined	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff responsible for teaching Tier 2 classes will attend training in the appropriate intervention as necessary.	Professional Learning	Tier 2		07/01/2015	06/30/2016	\$0	No Funding Required	Building Principal and Tier 2 staff
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Activity - RDG 6.1c: Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
_____ Staff will be employed to fulfill interventionist role in our building.	Academic Support Program	Tier 2		09/01/2015	06/03/2022	\$30000	Section 31a	Building Principal and Tier 2 Staff

Activity - RDG 6.1d: On-site Coaching and Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching Tier 2 classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation	Professional Learning, Teacher Collaboration, Walkthrough	Tier 2		07/01/2015	06/30/2016	\$0	No Funding Required	Building principal and Tier 2 staff

### Strategy 2:

RDG 7.1 Data System for a Three-Tiered Model of Instruction - Administrators and teachers will implement a system of data collection and analysis and data-based decision-making to support a three-tiered model of instructional intervention.

Category:

Research Cited: The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level:

[ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf).

See recommendation summary in the Appendix

“Just as it does no good to find out that students are struggling with essential content and skills after instruction is over, it makes no sense to create rubrics and use formative assessment and then ignore the results. Deliberate, collective, focused timely intervention is essential ...” (Westerberg, 2009, p. 102)

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Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Westerberg, Tim. Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference. Alexandria, VA: ASCD, 2009.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	New goal for 2015-2016	June 11, 2015	Mr. Michael Dalman

Activity - RDG 7.1a: Tier 1 Data Collection, Analysis, and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct common literacy assessments. Staff will input the above data into Infinite Campus, integrate it with other sources of student data, and prepare appropriate reports for data analysis. All staff responsible for Language Arts will meet as a Grade Level/Department to review the assessment results three times per year (fall, winter, spring) to: <ul style="list-style-type: none"> <li>• Receive any necessary professional development on data analysis/data-driven decision-making</li> <li>• Identify strengths and areas of need in core instruction</li> <li>• Identify necessary instructional adjustments accordingly</li> </ul>	Academic Support Program	Tier 2	Monitor	07/01/2015	06/30/2022	\$0	No Funding Required	Principals and teaching staff

Activity - RDG 7.1b - Tier 1 Data Collection, Analysis, and Dialogue - Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will conduct Benchmark Universal Screening (ex: Dibels, AIMSWeb, etc). Staff will input the above data into a data warehouse (AIMSWeb, Dibels), integrate it with other sources of student data, and prepare appropriate report for data analysis. All staff responsible for Language Arts will meet three times a year as a Grade Level/Department after each benchmark data collection to review and analyze the data to: *Inform and make decisions about core instruction *Identify students who need Tier II and III supports *Decide which students require additional diagnostics and select appropriate interventions.	Academic Support Program	Tier 1		09/08/2015	06/04/2021	\$0	General Fund	Teachers, principal, office staff
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Activity - RDG 7.1c - Tier II/III Data Collection, Analysis, and Dialogue	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct Progress Monitoring Assessments bi-weekly for Tier II and weekly for Tier III students (Tier II will come with a Progress Monitoring tool; Tier II examples include: AIMSWeb, MAZE). Staff will input the above data into a warehouse system (AIMSWeb, Dibels), integrate it with other sources of student data, and prepare the appropriate reports for data analysis. All staff responsible for Tier II and III interventions will meet monthly to review and analyze the data to make informed decisions regarding: *Impact of interventions *Actions necessary to support student who are not achieving	Academic Support Program	Tier 2	Monitor	09/08/2015	06/04/2021	\$0	General Fund	Teaching staff, principal, interventionists

**Goal 6: All students at Woodbridge Elementary School will become proficient social studies students.**

**Measurable Objective 1:**

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on state assessment in Social Studies by 06/30/2022 as measured by state assessment.

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### Strategy 1:

Social Studies 1.1: Data Analysis - Staff will use data from common assessments to direct their instruction.

Category:

Research Cited: Bambrick-Saantoyo, Paul (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass [www.josseybass.com](http://www.josseybass.com)

Tier: Tier 1

Activity - Social Studies 1.1a: Administer Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district social studies committee has developed common assessments. Staff in grades K-5 will administer the assessments and record the scores.	Direct Instruction	Tier 1	Implement	09/04/2012	06/30/2016	\$0	No Funding Required	Classroom Teachers

Activity - Social Studies 1.1b: Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to analyze social studies data and differentiate instruction based upon the assessment data.	Other	Tier 1	Monitor	09/02/2014	06/30/2016	\$0	No Funding Required	Classroom Teachers Principal Curriculum Office to Compile Data

Activity - Social Studies 1.1c: Reteach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will reteach and reinforce concepts identified as needing improvement based upon data from assessments. Instruction may be with individual students, small groups, or whole class depending on the data.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	Classroom Teachers





## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDG 5.1d: Rtl	Staff will discuss and implement Rtl strategies to work with parents and students for a multi-tiered level of support using the book, Research-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students by Ruby Payne	Professional Learning	Tier 2	Implement	08/27/2014	06/30/2016	\$100	Classroom Teachers Interventionist Reading Teacher Principal
SCI 1.1c: Five E's	FIVE E's - Staff will create and use a visual model of the Five E's method and use this with their Cereal City Science Units. Engage - Explore - Explain - Evaluate - Elaborate	Professional Learning	Tier 1	Implement	08/28/2013	06/08/2016	\$100	Science school improvement committee and teaching staff
RDG 1.1b: Large Group Instruction	Teachers will incorporate large group mini lessons aligned with ZPS Curriculum (aligned to Common Core Standards)	Direct Instruction	Tier 1		08/27/2014	06/30/2016	\$0	All teachers and support staff working with students
Math 2.1a: Benchmark Meetings	Staff will meet for benchmark meetings at least two times each year to look at student progress, review data from Delta Math and STAR, and discuss intervention strategies	Academic Support Program	Tier 2	Monitor	09/03/2013	06/08/2016	\$600	Principal Intervention staff Classroom teachers
RDG 1.1a: Workshop Model	Staff will review the basic components of the workshop model at the August inservice days to review necessary components for their instruction.	Direct Instruction	Tier 1	Getting Ready	08/27/2014	08/28/2014	\$0	Reading Teacher Teachers Principal

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RDG 7.1c - Tier II/III Data Collection, Analysis, and Dialogue	Staff will conduct Progress Monitoring Assessments bi-weekly for Tier II and weekly for Tier III students (Tier II will come with a Progress Monitoring tool; Tier II examples include: AIMSWeb, MAZE). Staff will input the above data into a warehouse system (AIMSWeb, Dibels), integrate it with other sources of student data, and prepare the appropriate reports for data analysis. All staff responsible for Tier II and III interventions will meet monthly to review and analyze the data to make informed decisions regarding: *Impact of interventions *Actions necessary to support student who are not achieving	Academic Support Program	Tier 2	Monitor	09/08/2015	06/04/2021	\$0	Teaching staff, principal, interventionists
RDG 2.1b: Benchmark Meeting	Grade level staff will meet with academic support personnel and principal three times per year to evaluate student needs and determine interventions and academic grouping needs that may be appropriate based on data from assessments.	Academic Support Program	Tier 2	Monitor	08/27/2014	06/30/2016	\$900	Classroom Teachers Reading Teachers Special Education Teacher Principal
RDG 7.1b - Tier 1 Data Collection, Analysis, and Dialogue - Universal Screening	Staff will conduct Benchmark Universal Screening (ex: Dibels, AIMSWeb, etc). Staff will input the above data into a data warehouse (AIMSWeb, Dibels), integrate it with other sources of student data, and prepare appropriate report for data analysis. All staff responsible for Language Arts will meet three times a year as a Grade Level/Department after each benchmark data collection to review and analyze the data to: *Inform and make decisions about core instruction *Identify students who need Tier II and III supports *Decide which students require additional diagnostics and select appropriate interventions.	Academic Support Program	Tier 1		09/08/2015	06/04/2021	\$0	Teachers, principal, office staff
RDG 5.1c: A Framework for Understanding Poverty	Staff will study and use video series from A Framework For Understanding Poverty by Ruby Payne to gain a greater understanding of the students in our subgroups (Hispanic, economically disadvantaged)	Professional Learning	Tier 1	Getting Ready	08/27/2014	06/03/2015	\$320	Teaching Staff Principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies 1.1a: Administer Common Assessments	The district social studies committee has developed common assessments. Staff in grades K-5 will administer the assessments and record the scores.	Direct Instruction	Tier 1	Implement	09/04/2012	06/30/2016	\$0	Classroom Teachers

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Writ 2.1a: OAISD Writing Continuum	Staff will learn and practice using the OAISD Writing Continuums	Professional Learning			08/27/2013	01/10/2014	\$0	ELA Committee
VOC 3.1a: Monitor	Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	Classroom teachers, resource room teachers, and intervention staff
RDG 4.1b Common elements of reading block	Reading block includes targeted, quick whole group instruction with much of the time allocated to students reading texts at their independent level.	Direct Instruction	Tier 1		09/01/2015	06/03/2022	\$0	Teachers and Principal
Science 2.1a: Intervention	Staff will reference a variety of reference materials including Research-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students and develop intervention strategies for our students based on their performance on Cereal City Science pre/post tests.	Professional Learning	Tier 2	Getting Ready	08/27/2014	06/30/2016	\$0	Classroom teachers Science Goal Committee
Writ 1.1b Group Scoring	During three meetings each year staff will take time to look at scored writing and develop exemplar papers for each type of writing that meet the criteria of the Pathways Rubrics used to score writing.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	Principal for scheduling Teaching staff
VOC 7.1a: Monitor	Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	Classroom teachers, resource room teachers, and intervention staff
RDG 4.1a 90-120 minute daily reading block	Administrators will work to provide a schedule where teachers have 90-120 minutes available in which to instruct their grade level literacy. This block will include the elements of balanced literacy including read aloud, guided reading, shared reading, independent reading, and word study.	Direct Instruction	Tier 1		09/01/2015	07/08/2022	\$0	Teaching Staff and Principal
RDG 6.1b: Teacher Training in Selected Intervention *To be determined	All staff responsible for teaching Tier 2 classes will attend training in the appropriate intervention as necessary.	Professional Learning	Tier 2		07/01/2015	06/30/2016	\$0	Building Principal and Tier 2 staff

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Staff Development	Staff will receive instruction in vocabulary strategies from ReadyGen	Professional Learning	Tier 1		01/04/2016	06/09/2017	\$0	Staff already trained Consultant from Pearson ReadyGen District Literacy Coach
RDG 2.1c: Intervention Assessment	Based upon reading intervention tool and assessment data, staff will begin to evaluate the effectiveness of the interventions used with Woodbridge students.	Academic Support Program	Tier 2	Evaluate	08/27/2014	06/30/2016	\$0	Principal, classroom teachers, reading teacher, special education teacher, interventionist
SCI 1.1a: Data Charts	Staff will develop a grade level appropriate packet of charts, graphs, etc. to make data and vocabulary more common	Direct Instruction			08/28/2013	06/30/2015	\$0	Grade level teams of teaching staff Reading and Resource Room Teacher
RDG 7.1a: Tier 1 Data Collection, Analysis, and Dialogue	Staff will conduct common literacy assessments. Staff will input the above data into Infinite Campus, integrate it with other sources of student data, and prepare appropriate reports for data analysis. All staff responsible for Language Arts will meet as a Grade Level/Department to review the assessment results three times per year (fall, winter, spring) to: <ul style="list-style-type: none"> <li>• Receive any necessary professional development on data analysis/data-driven decision-making</li> <li>• Identify strengths and areas of need in core instruction</li> <li>• Identify necessary instructional adjustments accordingly</li> </ul>	Academic Support Program	Tier 2	Monitor	07/01/2015	06/30/2022	\$0	Principals and teaching staff
SCI 1.1b: Direct Instruction	Staff will provide specific instruction in their classrooms dealing with data and using it to predict, analyze, and synthesize information.	Direct Instruction	Tier 1	Implement	09/03/2013	06/08/2016	\$0	Classroom teaching staff
RDG 5.1b: Communication in Native Language	Staff will communicate to parents of our Hispanic students by translating notes using Google translator	Parent Involvement	Tier 1	Implement	08/27/2014	06/30/2016	\$0	Classroom Teachers Office staff

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RDG 6.1a: Master Schedule Changes	The master schedule will be adjusted to allow for Tier II supports, and a process for scheduling these classes will be developed.	Other	Tier 2	Getting Ready	05/25/2015	06/30/2015	\$0	Scheduling committee and building principal
RDG 6.1d: On-site Coaching and Classroom Walk-throughs	All staff responsible for teaching Tier 2 classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation	Professional Learning, Teacher Collaboration, Walkthrough	Tier 2		07/01/2015	06/30/2016	\$0	Building principal and Tier 2 staff
RDG 2.1a: Classroom small group instruction	Teachers will incorporate small group instruction based upon student need.	Direct Instruction	Tier 2	Implement	08/27/2014	06/30/2016	\$0	Classroom teachers, support staff including interventionist, reading teacher, and special education teacher in inclusion classrooms
Writ 2.1b: Tier II Intervention	Following writing assessments, teachers will review with students their strengths and areas of growth on the writing continuum	Direct Instruction			09/03/2013	06/08/2016	\$0	Classroom teachers
Social Studies 1.1b: Analyze Data	Staff will work together to analyze social studies data and differentiate instruction based upon the assessment data.	Other	Tier 1	Monitor	09/02/2014	06/30/2016	\$0	Classroom Teachers Principal Curriculum Office to Compile Data
Social Studies 1.1c: Reteach	Teaching staff will reteach and reinforce concepts identified as needing improvement based upon data from assessments. Instruction may be with individual students, small groups, or whole class depending on the data.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Classroom Teachers
VOC 4.1a: Monitor	Monitor implementation of vocabulary strategies through data collection on usage	Direct Instruction	Tier 1	Monitor	09/03/2013	06/08/2016	\$0	Classroom teachers, resource room teachers, and intervention staff

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Writ 1.1a "I Can" Statements	Teachers will use and share with students the "I Can" statements on the ZPS K-3 and 3-5 Progression Documents which align with the MAISA Units	Direct Instruction			09/03/2013	06/08/2016	\$0	Classroom Teachers
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 1.1a: Math Academy	Teachers will attend the math academies offered at the ISD - specifically teachers who have never taken part in this professional development opportunity.	Professional Learning	Tier 1	Implement	08/27/2014	06/03/2015	\$700	Principal, Curriculum Director, Teaching Staff

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RDG 3.1a: Intensive Reading Support Strategies	Students who are most at risk for academic failure will be pulled from their classrooms to receive additional support from trained staff (interventionist, reading teacher, special education teacher).	Academic Support Program	Tier 3	Implement	08/27/2014	06/30/2016	\$200000	Multiple Funding Sources for: Reading Teacher Interventionist Special Education Staff

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math 2.1b: RTI Math (Multi-tiered System of Support)	Staff will collaborate with intervention staff to provide interventions in math based upon data from the Delta Math Program. Staff will use intervention from Delta Math (OAISD program correlated to Math Expressions and Common Core State Standards).	Direct Instruction	Tier 2	Implement	09/03/2013	06/07/2016	\$25000	Brenda Busscher Classroom Teachers
RDG 6.1c: Reading Interventionists	_____ Staff will be employed to fulfill interventionist role in our building.	Academic Support Program	Tier 2		09/01/2015	06/03/2022	\$30000	Building Principal and Tier 2 Staff